

THE STATE OF SOUTH CAROLINA
In the Court of Appeals

APPEAL FROM SOUTH CAROLINA ADMINISTRATIVE LAW COURT

S. Phillip Lenski, Administrative Law Judge

Docket No.: 10-ALJ-30-0437-AP
Court of Appeals Tracking Number: 2012208467

Midlands Math and Business Academy Charter School, ... Appellants,

v.

Richland County School District 1 Board of Commissioners, ... Respondents.

RECORD ON APPEAL
VOLUME IV OF IV

Samuel M. Mokeba
Bar Number 17009
smokeba@brblegal.com
Jenny A. Draffin
Bar Number 76129
jdraffin@brblegal.com
Baker, Ravenel & Bender, L.L.P.
3710 Landmark Drive, Suite 400
P. O. Box 8057
Columbia, South Carolina 29202
(803) 799-9091
Attorneys for Appellants

Other Counsel of Record:
Charles J. Boykin, Esquire
Boykin & Davis, LLC
Post Office Box 11844
Columbia, South Carolina 29211
(803) 254-0707
Attorney of Record for Respondent

SP-6004 10-10-09



**RECORD ON APPEAL
VOLUME III OF III**

**THE STATE OF SOUTH CAROLINA
IN THE
ADMINISTRATIVE LAW COURT**

MIDLANDS MATH AND BUSINESS ACADEMY CHARTER
SCHOOL,

PETITIONER,

VS.

RICHLAND COUNTY SCHOOL DISTRICT ONE,

RESPONDENT.

SUBMITTED BY:
ATTORNEYS FOR RESPONDENT

CHARLES J. BOYKIN
KENNETH A. DAVIS
RALPH J. SMILEY

BOYKIN & DAVIS, LLC
P.O. Box 11844
Columbia, SC 29211
Ph. (803) 254-0707
Fax (803) 254-5609

TABLE OF CONTENTS

TAB

Notice of Appeal.....	1
Decision of the Local School Board	2
Board Meeting Minutes.....	3
Materials in Support of Revocation Submitted by the Administration of Richland County School District One	4
Materials Submitted in Opposition of Revocation Submitted by Midlands Math and Business Academy Charter School	5



Discover The Urban Advantage

Office of Elementary Education
Waverley Administration Center

Cynthia Cash-Greene, Ed.D.
Executive Director

Allen J. Coles, Ph.D.
Superintendent

TO: Michelle Spradley, Principal
Midlands Math and Business School

FROM: Cynthia Cash-Greene, *ccg* Executive Director for
Elementary Education

DATE: November 15, 2006

RE: School Visit Feedback

Thank you for accompanying me on my visit to the Math and Business School on October 24th. This write up will be outlined using basic components of effective instruction. The final comment will be a reflection question for you as administrator in providing continuous feedback to the staff for continuous growth.

Teaching and Learning:

During our walk through, each class visited demonstrated evidence of planned lessons except one. The lessons observed ranged from history, math, business, and writing (SC History, Greatest Common Factors and multiplying decimals). It was difficult to determine the intended lesson without viewing an objective or standard written or presented to the students. One of the things we require of teachers is that standards to support the state curriculum are posted so that the students as well as observers know the intended outcome. After spending some time in each class, except the math and writing class, the others were taught at a low level on Bloom's Taxonomy.

Instructional Strategy:

Each class observed used whole group instructions as the dominate technique for the deliverance of instruction. The writing class provided opportunities for the students to engage with the teacher regarding their work. The math class provided opportunities for students to discuss the procedure for determining the greatest common factors and to demonstrate by going to the board.

0869

Page 2

Michelle Spradley, Principal
Midlands Math and Business School

Learner Engagement:

Most students were engaged in the learning process. Teachers appear very committed to the students as they demand that they remain focused on the learning.

Survey of Learning Environment:

Students were orderly and respectful to the staff as instruction was delivered.

Commendations:

It is evident that you are working to provide a positive learning environment for students. Teachers are respectful of students and a positive relationship is evident among the staff and students.

Recommendations:

It is important that teachers plan for lessons prior to attempting to deliver instruction to learners. The social studies lesson did not appear to have much planning done prior to the completion of the assignment. Teachers should begin to post their standards so that students may reflect on what they were expected to learn. The business class and the math class provided objectives for the students' learning.

Reflective Question:

What are your plans to assist teachers to increase the level of academic rigor in the instructional program?



Discover The Urban Advantage

Office of Elementary Education
Waverley Administration Center

Cynthia Cash-Greene, Ed.D.
Executive Director

Allen J. Coles, Ph.D.
Superintendent

February 16, 2007

Michelle Spradley
Midlands Math and Business (MMBA)
2638 Two Notch Rd.; Suite 204
Columbia, SC 29204

Dear Ms. Spradley:

This letter will serve as a summary of my most recent visit to the Math and Business School on January 29, 2007. The outline will follow components of the Class Walk Through monitoring instrument for identifying effective instruction. The final component of this letter will provide a summary of the overall visit.

Teaching and Learning:

Observations of classes visited provided information to support the level of instruction to be low in most of the classes. I was pleased to see that the eight graders were actively engaged in a Spanish lesson. While the lesson focused on studying vocabulary and matching the appropriate picture to the correct word, the activity was relatively low. The students pasted pictures to vocabulary words they had written.

In the social studies class, students were again involved in a lecture/question response type setting. Students were able to answer questions about South Carolina History and WWII. It appears that there were many periods of history being covered to include: WWII, The Cold War and The Post War. I was able to identify one effective instructional strategy in this class and that was questioning.

During my visit to the writing class, even though the teacher was out, I was able to see evidence of good writing. The students were submitting a project about themselves. The project varied in students' ability but were all outlined in the same manner. The students were reading a story about Alex Haley and were required to complete a story using a two line story prompt. My concerns regarding the instructional piece included: the absence of a rubric, and a lack of variance from grade to grade. I would be very interested in seeing the impact of PACT as a result of your attempt to provide intense writing for the students.

ROA 1100

0871

Page 2
Michelle Spradley

The science class provided the students an opportunity to investigate the transmission of waves and energy. The students conducted an experiment using water in a small pan and several objects to test this theory that waves transmit energy. The teacher provided key questions for students' investigation such as: What is a wave? What causes a wave? Other questions from previous lessons include: What is electric circuit? What are parts of an electric circuit? This lesson was heavily driven by the textbook. Each of the questions asked were of the low level that required simple responses.

The geometry class provided students with hands on experience using geometrical shapes. The teacher's explanation was to provide the simplest form of identification and recognition prior to taking the students to the next level. The lesson objective was identified and written for the students as well as the observer. Instructional Strategies included: written objectives, teacher demonstration, students collaboration and practice. Students were engaged throughout the lesson, but the lesson was a low concept for six grade students, as they located the appropriate shape, cut and paste. This really should have been a homework assignment after the students were introduced to the concept.

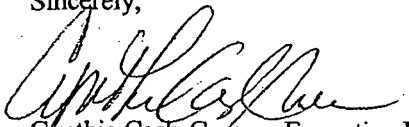
As I visited the computer lab, I was pleased to find that the students were using the Plato Edusoft and Assessment software. The lab manager and the teachers appear to be pleased with the results as they diagnosed students' mastery and level of difficulties.

Overall, I noticed an improvement within the deliverance of instruction. I found the following areas that may need your close observation and feedback for continuous improvement: Academic Rigor, posting of standards in every class, student engagement and rubrics to inform students of the level of standards expected.

Reflective Question:

How have you provided feedback to teachers in order that they are informed about the progress that they are making with the students?

Sincerely,



Cynthia Cash-Greene, Executive Director
Elementary Education

Midlands Math and Business Academy
2638 Two Notch Road, Suite 204
Columbia, SC 29204
803-799-5101

Vince Ford, Board Chairman
Richland One Board of Commissioners
1616 Richland Street
Columbia, SC 29201

June 22, 2009

Dear Mr. Ford,

Midlands Math and Business Academy (MMBA) would like to appeal the decision made by Richland One's Board of Trustees to reauthorize our charter with a probationary period. We are concerned about the manner in which we learned of the recommendation made by Richland One's administrators. During the public session on Tuesday, June 16, 2009, we were notified along with the rest of the public that the administration was recommending that MMBA's charter be authorized with a probationary period of 60 days. During the cabinet meeting and committee meetings, questions were raised about student performance and other issues. Mr. Jenkins addressed as many of the issues as he could and informed the committee members that he would provide clarification on any other issues that he was unsure of. Mr. Devine was the only committee member to express that he would not feel comfortable signing off on our report because he felt that it did not contain enough information. We were told to revise the report and resubmit it. It was resubmitted the following day. There was no indication from anyone that MMBA would be put on probation.

As for the non-compliance issue with the Special Education department, we would like to know the exact allegations that are being made by the Special Education Director, Marilyn Davis. MMBA has had very little technical assistance with Special Education matters until the state department became involved two years ago. One of our parents filed a complaint because the district refused to process the paperwork that MMBA had completed on her child and several other students. Although the students were not classified as Special Needs students, MMBA provided the services for them as though they were. We have had very little cooperation from Ms. Davis and she has been hostile toward me on several occasions. During a meeting with her, I asked our Special Education teacher to sit in with me; however, Ms. Davis said she would not discuss a particular matter in front of the teacher. When the teacher left the room, Ms. Davis said to me, "Michelle, don't you ever do that to me again. Let me make it clear to you that I will not discuss any matters with you if there are others at the table." I told her that I will always have another person with me when I meet with her or else we will handle everything in writing. When I asked her what matter she needed to talk with me privately, she said there was nothing else to discuss. Susan Williams and Ms. Davis have copies of the complaint the parent filed. Again, I would like to emphasize that MMBA

completed all of the necessary paperwork, paid for psychological testing, and any other necessary tests. However, MMBA can not process Special Education paperwork. It has to be done through the district, which they refused to do.

Another issue was raised about MMBA not having three Special Education teachers. We do not have enough students in Special Education to require three teachers. Our Special Education teacher is certified and Ms. Davis has kept abreast of her certification each year. Additionally, each year, the Special Education department has verified our Special Education student data and has made determinations as to whether or not we were able to serve each student. Ms. Davis has made it clear to us that any students we can not accommodate must be sent back to the district. Her staff has monitored this very closely; therefore, it is surprising to us that the issue of not having three teachers has become a concern. Furthermore, I would like to request that Ms. Davis be present in all meetings concerning allegations against MMBA instead of second-hand information being presented to the board.

In addressing the issue of student performance, MMBA has performed slightly lower than Richland One. However, over the past four years, we have made continuous improvements in meeting our AYP objectives. In 2006, we met 7 of 13 objectives; in 2007, we met 10 of 13 objectives; and in 2008, we met 12 of 13 objectives. If we had met one more objective in 2008, we would have been on target for meeting AYP. Appeals were made on behalf of several district schools regarding the state department's ratings; however, no appeal was made on MMBA's behalf. Over the past five years, we have had gains along with some areas in which we've had to improve upon. District administrators have visited MMBA on several occasions, but have provided very little feedback other than they had concerns about our PACT scores.

Although MMBA has an absolute rating of at-risk, our growth rating is average. Furthermore, we have not received any assistance via Title I funds as other schools in District I that are classified as at-risk. We have been eligible to receive Title I funds in the past, but have not received any. In 2007, the Director of the Title I Office, Linda Gillespie, asked us to complete all of the necessary paperwork because she said MMBA qualified for Title I funds. We prepared a plan of action and all of the required paperwork. Ms. Gillespie had already identified the students; however, Dr. Richard Monuizsko halted the process and would not allow her to allocate Title I funds to MMBA. Later, it was determined that the district had changed its method for allocating Title I funds and MMBA no longer qualified. This method was changed at the last minute once it became apparent that MMBA was eligible to receive the funds.

MMBA has always tried to reach out to Richland One; however, we have been met with hostility and animosity over these past five years. Last year, I provided an extensive list of concerns to Wendy Brawley, Board Chairwoman, but she said she only wanted to address the facility issue. We received no technical support during our initial year of operation as required by law. Susan Williams and Dr. Monuizsko provided very little information to assist us. I have complained to the past two superintendents, Dr. Epps and Dr. Coles, concerning this matter. Dr. Monuizsko was removed as the liaison between charter schools and the district. Dr. Sanita Savage, former Human Resource Director, was asked to sit in and monitor the meetings between Susan Williams and me.

Ms. Williams' demeanor was very unpleasant and still remains that way when others are not around. As we were preparing to open and I would ask for the district to assist us in certain areas, Ms. Williams would always say that the district would not provide the services because they were not negotiated in the original charter. However, whenever I tried to do negotiations before the final charter was submitted, Ms. Williams would always intercede. For instance, when I met with Imogene Clark for the district to provide food services, we had pretty much discussed how things would operate. A few days later, Ms. Clark called to inform me that Ms. Williams said the district could not provide the services. Therefore, MMBA had to hire a private caterer in order to provide lunch to our students. After several complaints to the board, we were finally able to negotiate a contract the following year.

In the area of Professional Development, MMBA has not been able to participate in most of the district's training and workshops-even when the district was provided funding by the state department and included charter schools. Each year, I would fill out a survey for the Office of Professional Development because we were told that we qualified to receive the services. In the survey, I would identify those areas in which MMBA needed assistance. When our teachers would attend the trainings, they would usually be turned away. Our teachers and staff have actually received invitations via regular mail or email, but were turned away once they arrived at the training site and tried to register.

Today, representatives from MMBA met with Dr. Mack, Dr. Coleman, Donna Hammett, and Susan Williams regarding the Reauthorization Report for MMBA. This was our first time seeing this document, which put us at a huge disadvantage during the June 16th public session. Nevertheless, we feel that the meeting was productive and we are ready to move forward with the recommendations that Dr. Mack and his staff will be making. As always, we are willing to monitor and adjust in order to do what is in the best interest of our students.

At this time, representatives from MMBA would like to meet privately with Richland One's Board of Trustees, Dr. Mack, Marilyn Davis, Donna Hammett, and any others you may feel should attend this meeting because we do not feel that there should be a probationary period. Richland One has not provided the technical support that was required by law; therefore, MMBA has had to gather information, resources, and assistance from outside sources. We have already requested for Dr. Mack and his staff to hold off on sending a letter to our parents as we appeal the decision made. We have not been given any indication of their intent in this matter. Please feel free to contact me at 609-1882 if you have any questions.

Sincerely,

Michelle Spradley, Governing Board Chairwoman
Midlands Math and Business Academy

cc: Dr. Percy Mack
Donna Hammett

Vince Ford
Chairman

Jasper Salmond
Vice Chairman

Dwayne Smiling
Secretary-Treasurer



BOARD OF COMMISSIONERS
1616 Richland Street / Columbia, SC 29201

Jamie Devine
Parliamentarian

Rob Tyson

Susie Dibble

Barbara Scott

July 29, 2009

Midlands Math and Business Academy
Attention: Ms. Michelle Spradley
2638 Two Notch Road, Suite 204
Columbia, South Carolina 29204

Dear Ms. Spradley:

This letter is a follow-up response to your letter to the school board dated June 22, 2009 and it is important for the district to address alleged assertions in your letter. Based upon all of the existing data, previous concerns addressed with the school and student achievement, and previous improvement plan(s), Midlands Math and Business Academy (MMBA) should have recognized that the district would have an ongoing concern with student achievement at your school.

The district specifically denies that there has been very little technical assistance from the Special Education Department until State Department of Education (SDE) involvement two (2) years ago. Further, the district denies that its employees are hostile toward MMBA and any of its staff or students.

The Special Education Department provided technical assistance just as other departments required by law prior to 2007. Richland One Special Education Procedures and copies of the special education forms were given to you to assist MMBA to provide appropriate services. The student in question in the Complaint filed with the SDE initially attended private school and received special education services from the district from 2002-2004. He then enrolled and attended school at MMBA from 2004-2007. The student's evaluation was current when he entered MMBA, and services should have been provided by MMBA upon entry. While there was a one-page referral in the district's file, there is no record that all necessary paperwork was filed by MMBA and no written consent for evaluation was on file in district records. The district did not refuse to process records. Processing can only occur when schools complete and submit all appropriate records.

A letter from the SDE dated December 31, 2007 stated "that the failure to take appropriate steps by staff and personnel at MMBA greatly contributed to the serious procedural and substantive violations of federal and state laws that occurred during the Student's attendance at MMBA. These violations include the failure to ensure the Student was properly reevaluated in a timely manner; the failure to review the Student's IEP at least annually; the failure to conduct any IEP



Ms. Michelle Spradley
July 29, 2009
Page Two (2)

meetings during the Student's three years of attendance at the school; and the failure to provide the Student any special education and related services during the three years of his attendance at the school." As a result the district was directed to "submit a specific plan to address the lack of cooperation by staff and personnel at MMBA to ensure the timely correction of the issues of noncompliance identified during the investigation of the complaint." A special education consultant was assigned to monitor Individual Education Plans (IEPs) and to provide technical assistance to MMBA. In addition, a second special education consultant was assigned to work with the executive director on the on-going complaint documentation responses to the SDE beginning in 2007-08.

Specific technical assistance trainings have been provided to MMBA, and MMBA staff has been notified of all special education, SIT, and 504 trainings conducted for district staff. A record of attendance has been kept, and due to non-attendance, a separate training was provided to MMBA on January 8, 2009 to address 504 and additional topics.

Ms. Marilyn Davis denies the accusation that she was hostile. While she does not remember all the specific details of the meeting referenced, she does however recall a topic that was not appropriate to discuss with a teacher present and offered to meet with you to discuss the concern.

Elementary students enrolled at MMBA have higher percentages of Below Basic scores than Richland One elementary students in English Language Arts (ELA), Math, Science and Social Studies. In addition, elementary students enrolled at MMBA have lower percentages of students scoring Proficient or Advanced than Richland One elementary students in ELA, Math, Science and Social Studies.

Middle school students enrolled at MMBA have higher percentages of Below Basic scores than Richland One middle school students in ELA, Math, Science and Social Studies. In addition, middle students enrolled at MMBA have lower percentages of students scoring Proficient or Advanced than Richland One middle school students in ELA, Math, Science and Social Studies.

In conclusion, the students at MMBA are not outperforming students in Richland One which was part of the original charter.

The Office of Accountability, Assessment, Research and Evaluation (AARE) predicts all adequate yearly progress (AYP) and report card ratings annually, based on the assessment data. If the ratings released by the SDE show a discrepancy, that office challenges the rating. There was no discrepancy in what the SDE rated MMBA on either report cards or AYP. Mary Margaret Hoy met with Mr. Flenory on December 4, 2008 to discuss the report card and AYP ratings of MMBA. At their meeting, there was agreement that there was no reason to appeal the



Ms. Michelle Spradley
July 29, 2009
Page Three (3)

rating. The district has an email from December 8, 2008 thanking Ms. Hoy for her time and no mention of wanting to pursue an appeal.

Title I worked with MMBA several years ago on identifying eligible students and preparing a targeted assistance plan if the school was eligible to receive Title I funds the following year. At and about the same time, Richland One decided to spend federal Title I dollars to extend the day for pre-kindergartners (pre-k) in half-day sites and add a couple of full day sites. The purpose was to better build the foundation of the youngest learners in Richland One. The district is now serving about 900 four-year-old students. In order to fund the pre-k, Title I was unable to serve as many schools with funds as it had served previously. Therefore, MMBA has not been in the rank order of schools to be served. This information is documented in the rank order of schools maintained by the district. Richland One has always served schools using the free-reduced lunch report. For 2009-2010, Title I is serving all schools with 90% free-reduced lunch and funding either half or whole day at 45 pre-k centers. With MMBA's ranking at 72.99% free/reduced lunch, it falls far from being served with Title I funds.

Another fact is that if MMBA did receive Title I funds and did not make AYP, then the school would have to notify parents and offer School Choice to another school.

The district vehemently denies that MMBA has been met with hostility and animosity over the past five years by this school district. A denial of a request or point with which the school district disagrees with MMBA should not be considered as hostility and animosity. The district denies that you did not receive any technical assistance and has extensive paperwork to support where it offered technical assistance and confirmed meetings in writing indicating that assistance was in fact provided.

Dr. Moniuszko was not removed as the liaison between charter schools and the district. He was named interim superintendent when Dr. Epps left the district therefore changing his job responsibilities. Dr. Sanita Savage assumed the position as interim deputy superintendent and took over all job responsibilities previously held by Dr. Moniuszko including that of liaison with charter schools. Dr. Savage attended meetings as a part of her job responsibility not to monitor Ms. Williams. Ms. Williams specifically denies that she has been unpleasant and further asserts that she has never been around you except as it relates to school district business with MMBA.

District written correspondence refutes your assertions regarding the provision of technical assistance and food services. Regular monthly meetings were scheduled to provide technical assistance. MMBA was notified by correspondence dated February 27, 2004 that monthly meetings should be maintained to facilitate the start of your school, to schedule meetings at the school's convenience at least by the 20th of each month, and to notify the district of needed



Ms. Michelle Spradley
July 29, 2009
Page Four (4)

assistance so that district personnel could attend those meetings. MMBA did not always show up and did not always notify the district when they would not attend based upon district records.

The district was unable to provide food services during the school's initial year of operation because MMBA did not meet Department of Health and Environmental Control (DHEC) requirements. MMBA was notified of those requirements. The district was contacted by the State Department of Education and the governor's office and they too were informed of the DHEC requirements. When MMBA was able to meet DHEC requirements, Richland One entered into an agreement to provide services and they have continued to provide food services.

Richland One has provided technical assistance and has extensive evidence to support the technical assistance offered initially and that which continues to be offered. Special Education has invited your school staff to attend its professional development sessions and has provided training and support at your school. The office of Professional Development has provided MMBA with an open invitation on Avatar to sign up for professional development opportunities. The district has evidence where staff members have taken advantage of these opportunities. Correspondence was sent to Ms. Elizabeth Wine about professional development opportunities for the 2008-2009 school year. While the district is unable to respond to your assertion that staff may have been denied admission without specific dates, anyone who fails to register by deadline dates, pay for materials when applicable, or shows up unannounced may be denied admission to professional development seminars. In addition, Professional Development may deny admission if the number of participants seeking admission exceeds the course participation number.

The district is currently working with staff at MMBA to put in measures it feels appropriate to address improvement and student achievement to help the school succeed. Richland One is committed to doing what is in the best interest for all of its students. The Richland One Board of School Commissioners voted to deny your request to be heard at this time. The administration per your correspondence is currently working with MMBA to improve student achievement. The district administration and the school board look forward to working with MMBA and reviewing improvements at the end of the probationary period.

Sincerely,

Vince Ford
Board Chairman

C: Board of School Commissioners
Dr. Percy A. Mack

**MIDLANDS MATH AND BUSINESS ACADEMY
(MMBA)
ACTION PLAN**

July, 2009

**MMBA Action Plan
Overview
July, 2009**

I. Task

To conduct a comprehensive review of Midlands Math and Business Academy's (MMBA) charter implementation and student achievement success, and to provide technical support and recommendations to MMBA for improvement

II. Timeline (see Attachment I)

III. Guiding Questions (see Attachment II)

IV. Strategies (see Attachment III)

- A. Curriculum
- B. Data to Drive Instruction
- C. Classroom Instruction
- D. Professional Development
- E. Teacher Certification, Evaluation, and Turn-Over of Staff
- F. Leadership
- G. Facility
- H. Special Education
- I. Instructional Technology Services
- J. Information Technology
- K. Instructional Technology

Attachment I

**MMBA Review and Support
Timeline
May – November, 2009**

Timeline	Action
May, 2009	Superintendent will appoint team to determine fulfillment of charter contract and needed district support
July 8, 2009	Proposed Action Plan completed and submitted to Administration
July 14, 2009	Proposed Action Plan shared with MMBA
July 21, 2009	Action Plan submitted to Board for approval
July 22, 2009 – November 3, 2009	• Implementation of Action Plan • Determination of additional information needed from MMBA • District monitoring for compliance • District feedback, recommendations, and support to MMBA • Periodic updates to Administration and Board
November 10, 2009	District Report of implementation of plan and corrective action submitted to Administration
November 24, 2009	MMBA progress report and recommendations presented to the Board

**Guiding Questions for MMBA
Review, Recommendations, and Support**

1. What strategies are in place to increase student achievement?
2. Has MMBA fulfilled all components of its charter agreement with Richland County School District One?
3. How is MMBA's curriculum aligned with state standards?
4. Provide evidence that there are appropriate plans and resources in place at MMBA to deliver a curriculum that is S.C. Standards based.
5. How is appropriate data used to drive instruction at MMBA?
6. How does classroom instruction incorporate best teaching and learning strategies?
7. Do daily lesson plans reflect adequate planning and are those plans formulated to teach the written curriculum?
8. Is the school's professional development plan aligned with curriculum needs, South Carolina standards, student achievement data, and research based teaching and learning strategies?
9. Give evidence of leadership stability and leadership credentials and experiences.
10. Give evidence that the over-all educational facility meets state standards and is conducive to learning.
11. Give evidence that special education state and federal guidelines are being followed and that each special needs child is receiving appropriate services.
12. Do at least 75% of teachers at MMBA hold a valid S.C. Teaching Certificate? If not, specify any violations. If teachers do not hold a S.C. Teaching Certificate, cite their qualifications.
13. Are all teachers of core subject areas Highly Qualified? If not, list those who are not qualified.
14. Is all technology at MMBA current and appropriate to 21st Century teaching and learning?

Attachment III

MMBA ACTION PLAN
Implementation Strategies
July, 2009

0384

ROA 1113

I. Curriculum Strategies

A. MMBA	DATE DUE	B. DISTRICT STAFF	PERSON RESPONSIBLE	DATE DUE
1. Provide to Richland One's Curriculum staff a copy of the core knowledge curriculum for each of the 4 core subjects at each grade level.	8/17/2009	1a. Audit curriculum to determine alignment with academic standards 1b. Provide feedback/recommendations to MMBA	Curriculum Staff Curriculum Staff	1a. 9/8/2009 1b. 9/15/2009
2. Provide to Richland One's Curriculum staff a listing and/or sample copies of books, planning tools, lesson guides, technology and other supplemental materials that are used to support the curriculum or fill in curricular gaps.	8/17/2009			
3. Submit to Richland One's Curriculum staff copies of pacing guides for all core subjects.	8/17/2009	2. Provide written critiques of curriculum pacing with recommendations.	Curriculum Staff	9/7/2009
4. Ensure that a weekly teacher lesson plan for each core subject and grade level is available for each class each day. Provide to Richland One's Curriculum staff a sample copy of the school's lesson plan format	9/21/2009	3a. Review for alignment of indicators, instructional components and assessment key practices. 3b. Provide feedback/recommendations to MMBA	Curriculum Staff Curriculum Staff	3a. 10/6/2009 3b. 10/13/2009
5. Submit to Richland One's Curriculum staff a copy and/or information of the various types of assessments (summative and formative) used school-wide.	9/21/2009	4a. Determine alignment to academic standards. 4b. Provide feedback/recommendations to MMBA	Curriculum Staff Curriculum Staff	4a. 10/6/2009 4b. 10/13/2009
6. Submit a comprehensive plan to Richland One's Curriculum Staff that includes objectives, strategies, and timelines for addressing curriculum gaps based on C&I feedback	10/20/09			

II. Data to Drive Instruction Strategies

A. MMBA	DATE DUE	B. DISTRICT STAFF	PERSON RESPONSIBLE	DATE DUE
1. A higher percent of students, at the elementary and middle grade levels, will score Met and Exemplary than those scoring Not Met in ELA, Writing, Math, Science and Social Studies on the 2009 PASS Assessment.	10/2009	1. The AARE office will analyze the test scores once they are received from the State Department of Education.	Jennifer Coleman	11/2009
2. On the 2009 PASS administration, a higher percentage of MMBA elementary and middle school level students will score Met and Exemplary than the Richland One elementary and middle school level students in ELA, Writing, Math, Science and Social Studies.	10/2009	2. The AARE office will analyze the test scores once they are received from the State Department of Education and will present the analysis to MMBA faculty and staff.	Jennifer Coleman	11/2009
3. On the 2010 PASS administration, a higher percent of students, at the elementary and middle grade levels, will score Met and Exemplary than from the 2009 PASS administration in ELA, Writing, Math, Science and Social Studies.	6/2010	3. The AARE office will analyze the test scores once they are received from the State Department of Education and will present the analysis to MMBA faculty and staff.	Jennifer Coleman	7/2010

II. Data to Drive Instruction Strategies (Continued)

A. MMBA	DATE DUE	B. DISTRICT STAFF	PERSON RESPONSIBLE	DATE DUE
4. On the 2010 PASS administration, a higher percentage of MMBA elementary and middle school level students will score Met and Exemplary than the Richland One elementary and middle school level students in ELA, Writing, Math, Science and Social Studies.	6/2010	4. The AARE office will analyze the test scores once they are received from the State Department of Education and will present the analysis to MMBA faculty and staff.	Jennifer Coleman	7/2010
5. Provide SuccessMaker Cumulative Performance Report at the end of every 9 weeks.	11/2/2009 1/18/2010 3/22/2010 6/7/2010	5a. The AARE office will monitor the progression of students at each 9 weeks interval on SuccessMaker. 5b. Provide feedback to MMBA quarterly.	Jennifer Coleman	11/2009 1/2010 3/2010 6/2010
6. Provide EduTest Diagnostic Single Student Report at the end of every 9 weeks.	11/2/2009 1/18/2010 3/22/2010 6/7/2010	6. The AARE office will monitor the progression of students at each 9 weeks interval on EduTest.	Jennifer Coleman	11/2009 1/2010 3/2010 6/2010
7. Provide a plan to Richland One's AARE staff and Curriculum staff on how SuccessMaker and EduTest data will be used to drive instruction.	09/08/2009			

8880

ROA 1117

IV. Professional Development Strategies

0889

A. MMBA	DATE DUE	B. DISTRICT STAFF	PERSON RESPONSIBLE	DATE DUE
1. Provide to Richland One's PD staff a written overview of professional development plan for past five years, with specific examples of workshops and other training over the past two years. Explain the focus of the plan.	9/14/2009	1a. Determine if professional development plan was implemented. 1b. Provide feedback to MMBA	Tammy Moye/Sam Whack	1a. 9/28/2009 1b. 10/5/2009
2. Provide to Richland One's PD staff a list of all professional development provided to MMBA teachers and administration over the past 3 years.	9/14/2009	2a. Determine if professional development addresses academic standards in all 4 core areas, teaching and learning and school needs based on data. 2b. Provide suggestions for improvement of professional development and accompanying district support.	Tammy Moye/Sam Whack	2a. 9/28/2009 2b. 10/5/2009
3. Provide to Richland One's PD staff a copy of professional development plan for the 2009-2010 school year. Show the connection with data and S.C. Standards.	8/10/2009	3. Continue to provide access to professional development to MMBA faculty and staff (If various workshop/classes are not funded with state and/or federal funds that provide for charter school attendance, then payment of services can be negotiated with Richland One).	Tammy Moye/Sam Whack	8/2009 and ongoing

ROA 1118

V. Teacher Certification, Evaluation, and Turn-over Strategies

0890

A. MMBA	DATE DUE	B. DISTRICT STAFF	PERSON RESPONSIBLE	DATE DUE
1. Provide to Richland One's HR staff a list of teacher certifications and Highly Qualified status, and subjects being taught by each classroom teacher.	8/7/2009	1. Review for compliance with charter and provide recommendations to MMBA.	Beryl Brooks-Goines	9/4/2009
2. Provide to Richland One's HR staff a list of non-certified classroom teachers' qualifications along with subjects being taught by each teacher.	8/7/2009	2. Review for compliance with charter and provide recommendations to MMBA.	Beryl Brooks-Goines	9/4/2009
3. Provide to Richland One's HR staff a list of teachers who are currently on improvement plans and subjects they teach.	8/7/2009	3. Review for compliance with charter and provide recommendations to MMBA.	Beryl Brooks-Goines	9/4/2009
4. Provide to Richland One's HR staff information on teacher turn-over during the last two years. Provide names of teachers who left MMBA, year of exit, and subject taught.	8/7/2009	4. Determine staff stability and make and provide recommendations to MMBA.	Beryl Brooks-Goines	9/4/2009

ROA 1119

VI. Leadership Strategies

A. MMBA	DATE DUE	B. DISTRICT STAFF	PERSON RESPONSIBLE	DATE DUE
1. Provide to Richland One's Charter School Liaison a list of school administrators and years each served in his/her positions over the past 5 years.	8/10/2009	1. Determine stability of leadership.	Debra Brathwaite/Donna Hammett	9/7/2009
2. Provide to Richland One's Charter School Liaison a list of administrators to include position title, and certification credentials for each administrator for the 2009-2010 school year.	8/10/2009	2. Determine additional information, if needed.	Debra Brathwaite/Donna Hammett	9/7/2009
		3. Prepare written feedback and schedule discussion with leadership.	Debra Brathwaite/Donna Hammett	9/7/2009

VII. Facility Strategies

A. MMBA	DATE DUE	B. DISTRICT STAFF	PERSON RESPONSIBLE	DATE DUE
1. Provide to Raymond Perkins a copy of facility layout.	9/15/2009	1. Determine if facility is adequate to serve need of children. Why or why not?	Raymond Perkins	10/6/2009
2. Provide to Raymond Perkins a list of facility needs.	9/15/2009	2. Does facility meet S.C. code?	Raymond Perkins	10/6/2009
3. Provide to Raymond Perkins a plan with timeline to address any facility needs.	10/13/2009	3. Recommend improvements and district support to MMBA.	Raymond Perkins	10/6/2009

VIII. Special Education Strategies

A. MMBA	DATE DUE	B. DISTRICT STAFF	PERSON RESPONSIBLE	DATE DUE
1. Provide to Richland One's Special Education staff a current certification and Highly Qualified status for special education teacher(s).	8/14/2009	1. Determine certification status of Special Education teachers.	Special Education Coordinator or Consultant	8/2009
2. Ensure that all special education teacher(s) and other personnel as appropriate will participate in special education trainings provided by the district.	As planned	2. Notify MMBA teacher(s) and principal of all trainings.	Special Education Coordinator or Database Analyst	8/12/2009, and as scheduled
3. Develop lesson plans and lessons based on each IEP and on the S. C. Standards.	Weekly, beginning 8/17/2009	3. Provide technical assistance as requested.	Special Education Consultant	Upon request
4. Notify the Special Education database analyst of any new enrollment to determine eligibility for special education.	Prior to the opening of school and as new students enroll	4. Provide information regarding general education/special education status. Provide access to the IEP.	Database Analyst	Upon receipt of enrollment information
5. Develop accurate and appropriate IEPs as needed and provide progress reports as required.	As needed/required	5. Provide appropriate training at least annually.	Special Education Coordinator and Consultants	As scheduled
6. Upon enrollment, determine special education status of any student enrolling from outside Richland One, provide comparable services, and follow appropriate procedures for placement of transfer students.	Upon student enrollment	6. Provide technical assistance as requested.	Special Education Consultant	Upon request
7. Upon enrollment of a new student, special education records will be forwarded to the Richland One's Special Education consultant to determine if services, in addition to those provided by the special education teacher, are required.	Upon student enrollment	7a. Review records of newly enrolled special education students. 7b. Provide feedback to MMBA	Special Education Consultant	Upon notification of enrollment

IX. Instructional Technology Services Strategies

A. MMBA	DATE DUE	B. DISTRICT STAFF	PERSON RESPONSIBLE	DATE DUE
1. Provide to Richland One's ITS staff a list of resources to include: A. Books Informational texts and library collections for student and teacher use Circulation statistics Selection policies and acquisitions data Budgeting information for library books B. Technology Hardware Number, models and ages of computers Obsolescence/replacement schedule Budgeting for new computer hardware ISP provider C. Equipment Updated list of classroom equipment (many items noted in the 2003 charter are no longer used such as laser discs, slide projectors). D. Online databases and resources List of databases being used-both from state providers and school-based purchases Usage data for each database	9/1/2009	1. Provide assistance, as requested, in identifying state and national standards and reviewing tools for print online and technology resources.	Ida W. Thompson ITS Staff	9/30/2009
		2. Provide assistance in identifying vendors and pricing for technology hardware.	Ida W. Thompson ITS Staff	9/30/2009
		3. Provide assistance in identifying vendors and pricing for technology hardware (including those currently available on state contract).	Ida W. Thompson ITS Staff	9/30/2009
		4. Provide assistance in identifying vendors and pricing for content-related software and online resources.	Ida W. Thompson ITS Staff	9/30/2009

X. Information Technology Strategies

A. MMBA	DATE DUE	B. DISTRICT STAFF	PERSON RESPONSIBLE	DATE DUE
1. Conduct joint district (IT and ITS) and MMBA technology walkthrough to assess existing technology.	9/15/2009	1. Make recommendations to MMBA for technology upgrades and improvements.	Luke Fox/Ida Thompson	9/30/2009
2. Develop a plan to provide 3:1 student-to-computer ratio (district ratio is 2.4:1) and provide a copy of plan to IT staff.	10/30/2009	2. Provide assistance as requested for recommended computer models.	Mark Leslie	11/15/2009
3. Develop a plan to equip each classroom with a digital projector and SMARTBoard and provide a copy of plan to IT staff.	10/30/2009	3. Provide assistance as requested for recommended projector and SMARTBoard models.	Chanta McCoy	11/15/2009

Midlands Math and Business Academy

Teacher Qualifications

August 2009



Mr. Gerald A. Jenkins,
Interim Principal

Dr. Percy Mack, Superintendent
Richland One School District

Table of Contents

Overview

Staff Certification

Highly Qualified Status

Non-certified Teachers

Certification Status

Teacher Improvement Plan

Teacher Turn-over Strategies

Overview

MMBA is committed to provide the best education possible to student. MMBA is fortunate to have a staff of talented professionals. The staff listed below has been loyal to the school and we are grateful to have each of them. MMBA believes that it is a powerful element to have a staff that believes in their place of employment.

MMBA entered into an Action Plan issued by Richland One to ensure the quality of education being rendered to the students that are being served. The first required piece of information requested is Section V. Teacher Certification, Evaluation and Turn-over Strategies.

Staff Certification

As requested, all the teachers names, certification numbers and the subject taught are listed.

Name	Certificate #	Exp. Date	Subject
James H. Baker III	54094	6/30/2009	Soc. Stud.
Esther Ephraim Etokitiot	217980	6/30/2009	Science
Gloria Smalls Garmany	81234	6/30/2010	ELA
Virginia C. Sanderson	116780	6/30/2012	ELA
Elsie P. White	59232	6/30/2012	Spec. Ed.
Yvonne White	170474	6/30/2013	Elem.
Rosetta S. Roberson	079235	6/30/2009	Math
Erin Elizabeth Fisher	235551	6/30/2010	Elem.
Melanie W. Howard	166080	6/30/2013	Elem.
Sheyrian P. Davis	97491	6/30/2009	Curr. Coord.
Eleanor Harris	100349	6/30/2009	Curr. Coord.
Reginald E. Flenory	230299	6/30/2009	Principal/Teacher
Lelia Joy Glover	213799	6/20/2009	Spanish
Bernice White	N/A		Math
Gerald Jenkins	N/A		Business

Highly Qualified Status

The English/Language Arts, Social Studies, and Science teachers at MMBA are Highly Qualified.

Non-Certified Teachers

We are still in compliance with the S.C. Charter School Law that states the teacher must hold a bachelor's degree in the area and demonstrate content knowledge for the core academic subject taught. Bernice White, a math teacher, does satisfy these qualifications.

Gerald Jenkins is a certified Career Specialist, with the Center for Credentialing and Education. Gerald Jenkins certification number is GCDF09772.

Certification Status

MMBA does comply with the charter school law, in regards to the 75 percent of the teaching staff within the charter school must have full certification. MMBA has 83 percent of its staff certified.

Teacher Improvement Plans

Currently, there is not a teacher at MMBA on an improvement plan.

Teacher Turn-over

Over the past two years, only 2 teachers have resigned from their position. The teachers' names, year of exit and subject taught are listed below as requested.

Name	Year of Exit	Subject Taught
Gayle Faust	2007-2008	Elementary Teacher
Ishmael Brown	2008-2009	Math

Moakeba, Samuel

From: ANDRESS CARTER-SIMS [acarter-sims@richlandone.org]
Sent: Wednesday, July 01, 2009 4:29 PM
To: JENNIFER COLEMAN
Subject: Re: question

Good Afternoon,

The Cumulative Performance Report would be the report I would recommend using to measure a year long goal they would set with SuccessMaker. My questions would be the enrollment recommendations they are using and the estimated time students are getting each week. Answers to these two questions would assist me with determining an appropriate and attainable goal for MMBA.

Thank you,

>>> JENNIFER COLEMAN 06/29/09 1:13 PM >>>
Address,

We are working on writing goals for MMBA. They are using SuccessMaker at their site. If you were writing goals for the school, what would you focus on? Today, they shared with me the Cumulative Performance Reports. Do you think it would be sufficient to measure the % of students AP from last year and ask that to increase for 09-10? Any input would be appreciated. Thank you,

Jennifer

Jennifer Coleman, Ph.D.
Executive Director of Accountability, Assessment, Research and Evaluation Richland School District One
1616 Richland Street
Columbia, South Carolina 29201
(803)231-7450

Mokeba, Samuel

From: JENNIFER COLEMAN [JECOLEMAN@richlandone.org]
Sent: Tuesday, June 30, 2009 1:44 PM
To: GERALD JENKINS
Cc: DONNA HAMMETT
Subject: Failure Free Reading

Mr. Jenkins,

I am still debating whether or not the Failure Free Reading would be a good measure for MMBA. I want to make sure that I understand the data you brought me today. It appears that you had 34 students enrolled in the program (20 that remained with you all year, meaning that 14 that withdrew throughout the year). The students served are the lowest students, your struggling readers. Based on the print out you gave me, the last assessment the students took was in December 08 or January 09, is there more current information? Perhaps a test administered later in the Spring?

I called the company and spoke with someone about the score report you brought me. You were correct in that the 30% demonstrated their mastery at their level. Therefore, we can't compare kid to kid since they are on differing levels. However, the rep on the phone told me that as long as you do the pre-diagnostic AND the post-diagnostic that there is a report that will show growth by student, it is called: Diagnostic Single Student Report. Do you have this report?

Thanks,

Jennifer

Jennifer Coleman, Ph.D.
Executive Director of Accountability, Assessment, Research and Evaluation Richland School District One
1616 Richland Street
Columbia, South Carolina 29201
(803)231-7450

Mokeba, Samuel

From: JENNIFER COLEMAN [JECOLEMAN@richlandone.org]
Sent: Tuesday, June 30, 2009 12:40 PM
To: GERALD JENKINS
Subject: Information from MMBA

Hi Mr. Jenkins,

Have you been able to pull the data that I requested in our meeting yesterday? I need this data as soon as possible to write goals for MMBA. Thank you,

Jennifer

Jennifer Coleman, Ph.D.
Executive Director of Accountability, Assessment, Research and Evaluation Richland School District One
1616 Richland Street
Columbia, South Carolina 29201
(803)231-7450

Mokeba, Samuel

From: JENNIFER COLEMAN [jcoleman@richlandone.org]
Sent: Wednesday, October 07, 2009 8:35 AM
To: GERALD JENKINS; VICTORIA MOKEBA
Cc: ANDRESS CARTER-SIMS; CERISSA FULMER; MARY MARGARET HOY
Subject: TestView

Good morning,

We have had several inquiries about whether or not your sites would have access to TestView. I have asked IT and it appears that neither of your sites have Novell accounts. Since there are no Novell accounts, the TestView system can not verify you all as users. Sites must have Novell to access TestView.

I apologize for any inconvenience this may cause you. As always, if there is data that you need, please feel free to contact my office and we will assist you. Thank you,

Jennifer

Jennifer Coleman, Ph.D.
Executive Director of Accountability, Assessment, Research and Evaluation Richland School District One
1616 Richland Street
Columbia, South Carolina 29201
(803)231-7450
Follow us on Twitter: <http://twitter.com/r1AARE>

Mokeba, Samuel

From: DONNA HAMMETT [dhammett@richlandone.org]
Sent: Friday, September 18, 2009 12:54 AM
To: GERALD JENKINS
Subject: Would like to meet with you tomorrow (Friday) morning

Hi Gerald,

To follow up on our conversation on Tuesday concerning the findings of the curriculum consultants, Chovan Jennings and I would like to meet with you tomorrow morning (Friday) to share the findings and give you an administrative overview. Please invitewoul any other administrative/instructional staff that you would like to meet with us.

After the overview, you can set up the individual meetings with the teachers and core area curriculum consultants.

Hope to see you tomorrow morning.

thanks,
Donna

Mokeba, Samuel

From: DONNA HAMMETT [DHAMMETT@richlandone.org]
Sent: Wednesday, September 09, 2009 11:01 AM
To: GERALD JENKINS
Subject: Re: Current Leadership

Gerald,
The info specified on the plan was leadership over the past five years up to present, so I will need the names and positions of all administrators, including interim/acting, etc. through today.
Thanks,
donna

>>> GERALD JENKINS 9/8/2009 10:50 AM >>>
Donna,

The current leadership is included in the report, if you need any additional information let me know.

Thanks,

Gerald

Mokeba, Samuel

From: DONNA HAMMETT [DHAMMETT@richlandone.org]
Sent: Tuesday, September 08, 2009 10:46 AM
To: GERALD JENKINS
Subject: Re: Information due to me

Gerald,
I didn't see the list of MMBA administrators up to the present. Please send that to me.
Thanks,
donna

>>> GERALD JENKINS 9/4/2009 9:25 AM >>>

Hi Donna,

I am glad that things are looking up for your family. I did e-mail the report to you, as well as, all the other reports that were submitted to district personnel. I have attached all the reports to this e-mail, because I am sure it will take some time to read all the e-mails you inside your inbox.

Thanks,

Gerald

>>> DONNA HAMMETT 09/03/09 3:49 PM >>>

Hi Gerald,

Hope things are going well. As you probably know, I have been out of office for a few weeks on Family Medical Leave, but returned this week, so I will see you sometime next week.

In the meantime, I did not receive the information that was due to me on August 10 under Leadership Strategy VI of the Improvement Plan. You probably sent it to me, and I lost it in my myriad of e-mails. Please send it to me again.

Thanks,
donna

Mokeba, Samuel

From: LISA MCCLAIN [LMCCLAIN@richlandone.org]
Sent: Friday, September 04, 2009 9:01 AM
To: GERALD JENKINS
Subject: Re: MMBA Evaluation Information

Attachments: MMBA Evaluation Information.doc



MMBA Evaluation
Information.doc...

Gerald,

You are more than welcome!

Attached is the completed chart for MMBA. If you have any further questions about how to evaluated individuals, please let me know.

thanks,
Lisa

Lisa A. McClain
Coordinator, Certified Evaluation Services Stevenson Administration Building
1616 Richland Street
Columbia, SC 29201
(803) 231-7427
(803) 231-7428- fax

"We make a living by what we get; we make a life by what we give."
-- Sir Winston Churchill

>>> GERALD JENKINS 9/3/2009 11:45 AM >>>
Lisa,

Thank you for sharing your expertise with me and thank you for all you are doing to assist MMBA. I am so grateful.

Please find the completed Evaluation Information attached.

Thanks,

Gerald

Updated September 3, 2009 by Mr. Jenkins; Updated 9/4/2009 by Lisa McClain

Midlands Math and Business Academy
2009-10

Name	Certificate #	SSN	Employment Placement	Contract/Evaluation
James Baker	054094		Social Studies Teacher	Continuing - GBE
Mable Canty		250-92-3674	ELA Teacher	Continuing - GBE
Esther Etokitiot (Ephraim)**	217980		Science Teacher	Continuing - GBE
Erin Fisher (Haraway)**	235551		Elementary Education	Annual I TEAM
Reginald Flenory			Principal	PEP
Gloria Garmany	081234		CRT	Continuing - GBE
Tyrus Goodwin		251-53-1940	Business Teacher	Not Certified – cannot participate in ADEPT
Melanie Howard	166080		Elementary Teacher	Continuing - GBE
Gerald Jenkins		247-392609	Assistant Principal	SPE
Virginia Sanderson	116780		Tutor	Continuing - GBE
Jennie Simpkins		248-80-4046	Tutor	Continuing - GBE
Bernice White	N/A	N/A	Math Teacher	Not Certified – cannot participate in ADEPT
Elsie White	059232		Special Education Teacher	Continuing - GBE
Yvonne White	170474		Elementary Teacher	Annual Informal - GBE
Elanda Cumbee	N/A	N/A	Core Knowledge Coord./Textbook Coord.	Classified Eval.
Harry Preston	N/A	N/A	Lab Manager	Classified Eval.
Ada Sephes	N/A	N/A	Receptionist	Classified Eval.
Elizabeth Wine	N/A	N/A	Office/SASI	Classified Eval.

**Records at SDE are under "Fisher" and "Etokitiot". The teachers need to request a name change at the SDE. Until then, their evaluation records have to remain under their maiden names.

Moakeba, Samuel

From: DONNA HAMMETT [DHAMMETT@richlandone.org]
Sent: Thursday, September 03, 2009 3:49 PM
To: GERALD JENKINS
Subject: Information due to me

Hi Gerald,

Hope things are going well. As you probably know, I have been out of office for a few weeks on Family Medical Leave, but returned this week, so I will see you sometime next week.

In the meantime, I did not receive the information that was due to me on August 10 under Leadership Strategy VI of the Improvement Plan. You probably sent it to me, and I lost it in my myriad of e-mails. Please send it to me again.

Thanks,
donna

Mokeba, Samuel

From: LISA MCCLAIN [LMCCLAIN@richlandone.org]
Sent: Friday, August 21, 2009 4:56 PM
To: Audrey Breland; ANGELA BROWN; AUDREY HARRIS; ANDRENNIA SMITH; ALVIN PRESSLEY; BARON DAVIS; CONNIE ALLEY; CHARLES DELAUGHTER; CONSTANCE DREHER; CHOVAN JENNINGS; CLAIRE PORTER; DEBORAH ALEXANDER; DENISE COLLIER; DOROTHY GALLMAN; DELORES GILLIARD; DOROTHY HAM; DEBBIE HUNTER; DAVID JACKSON; DORIS WILLIAMS; EVELYN COHENS; EDWARD DAVIS; ELIZABETH EASON; ERICA FIELDS; ERNEST HOLIDAY; Ericka Hursey; EVELYN MOORE; FELICIA BUTLER; Faye Houston; FANNIE HUTCHINS-YOUNG; FRANK ROBINSON; GOLER COLLINS; GERALD JENKINS; INGER FERGUSON; IDA THOMPSON; Janis Cooper; JAMETTA HODGES-STEWART; JUNE PAGE; JEANNE STIGLBAUER; JANE WYATT; Kathie Greer; Karis Mazyck; KWAMINE SIMPSON; LILLIAN HERRINGTON; LINDA NORTON; LYNN ROBERTSON; LYNNE TROWBRIDGE; LUVENIA BAKER-PARNELL; Marilyn Davis; MARY LEWIS; MARVIN BYERS; Marian Crum-Mack; MIKELL OWENS; Monica Speaks; MARISA VICKERS; NATHAN WHITE; PATRICIA BROWN; PEGGIE GRANT; PARTHENIA SATTERWHITE; PAULA STEPHENS; RICHARD MCCLURE; RICHARD MOORE; RUSSELL PERKINS; RODNEY ZIMMERMAN; SARAH SMITH; STEVEN CANNON; SUSAN CHILDS; SHENEQUA COLES; SELINA Latimore; SHERRY Rivers; SANDRA VASSALLO; STACEY WHITAKER; TERESA BROOME; THELMA CLAVON; TAMMY Moye; TAMARA PASCHAL; THEODORE WACHTER; VICTORIA MOKEBA
Subject: ADEPT Formal Evalaution (TEAM) Orientation Reminder

Good afternoon!

Just a quick reminder about TEAM Orientation. I will be conducting TEAM orientation during the week of August 24. On Monday and Tuesday (August 24 and 25) I will conduct the orientation for those who are going through special area (speech, guidance or media) formal evaluation. On Wednesday and Thursday (August 26 and 27) I will conduct the orientation for those who are going through TEAM formal evaluation for classroom-based teachers. All sessions will be from 4:00 p.m. - 6:00 p.m. in Room F-14 at Olympia. Participants need only attend one of the training dates. If you are unsure if your Annual 1 teachers attended orientation, please send me the names and I will confirm whether or not they have attended. Please remind any affected teachers about this mandatory orientation.

As always, if I can be of assistance, let me know.
Lisa

Lisa A. McClain
Coordinator, Certified Evaluation Services Stevenson Administration Building
1616 Richland Street
Columbia, SC 29201
(803) 231-7427
(803) 231-7428- fax

"We make a living by what we get; we make a life by what we give."
-- Sir Winston Churchill

Mokeba, Samuel

From: JENNIFER COLEMAN [JECOLEMAN@richlandone.org]
Sent: Thursday, June 25, 2009 10:00 AM
To: GERALD JENKINS
Cc: DONNA HAMMETT
Subject: MMBA

Hi Mr. Jenkins,

Can you please call me as soon as possible? I need some more information on how you are using SuccessMaker and Plato to assess your kids. Also, any score reports that you would like to share would be great! Thank you!

Jennifer

Jennifer Coleman, Ph.D.
Executive Director of Accountability, Assessment, Research and Evaluation-Richland School District One
1616 Richland Street
Columbia, South Carolina 29201
(803)231-7450

Mokeba, Samuel

From: JENNIFER COLEMAN [JECOLEMAN@richlandone.org]
Sent: Friday, May 15, 2009 8:28 AM
To: Audrey Breland; ANGELA BROWN; ANDRESS CARTER-SIMS; ANDRENNIA SMITH; ASHLEY WARREN; BARON DAVIS; BETTY MELVIN; CONNIE ALLEY; CATHERINE CANNON; CYNTHIA CASH-GREENE; CHARLES DELAUGHTER; CANISHA FLETCHER; CERISSA FULMER; CHO VAN JENNINGS; CANDICE PARNELL; CARLOS SMITH; CAROL SUBER; DEBRA BRATHWAITE; DEMETRIA CLÉMONS; DENISE COLLIER; DONALD FENNOY; DOROTHY GALLMAN; DELORES GILLIARD; DOROTHY HAM; DEBRA HEALEY; DEBBIE HUNTER; DONNA MUHAMMAD; DERRICK THEIRSE; EDWARD CARLON; EVELYN COHENS; ERNEST DUPREE; ELIZABETH EASON; ERICA FIELDS; ETTA HARRISON; EVELYN MOORE; FELICIA BUTLER; FELITA GREEN; FANNIE HUTCHINS-YOUNG; FRANK ROBINSON; GOLER COLLINS; GENINE MITCHELL; GERA SINGLETARY; HELYN PARKS; INGER FERGUSON; JUDY BROWN; JOYCE BUXTON; JEANNETTA SCOTT; JOLYNN KUHN; JOCELYN ROSS; JEANNE STIGLBAUER; JANE WYATT; KITTY FADEN; Kathie Greer; KEZIA MYERS; KENNETH RICHARDSON; Karen York; LINDA GILLESPIE; LINDA MARTIN; LECONTE MIDDLETON; LYNN ROBERTSON; LYNNE TROWBRIDGE; LUVENIA BAKER-PARNELL; LYDIA SPENCER; Marilyn Davis; MARY LEWIS; MILDRED CARTER; Marian Crum-Mack; MARY MARGARET HOY; MIKELL OWENS; MARILYN SIMS; MARISA VICKERS; NAN GRAY; OTHA DILLIHAY; PATRICIA BROWN; PEGGIE GRANT; PERCY MACK; Paula Matthews; PARTHENIA SATTERWHITE; PAULA STEPHENS; RIORDAN COLEMAN; RAMONA MACK; RICHARD MCCLURE; RICHARD MOORE; RAE JEAN RAMSEY; RODNEY ZIMMERMAN; Sean Alford; SARAH SMITH; STEVEN CANNON; SUSAN CHILDS; SHENEQUA COLES; SONYA HENLEY; STACEY KEOUGH; SHERRI MATHEWS-HAZEL; SHARON SIMMONS-THOMAS; STEVE WILSON; SUSAN WILLIAMS; SANDRA VANT; TAMMY Moye; TOYLETTA WILSON; TAMARA PASCHAL; TRACIE SWILLEY; THEODORE WACHTER; TRACEE WALKER; VIVIAN LOWMAN; VICTORIA MOKEBA; WILLIE MCGRADY; WANDA TURNER; mispradley@yahoo.com
Subject: Non-grade level items on PASS

Yesterday my office began receiving calls from various schools that students were very upset about seeing items on PASS that they had not been taught during the year. Being that PASS is a criterion-referenced test designed to measure grade level standards, we were obviously concerned. I contacted my counterparts in other districts and they had the same issue. After contacting the State Department and our consultants, we discovered the reason.

Apparently, in order to align the grade levels and set the new cut scores, the test contractors placed 6 items at the end of each test that may or may not have been on grade level. They intentionally set them at the end of the test so as not to upset students in the middle of their test. In addition, these items will not count towards the students test score.

At no time were any of the District Testing Coordinators in the state made aware of this. Since we are responsible for the logistics of the assessment and administration, it would have been nice to know and have included it in our training for the schools. I apologize for any inconvenience this may have cause you or your students.

Jennifer

Jennifer Coleman, Ph.D.
Executive Director of Accountability, Assessment, Research and Evaluation Richland School District One
1616 Richland Street
Columbia, South Carolina 29201
(803)231-7450

Mokeba, Samuel

From: Ed Emmer [eemmer@richland2.org]
Sent: Monday, June 29, 2009 8:34 AM
To: amyhawkins@anderson5.net; danahutto@bellsouth.net; ghinton@lex2.org; Dana Hutto; cdryden@richlandone.org; GregM@usca.edu
Subject: Fwd: Re: Science Refurbishment Money

FYI.

We may want to pass this on to our science supervisors. If I am understanding this reply from Jim White, it means that the money is not really available yet pending the B&C Board Meeting.

Ed.

Ed Emmer
K-12 Science/Health Coordinator
Richland School District 2
6831 Brookfield Road
Columbia, SC 29206
(803) 738-3270 Office
(803) 738-3297 Fax
(803) 609-2081 Cell
eemmer@richland2.org

>>> "James White Jr" <JWHITE@ed.sc.gov> 6/29/2009 8:14 AM >>>
Ed,

The Office of Finance has temporarily sequestered funds for refurbishment pending the B&C Board meeting.

Jim

>>> "Ed Emmer" <eemmer@richland2.org> 6/26/2009 11:14 AM >>>
Jim,

Ed Emmer here from Richland Two.

I have just received the numbers for district allocations for Science Refurbishment for the FY 2010 school year. As pleased and relieved as I am to see this, I must confess my skepticism. Last year we were told we had the money and then it was taken from us as late as November. I am under the impression that districts that had already begun to encumber expenses that had not been filed for reimbursement from the state ended up on the hook for the money they spent. I do not want to get Richland 2 in the position of making purchases up to \$137,000 in the fall only to find out that as a result of unforeseen budget cuts throughout the year that the state no longer has the money to reimburse the district's for these expenses.

Are my concerns valid? Should I spend ASAP and hope for the best? Should I not spend quickly and risk losing money?

Would you please share your thoughts on this matter?

Thanks!

1/19/2010

Ed.

Ed Emmer
K-12 Science/Health Coordinator
Richland School District 2
6831 Brookfield Road
Columbia, SC 29206
(803) 738-3270 Office
(803) 738-3297 Fax
(803) 609-2081 Cell
eemmer@richland2.org

1/19/2010

ROA 1143

0914

FYI.

We may want to pass this on to our science supervisors. If I am understanding this reply from Jim White, it means that the money is not really available yet pending the B&C Board Meeting.

Ed.

Ed Emmer
K-12 Science/Health Coordinator
Richland School District 2
6831 Brookfield Road
Columbia, SC 29206
(803) 738-3270 Office
(803) 738-3297 Fax
(803) 609-2081 Cell
eemmer@richland2.org

>>> "James White Jr" <JWHITE@ed.sc.gov> 6/29/2009 8:14 AM >>>
Ed,

The Office of Finance has temporarily sequestered funds for refurbishment pending the B&C Board meeting.

Jim

>>> "Ed Emmer" <eemmer@richland2.org> 6/26/2009 11:14 AM >>>
Jim,

Ed Emmer here from Richland Two.

I have just received the numbers for district allocations for Science Refurbishment for the FY 2010 school year. As pleased and relieved as I am to see this, I must confess my skepticism. Last year we were told we had the money and then it was taken from us as late as November. I am under the impression that districts that had already begun to encumber expenses that had not been filed for reimbursement from the state ended up on the hook for the money they spent. I do not want to get Richland 2 in the position of making purchases up to \$137,000 in the fall only to find out that as a result of unforeseen budget cuts throughout the year that the state no longer has the money to reimburse the district's for these expenses.

Are my concerns valid? Should I spend ASAP and hope for the best? Should I not spend quickly and risk losing money?

Would you please share your thoughts on this matter?

Thanks!

Ed.

Ed Emmer
K-12 Science/Health Coordinator
Richland School District 2
6831 Brookfield Road
Columbia, SC 29206
(803) 738-3270 Office
(803) 738-3297 Fax
(803) 609-2081 Cell
eemmer@richland2.org

0915

Mokeba, Samuel

From: CHOVAN JENNINGS [CJENNINGS@richlandone.org]
Sent: Tuesday, August 18, 2009 1:37 PM
To: GERALD JENKINS
Cc: DONNA HAMMETT
Subject: Re: Curriculum Report

Hello,
I received the documents that you left in my office. We will start reviewing them and will provide you with feedback.
Thanks.

>>> GERALD JENKINS 8/18/2009 11:09 AM >>>
Good Morning,

Happy Second Day of School!

I dropped off the items addressing the request in the MMBA Action Plan to the receptionist in the Curriculum and Instruction Office. The packet included the Leadership Manual, The Core Knowledge Sequence, MMBA Pacing Guide, and Core Knowledge Background Manual and an overview of Core Knowledge and other curriculum items are included in the attached document.

Thanks and please contact me, if you have any questions.

Gerald

Gerald Jenkins
Interim Principal
Midlands Math and Business Academy
2638 Two Notch Rd Suite 204
Columbia, SC 29204

Midlands Math and Business Academy

School Leadership

August 2009



Mr. Gerald A. Jenkins,
Interim Principal

Dr. Percy Mack, Superintendent
Richland One School District

VI. Leadership Strategies

Item 1

Provide to Richland One's Charter School Liaison a list of school administrators and years each served in his/her positions over the past 5 years.

MMBA opened its doors to serve students in the 2004-2005 school year. As requested, MMBA is providing Richland One with a list of administrators and the years each served in his/her positions over the past 5 years.

Years of Service	Name of Administrator
2004-2008	Michelle Spradley
July-October 2008	Bernetta Dinkins
October-Present	Reginald Flenory
Beginning in May	Gerald Jenkins

Item 2

Provide to Richland One's Charter School Liaison a list of administrators to include position title, and certification credentials for each administrator for the 2009-2010 school year.

Administrator Title	Certification Credentials
Principal-Reginald Flenory	Certified in School Administration
Interim Principal-Gerald Jenkins	4 years of Supervisory Experiences, Certified Career Specialist, SC Department of Education Leadership Institute

Midlands Math and Business Academy
VISITOR'S SIGN-IN SHEET
PLEASE PRINT ALL INFORMATION

VISITOR'S NAME	Date	Arrival Time	Person Visiting	Departure Time
Jennifer Land	11/6/08	2:20	Ms. Wine	
Charlene Johnson	11-7-08	1:25 pm		1:35 pm
Wardah Amern	11-7-08	12:00	Mr. Flenory	1:00
Sebrina Guess	11-7-08	1:45	mother	
Charlene Johnson	11-10-08	11:25		2 pm
Netra Adams	11-10-08	11:49	Teen Talk	12:30
Dwayne Gibson	11-10-08	2:35	Mrs. B. White	
Angelia M. Felder	11/11/08	8:00	Principal	
Hakeem Graham-Hayes	11/11/08	8:00 / 2:55 pm	Ms. Wine	8:30 / 3:00 pm
Dani John	11/11/08	7:50	Reagle	
Thelma H. H. H.	11/11/08	8:40	Speech Therapist	11:00
Donna Hammett				
James L. Gibson	11/11/08	11:30	Ms. White	11:40 am
Elony N. Robinson	12 Nov 08	9:35	Marquise Taylor	11:35
William E. Hardy	11/13/08	10:30	Ms. Wine	
Kelley Daws	11/13/08	10:30	Ms. Wine	
Charlene Johnson	11-12-08	11:15 am	Canteen	1:15 pm
Elony N. Robinson	13 Nov 08	1:10 pm	Marquise Taylor's Class	2:20 pm
Angela Myers	11/13/08	1:15	Michael Myers	2:00
Elony N. Robinson	14 Nov 08	8:20	Ms. Cumbee	9:45
Elony N. Robinson	14 Nov 08	10:25	Mr. Chestnut	10:40
Jammy Patterson	11/14/08	12:08	Wiley/Falk	
Brenda Roberts	12/8/08	1:00	Steffy	

Midlands Math and Business Academy
VISITOR'S SIGN-IN SHEET
PLEASE PRINT ALL INFORMATION

Vistor's Name	Date	Arrival Time	Person Visiting	Departure Time
Sabrina Boyce	2/27/09	11:58	Mr. Jenkins	
Nikeshia J. McKinnon	2/27/09	11:40	Mr. Henery / Chesnut	12:05
Shy				
Elaine Leadbetter	3/2/09	8:15	Speech Therapy	
Letricia Landrum	3/3/09	12:05	Elanda Lumbert	
Jabrina Morgan	3/4/09	11:16	J. Morgan	11:16
Charline Johnson	3-4-09	11:25		
Sharon Evers	3-4-09	1:24	E. White	2:10
Charles Singley	3-4-09	1:25	G. Jenkins	3:00
Omari Jemott	3-4-09	1:25	G. Jenkins	"
Junius Douglas	3-4-09	1:25	G. Jenkins	"
S. Guess	3-4-09	1:50	S. Guess	1:50
Minnie Bradley	3-4-09	10:00		
Kelley Davis	3-5-09	10:24	Real Talk	11:30
William Hardy	3-5-09	10:25	Boys Town	11:30
KAREN W. Johnson	3-5-09	10:45	Real Talk / Boys 2 MEN	11:30
Izatte Whitfield	5 MAR 09	12:00	PRESTON	12:20
Angela Myers	3/5/09	1:15	Michael Mayers	2:00
Tara Vecchini	3/5/09	2:25	Ms. White	
Keia Franklin	3/5/09	2:40	meeting	3:35
Claudette Franklin	"	"	"	3:35
Jennifer Coleman	3/5/09	3:05	Faculty	
Donna Hammett	3/5/09	3:35	Faculty	

Midlands Math and Business Academy
VISITOR'S SIGN-IN SHEET
PLEASE PRINT ALL INFORMATION

Visitor's Name	Date	Arrival Time	Person Visiting	Departure Time
Linda Gault	8/25	8:50		
Rebecca Clark	8/25	8:50		
Maria Bostic	8/25	8:50		
Andrey Lento - Sr.	8/25	8:50		
Nicole Riggle	8-25	8:55		
Christy Ogden	8/25/09	9:05		
Jane Egan	8/25/09	9:10		
Gina Morris	8/25/09	9:10		
W. L. Leno	8/25	9:16	Jenkins	9:27
Julian Long	8/25	12:20	Aneya Long Livingston	9:25
Paula Bowens	8/26	3:40	Paula Bowens	
Gwen Matthews	8/27	2:20	Principal	
Feleen Wayne	8/27	2:20	"	
Brian Cooper	8/28	8:54	Carolyn Cooper	9:00
Marian Smith	8/28	11:20	Jenkins	
Julian Long	8/28	11:40	Aneya Long Livingston	
Fzatte Preston	8/28	11:40	MR. PRESTON	12:00
Angela McMillian	8/28	12:04	Dorcas McMillian	12:10
Dominell Knox	8/28	1:00	Elana Cumbie	2:10
Troy Heyward	8/28/09	13:35	COPIER	14:30
Tara Cerchia	8/31/09	10:10	E. White	11:15
Troy Heyward	8/31/09	13:21	COPIER	1:30
Elaine Leadbitter	9-1-09	8:15	Speech Therapy	

Jamika Allen 9-17-09 12:30 Teacher Visit 1:17
Duffy

Midlands Math and Business Academy
VISITOR'S SIGN-IN SHEET
PLEASE PRINT ALL INFORMATION

Vistor's Name	Date	Arrival Time	Person Visiting	Departure Time
PAUL HOWARD	9-11-09	2:24	MRS. HOWARD	12:00
Donna Hammett	9-14-09	11:00	Dr. Jenkins	
Annette Dansby	9/14/09	11:02	Charles Smith	11:35 Am
Tara Cecchini	9/14/09	12:40	Oliver	1:45 PM
HYUN KANG ROM	9/14/09	1:07	interview	
Luke Fox	9/15/09	8:32	Meet Mr. Jenkins	
Ida Thompson	9-15-09	8:32	Mr. Jenkins	10:05
Elaine Spadette	9-15-09	8:50	speech	10:05
Donna Hart	9-15-09	8:30		10:25
Patrick Blackman	9-15-09	9:30-9:32	Post rock Blackman	9:35
Spencer Heard	9-15-09	9:42	Mr. Wine	
William C. Kline	9-15-09	9:45		10:00
Melissa Sumpter	9/15/09	10:00	drop off	
Frank J. Jindell	9/15/09	11:45	Jindell	11:55
Charline Johnson	9-15-09	12:55		1:30 PM
Maxine L. Brown	9-15-09	1:00	Mr. Jenkins	2:00
Sonalise Vereen	9-16-09	9:30	Mr. Jenkins	
Bernard Washington	9-16-09	10:40	Mr. Jenkins	
Maxine L. Brown	9/16/09	11:21	Mr. Preston	
Charline Johnson	9-17-09	12:10		12:45
Wardah Amos	9-17-09	2:25	Wardah Amos	2:35
Cynthia Howell	9-18-09	8:20	drop off	8:30

Midlands Math and Business Academy
VISITOR'S SIGN-IN SHEET
PLEASE PRINT ALL INFORMATION

Visitor's Name	Date	Arrival Time	Person Visiting	Departure Time
Mark Leonard Percy	18 SEP 09	7:55 AM	MR J BARKINS	
Craig Patton	9-18	9:20	elguba	
Chyan Jennings	9-18-09	10:00	Mr. Jenkins	10:45
Donna Hamlett	9-18-09	10:00		10:45
Charline Johnson	9-18-09	11:29		12:35 PM
Jennifer Lund	9-18-09	12:30		
Mary Stephenson	9-18-09	1:20	~~Class~~ Dr. Sharr Clerk	
L. Candice White	9-21-09	9:00 AM	Security Service	9:15 AM
Tara Cerchigli	9-21-09	12:55	Elsie White	2:00 PM
Elaine Zoadlitter	9-22-09	8:30	speech students	
Anthony McCAINE	9-22-09	9:22	Benjamin Holmes	
Sheila Deshazior	9-22-09	9:15	Mr. Goodwin	9:45
Maxine L. Brown	9-22-09	9:30	Mr. Jenkins	
Melissa Sumpter	9-22-09	10:25	Vote / Mrs. White	
Sheila Deshazior	9-22-09	11:00	Mrs. Canty	11:00
Charline Johnson	9-22-09	11:20		12:35
Sheila Deshazior	9-22-09	12:35	Mrs. White	1:25
Lathies Landrum-Cumbe	9-22-09	1:32	Elanda Cumbe	
Rev. C. W. Ryle	9-22-09	1:45	Ms. B. White	
Ken Cumbe	9/22/09	2:05	Elanda Cumbe	
Terrance Johnson	9/22/09	2:35	Dr. Aapt student	
Jayceen Johnson	9/22/09	2:35	Dr. Aapt student	
W. Singleton	9/22	2:40	Dr. Aapt student	

Midlands Math and Business Academy
VISITOR'S SIGN-IN SHEET
PLEASE PRINT ALL INFORMATION

Vistor's Name	Date	Arrival Time	Person Visiting	Departure Time
Elaine Leadbetter	10-6-09	8:15	speech	
Emily Mack	10-6-09	8:24	interview	
~~Trisham Shumway~~	10-6-09	8:35	student	
Sheila Inabaret	10-6-09		Mr Jenkins	
James Smith	10-6-09	9:10	Mr. Jenkins	
patrick Blackman	10-6-09	9:40	Mr Ephraim	
Aleta Zeiler	10-6-09	10:00	principal	
Ginny Morris	~~2-10-09~~	3:05	teachers	4:40 ✓
Mary Bock	10-6-09	3:05	teachers	4:40 ✓
Linda Carter	10/6/09	3:10	teachers	4:40 ✓
Nida Riddle	10-6-09	3:05	teachers	4:40 ✓
Rebecca Clark	10/6/09	3:15	Teachers	4:40 ✓
Chawan Jennings	10/6/09	3:30	Teacher	4:40 ✓
Ernest Dyer	10/6/09	3:30	T. Dyer	4:40 ✓
Tammy Patterson	10/6/09	10:42	Quaintha Patterson / student	
Shameka Wilson	10/7/09	11:50	ben Talk	
Mary Stevenson	10/7/09	11:57	Teacher	12:12
Monie Foster	10-7-09	1:12	Ms. Conky	
Cedric Swiggs	10/7/09	1:12	MR. Jenkins	1:26
Equilla Mack	10/7/09	2:10	Mr. Jenkins	
Jade De Laughter	10/8/09	8:30	Class	9:45
Mary Bigham	10/8/09	8:30	Class	9:45
Dore Colon	10/8/09	9:30	teachers	

Midlands Math and Business Academy
VISITOR'S SIGN-IN SHEET
PLEASE PRINT ALL INFORMATION

Vistor's Name	Date	Arrival Time	Person Visiting	Departure Time
Elaine Leadbetter	10-13	12:00	speech students	
Brisheam Stuever	10-13	1:04	Just visiting	
Adnane Thomas	10-13	2:20	drop off project	
MARK Dineen	10-13	2:25		
Mari Squire	10-14-09	8:25	Drop off project	
Eric Fitzpatrick	10-14-9	9:00	Ms Wine	
Cedric Swiggins	10/14/09	9:00	Cedric Swiggins	
Tunette Pough	10/14/	9:20am	Timothy Pough	
Eric Fletcher	10/14/09	9:45am	Son classes	
Charline Johnson	10-14-09	11:25		12:25 pm
Yvonne Rivers	10/14	11:24am	Visit Son	11:25 am
Shameka Wilkerson	10/14	11:45	Teen Talk	12:25
Takernia Jackson	10-14	12:00	Teen Talk	12:25
~~Robert Brown~~	~~10-14~~			
~~Earl Turner~~	~~10/15~~	~~8:00~~	~~Team Visit~~	~~8:00~~
Rebecca Clark	10/15/09	8:10	Rebecca Clark	9:40
Julia Land	10/15/09	8:10	CLUB	9:25
Betty Sumner	10/15/09	7:45	Mrs. Clunking	8:50am
Nicole Peddle	10/15/09	8:14	Team Visit	9:35
Melissa Sumpter	10-15-09	8:00	M White	8:20
Ginny Morris	10-15-09	8:16		9:45
James Gason	10-15-09	8:20	Team Visit	9:45
Maxie Boatie	10-15-09	8:20	Team Visit	9:40

ROA1154

0925

Midlands Math and Business Academy
VISITOR'S SIGN-IN SHEET
PLEASE PRINT ALL INFORMATION

Visitor's Name	Date	Arrival Time	Person Visiting	Departure Time
Ohovan Jennings	10/15/09	9:15	Visit	9:45
Tammy Patterson	10/15/09	10:41	Teacher Visit (Mrs. Canty)	11:22
~~Marcia Sanchez~~	~~10/15/09~~			
Dominell Knox	10/15/09	11:35	Ms. FLONDA Cumbee	11:55
Chanelle Johnson	10-15-09	11:35		12:45
BRENE O'Quinn	10/15/09	11:55	Junita O'Quinn	2:45
Phodes	10/15/09	11:30	Gerold Jenkins	12:00
~~Vernia Barks~~	~~10/15/09~~	~~1:40pm~~		~~2:00~~
Ashley Lewis	10/15/09	2:05 p.m.	Junior Achievement	3:00
Junies Douglass	10/15/09	2:05 p.m.	Junior Achievement	3:00
~~Frances Johnson~~	~~10/15/09~~			
~~Lucy Johnson~~	~~10/15/09~~			
Boyd Smith	10/16/09	7:45	Canty	8:15
Sade Dukes	10/16/09	8:30		
~~Donna~~	~~10/16/09~~	~~8:00~~	~~COS~~	~~8:45~~
Dan Johnson	10/16/09	8:00	COS	10:30
Jolanda Brown	10-16-09	10:40	White	11:45
Donna Hammelt				
Melissa Jumper	10/16/09	11:00	MU WINE	
RICHARD BUTLER	10/16/09	11:05	MR. JENKINS	11:45
Chanelle Johnson	10/16/09	11:30		12:40
Garrick W. Pridgen	10/16/09	11:57	Jaylon Pridgen	12:05
James Clemens	10/16/09	1:35		

Mokeba, Samuel

From: GERALD JENKINS [gjenkins@richlandone.org]
Sent: Monday, November 02, 2009 3:32 PM
To: DEBRA BRATHWAITE
Cc: DONNA HAMMETT; mispradley@yahoo.com
Subject: Re: Assistance Requested

Good Afternoon Mrs. Brathwaite,

Thank you for your swift response and granting the extension.

Gerald

Midlands Math and Business Academy
2638 Two Notch Rd Suite 204
Columbia, SC 29204
MAIL CODE: 620A
803-799-5101~main office
803-758-5835~fax
>>> DEBRA BRATHWAITE 11/02/09 2:41 PM >>>
Dear Mr. Jenkins,

We can extend your deadline to November 13, 2009. Let me know if you need any additional assistance.

Debra Brathwaite

>>> GERALD JENKINS 10/30/2009 1:51 PM >>>
Good Morning Mrs. Brathwaite,

It's a great day here at MMBA!

On behalf of the Governing Board, Administration, Faculty and Staff, and student body, we would like to say thank you for all the technical assistance that we are currently receiving.

Chovan, Donna and I have met concerning the consultants feedback. On October 06, the Curriculum and Instruction Team reviewed the findings and recommendation with the MMBA staff. The magnitude of the reports warrant more time that is allocated with the deadline, especially the October 20 deadline for the C & I report. I am requesting an extension until November 13. Donna and others can confirm all the previous report were submitted in a timely manner. We have begun addressing the concerns with the standard alignment and pacing guides. Donna and I discussed some areas of concerns with the report from the C & I Office, as well as, the Special Education report. I am sure she will share them with you in the meeting next week. I am also concerned with some of the references to information in the documents that were not requested in the Action Plan.

I would like to know what bearing, if any, will that have upon MMBA.

Donna and I discussed my concerns with the breakdown of communication with the feedback from the visitations, and the invitation to professional development activities. I am grateful that Donna shared the information with me on yesterday. She did forward the feedback to me, but the information was sent from some the persons that made the visits.

I would appreciate some type of resolution with these matters.

Thank you again, for your concern and support of MMBA and I look forward to hearing from you soon. I really would to know how we can better serve each other-MMBA and Richland 1.

Please feel free to call me at 803-799-5101 or visit the school at 2638 Two Notch Rd Suite 204 to discuss these concerns.

Thank you,

Gerald

MMBA Response to Richland / Findings

Midlands Math and Business Academy

CURRICULUM AND INSTRUCTION FEEDBACK
COMPREHENSIVE PLAN



Gerald Jenkins, Principal

November 10, 2009

On behalf of the MMBA family, we would like to thank you for your visit and feedback that was provided to us. In response to the report that was submitted to the MMBA Administration and Staff, we have addressed the findings that were noted. MMBA has worked diligently to update, correct and nullify the cited areas. The areas noted for improvement will definitely cause MMBA to become better at its craft.

MMBA is receptive to any information that is provided by the Richland One staff. However, there were documents noted in the findings that were referenced and MMBA was not made privy to the mentioned information. Any items that are not suggested or recommended by the district would be taken in to careful consideration. The items that are purchased by MMBA have been reviewed in regards to its correlation to state standards. The education and advancement of our students is our primary concern. MMBA goal is to become a model school and it will take energy, time and support in order to create that environment.

Basic skills and acquisition of new information is the bottom line o MMBA existence. MMBA believes in its vision and mission of educating children. MMBA's approach may seem unorthodox, but it has been researched and proven. The charter for MMBA states that Core Knowledge will be used as the base curriculum as it promotes the SC Standards for Curriculum in all disciplines. Core Knowledge is a driving force in the education of our students, but State Standards are primary and prioritized.

The charter echoes that all curriculum and projects will be based upon the South Carolina Standards for all disciplines. MMBA's staff plan and implement interdisciplinary units that are standard based. The cross-curricular units provide for common planning among the staff and generalization of information with the students.

The Core Knowledge alignment to the state standards was a key point mentioned. MMBA has contracted Curriculum Consultants that produced an alignment of Core Knowledge and the South Carolina State Academic Standards. Please see Appendix A for the alignment.

Please find a list of the newly purchased teacher resources purchased for the library. Please see Appendix D for the inventory.

Curriculum and Instruction Objectives/Goals

Objective 1

Complete Standard Alignment.

Objective 2

Review and revise Pacing Guides.

Objective 3

Disseminate all the support documents to MMBA Instructors.

Objective 4

Communicate frequently with the Office of Curriculum and Instruction.

Objective 5

Develop a sustainability plan with Richland. One for MMBA's Curriculum.

Project Completion Timeline

Task	Completion Date
Standard Alignment	November 6, 2009
Revision of Pacing Guides	November 10, 2009
Disseminating of Support Documented.	October 21, 2009
Standard Support Document Regional Training	As soon as a date becomes available
Richland One Professional Development	Ongoing

Note: If there are any items recommended as additions to this task list, please notify us and it will be addressed within a timely manner.

Elementary

0933

ROA 1162

**Comprehensive Plan
Curriculum Strategies
4th and 5th English Language Arts**

Recommendation: To ensure an accurate alignment of the 2008 SC ELA Academic Standards and the Core Knowledge Sequence.

Response: The academic standards and support documents have been provided to the teachers again to ensure the accuracy of the documents being utilized. The teachers have all the current standards posted in their classrooms as well as listed on their lesson plans. An attachment is included in this document that will reference the recommendation of the Core Knowledge sequence.

The alignment of the 2008 Standards has been completed and it is included in the appendices. (Appendix A)

The identified curriculum gaps with Core Knowledge are satisfied with use of the state standards as the primary source of instruction. State standards take precedence in all the classrooms at MMBA. Core Knowledge has many beneficial outcomes addressed in its curriculum. Many of the components listed in Core Knowledge presents education as an equalizer. The level of awareness and the knowledge base Core Knowledge expects from students helps to prepare them to be productive citizens in a global society. We have identified areas of curriculum gaps and in doing so all state adopted textbooks were purchased for the students. A list of supplemental materials that are currently being used are attached to this report. We are researching the list of newly adopted supplemental materials that are on the state department's website. The list of items being employed in Richland One can be very helpful to us in our research process.

Recommendation: Develop a pacing guide that is aligned with the 2008 ELA Academic Standards and outline when indicators should be taught.

Response: Please see Appendix B.

The Pacing Guide is used in lieu of the Day-by-Day Planner. The 2008 ELA Standards, Support Documents, Writing Composite Matrix and the State Writing Rubric are being used for instructional planning and assessments.

Mathematics Recommendations

Recommendation: Request a Core Knowledge Sequence that is aligned with 2007 SC State Standards or utilize another curriculum that is closely aligned to the 2007 SC State Standards.

Response: The Core Knowledge Sequence book is a teaching guide. The Sequence book is a detailed outline of the specific content to be taught in the academic subjects, as well as, fine arts. The sequence does not list fact for memorization, but rather it's designed to encourage steady progress and growth as children build their knowledge and skills. MMBA does not isolate Core Knowledge from state standards. In many areas we often search for areas that mesh seamlessly, but when that is not possible state standards are taught at all cost. In instances where there is no correlation with Core Knowledge and state standards, MMBA teaches state standards. All of the books are state adopted textbooks, except Saxon math. MMBA does not override any state standards to teach Core Knowledge material, but Core Knowledge is embedded into the state standards. Integration of the Core Knowledge content and SC State Standards helps to build a foundation of information.

Recommendation: Review textbook for alignment to the 2007 SC State Standards and modify lessons as appropriate or utilize a textbook aligned to the 2007 SC State Standards.

Response: The Saxon math book is not the only textbook being utilized as a resource for the teacher and students. We have the Houghton Mifflin South Carolina Math, Glencoe Pre-Algebra, and Math Connects: Concepts, Skills and Problem Solving, and the Glencoe Math South Carolina Edition textbook. The books were ordered before the Curriculum and Instruction review. During the submittal of the reports we did not have the books in hand. These textbooks are being used to teach the state standards, as well as Saxon math, which is stated in the charter. Saxon math provides beneficial information to students during our Sustained Silent Reading. Literacy across the curriculum has become a strong agent for development and change in MMBA's students. MMBA followed the recommendation of the district to enhance literacy in the schools. Saxon math does present relevant information in word form for students. The practice of mathematics and the reading of mathematic will provide a winning combination for MMBA.

Recommendation: Design a standards-aligned pacing guide that contains competencies, objectives, and content and implementation notes. Consider all available resources when developing guides. Share guides with appropriate personnel for review.

Response: Please see the attached Pacing Guide. (Appendix B)

Upon the recommendation of using State Academic Standards Support Document when planning and assessment, MMBA reissued the Support Documents. Some teachers have found it beneficial to provide these items to students as reference points, students are aware of the relevancy of the indicators. We are planning to attend the Standards Support System Curriculum training that is offered by the Office of Standards and Support.

Recommendation: Use instructional supplemental materials that are more aligned to SC State Standards. Include supplemental materials that will provide students opportunities to utilize communication, reasoning/proof, problem solving, various representations, and connections while learning skills and developing understanding of mathematical concepts.

Response: Many of the instructional materials listed are utilized as refresher. There are students that are not performing at their grade level and these materials are beneficial to increase the knowledge base of those students. Extension activities are generated from books, websites, and other resources for those students performing at or above grade level. MMBA has become involved with the South Carolina Virtual School. This partnership has helped to supply above grade level students with more rigorous and challenging assignments.

Materials aligned to the state standards are being review for purchase. The items listed on the instructional materials are our primary resources for materials. MMBA will receive the necessary materials to enhance learning within the school.

Recommendation: Include grade level appropriate calculators at each grade level to enhance the level of learning and problem solving.

Response: The math classes are using grade level appropriate calculators. MMBA has calculators available for checkout by the teacher. Many of the parents purchase calculators after being encouraged to do so by the math instructors. MMBA has at least one math instructor to participate annually with Texas Instrument Workshops. MMBA students utilize standard, TI 30X, TI34, and TI 84 Plus.

Elementary Science

Core Knowledge Alignment to SC State Academic Standards

Recommendation: Request a Core Knowledge Sequence that is aligned with 2007 SC State Standards or utilize another curriculum that is closely aligned to the 2007 SC State Standards.

Response: See Appendix C.

Textbook & Resources

Recommendation: Review textbook for alignment to the 2005 SC State Standards and modify lessons as appropriate or utilize a textbook that is closely aligned to the 2005 SC State Standards.

Response: MMBA has ordered new Science textbooks for grades fourth thru eighth. The Macmillan/McGraw-Hill Science, Grades four and five are currently used at MMBA. This textbook is on the 2009 list of state recommended adopted textbooks, it is adopted by 80% of elementary schools in the district.

Recommendation: Select specific kits closely aligned with the SC State Standards for each grade level.

Response: The following are FOSS kits that are closely aligned with the SC State Standards for each grade level:

Grade 4- Magnetism and Electricity (2)

Grade 5- Mixture and Solution (2)

Pacing Guide

Recommendation: Design a standards-aligned pacing guide that contains competencies, objectives, and content and implementation notes. Consider all available resources when developing guides. Share guides with appropriate personnel for review.

Response: See appendix B.

Planning Tools

Recommendation: Reference the State Academic Standards Support Document when planning instruction and classroom assessments. Plan lessons that include the essential learning as described in the State Academic Standards Support Document for each science indicator.

Response: The State Academic Standards Support Document is in place. The teachers are using the document when planning instruction and classroom assessments.

Supplemental Materials

Recommendation: Use instructional supplemental materials that are more aligned to SC State Standards. Include supplemental materials that will provide students opportunities to utilize a learning cycle and is inquiry-based. FOSS kits should be the primary resource, not supplemental.

Response: SC Science Assessment Guide by Harcourt (Grade 5), SC Science by Scott-Foreman (Grades 4th & 5th), SC Science School to Home Activities by Macmillan/McGraw-Hill (Grade 4), Macmillan/McGraw-Hill Science Kit (Grade 5), Harcourt Science Workbook (Grades 4th & 5th). More supplemental materials have been ordered from Follett Company to enhance hands-on activities with State Standards.

Recommendation: Select an assessment that is aligned with the SC Science Academic Standards. FOSS kits have quality assessments included and more are available from them (FOSS Benchmark Assessments).

Response: Formative and Summative Assessments from the FOSS kits, Teacher-Made Science Assessments, Textbook (Chapters) Assessments, and Portfolios Assessment.

Technology

Recommendation: Include microscopes and probes as tools for data collection within investigations.

Response: Technology used at MMBA includes Smart boards, computers, and scanners. However, MMBA does use microscopes, probes, electronic balance scales, projectors, and ETV Streamline to enhance the learning with the classroom.

Midlands Math and Business Academy Social Studies Grades 4 and 5

Recommendation: Align the curriculum to the indicator, not to the standard. Ensure that intent of the indicator is included in the aligned content.

Response: See Appendix B.

Recommendation: Develop a method to inform teachers of the level of rigor at which instruction must occur.

Response: The Revised Bloom's Taxonomy, results from test data; such as Edu-Test, Pre-test PACT/PASS Coach, 2008-2009 PACT Scores, SC State Standards.

Recommendation: Locate and implement the use of additional resources to fill the alignment gap so that all parts of the indicator are addressed.

Response: Pearson Learning Core Knowledge History and Geography by E.D. Hirsch (Grade 5). New reading resources have been ordered from World Book and Macon Companies. Teachers have access to various websites.
See Appendix D.

Textbook

Recommendation: Ensure that instruction in grade four ends with the Civil War and that grade five begins with reconstruction.

Response: The teachers are aware of Civil War ending in fourth grade and Reconstruction beginning in the fifth grade. This is evident in the lesson plans and pacing guides.

Pacing Guide

Recommendation: Align instruction with grade level standards to reduce the content demand and allow for more in-depth learning.

Response: The pacing guides align the State Standard with the grade level. See Appendix B.

Planning Tools

Recommendation: Implement the use of planning tools that support the delivery of instruction, assessment of student learning, and intervention.

Response: The lesson plans are based on State Standards and Core Knowledge. The instructional time is fifty (50) minutes per period. The students are assessed through the use of textbook assessments, Teacher-Made Assessments, observation, and school wide assessments.

Supplemental Materials

Recommendation: Enrich social studies instruction through the use of a wide variety of supplementary materials including appropriate charts, globes, primary source documents, virtual fieldtrips via internet etc.

Response: The SC Standard Support Documents, Wall Maps (U.S. Demographics), ETV Streamline, Atlas, Desk-top Maps (U.S. and World), Charts (Presidents, American Flag, The Document of Revolutionary American, Famous African-Americans, Women History).

Technology

Recommendation: Ensure that instruction requires students to actively use technological devices to support learning.

Response: The teachers instruct students how to use technology devices. Such as, computers, Smart boards, scanners, projectors to support learning in the classroom. MMBA is making plans in the future to purchase more advance technology.

Middle School

0943

ROA 1172

English/ Language Arts Grades 6-8

Recommendation: All teachers should be provided with copies of May 2008 SC ELA Academic Standards.

Response: The English/Language Art teacher has been provided with copies of May 2008 SC ELA Academic Standards for all grade levels. The Academic Standards are enlarged and posted in the classroom. Also, the students are required to adhere to specific standards that are taught on a daily or weekly basis. Lesson plans are written according to SC Academic Standards.

Recommendation: Request Core Knowledge Sequence that is aligned with May 2008 SC ELA Academic Standards.

Response: See Appendix B.

Recommendation: Identify curriculum gaps and secure resources to fill the gaps.

Response: Based on the pre-test on Edu-Test and PACT/PASS Coach, students that need help with reading content are given tutorial help in subject area during the school day. The following are the resources to fill gaps in the curriculum: Comprehensive Curriculum of Basic Skills by McGraw-Hill, Comprehension by American Education Publishing, Language Arts Today by MacMillan, www.pppst.com, www.discoveryeducation.com, www.yahooligans.com.

Textbook

Recommendation: Review textbooks for alignment to the May 2008 SC ELA Academic Standards.

Response: The Elements of Literature – Holt, Rinehart, & Winston (Grades 6-8) is the textbook that MMBA use, which is aligned with Academic Standards. The textbook focuses on the six key concepts: Reading (Literary and Informational texts); Building Vocabulary; Developing Written Communication; Developing Written Communication in a Variety of Forms; Research. Elements of Literature is a State adopted textbook. This textbook is used in many of the Richland One Middle Schools.

Recommendation: Utilize the May 2008 SC ELA Academic Standards, Support Documents, Writing Composite Matrix, and the SC Revised Writing Rubric for instructional planning and assessment.

Response: The teacher at MMBA has downloaded and possess the May 2008 SC ELA Academic Standards, Support Documents, Writing Composite Matrix, and the SC Revised Writing Rubric for instructional planning and assessment.

Pacing

Response to Findings

The English/Language Art standards in the pacing are now current. See Appendix B.

Planning Tools

Response: The Core Knowledge Day –by- Day Planner is replaced by the 2009-2010 Pacing Guides. The English/Language Art teacher at MMBA has downloaded the May 2008 SC ELA Academic Standards, Support Documents, Writing Composite Matrix, and the SC Revised Writing Rubric in order to meet expectations of learning within the classroom. The teacher has used the documents to develop successful lesson plans that meet the State requirements.

Supplemental Materials

Recommendation: Provide materials which are proven to be aligned to the May 2008 SC ELA Academic Standards.

- Provide resources which address all standards, especially informational text.

Response: The following are resources and informational text: 2010 World Book Encyclopedias, Student Discovery Encyclopedias 2007, 25 Contemporary Biographies (Accelerated Reader), The Obamas: The First Family of Hope, Vol. 1-6; Successful Americans (based on ethnic background) by Mason Crest Publishers 2009-2010, www.yahooligans.com, www.discoveryeducation.com, www.pppst.com.

Science

Recommendation: Request a Core Knowledge Sequence that is aligned with 2005 SC State Standards or utilize another curriculum that is closely aligned to the 2005 SC State Standards.

Response: See Appendix C.

Textbook & Resources

Recommendation: Review textbook for alignment to the 2005 SC State Standards and modify lessons as appropriate or utilize a textbook that is closely aligned to the 2005 SC State Standards.

Response: MMBA has order Glencoe Science, South Carolina Edition for grades sixth thru eighth. The Glencoe Science, South Carolina Edition is aligned with the 2005 SC State Standards and State adopted textbook.

Recommendation: Select specific kits closely aligned with the SC State Standards for each grade level.

Response: The specific kits closely aligned with the SC State Standards for each grade level:

Grade 6- Animal Kingdom and Plants Kingdom Kits

Grade 7-Human Anatomy Kit

Grade 8-Rocks and Minerals Kit

Pacing

Recommendation: Design a standards-aligned indicator driven pacing guide that is detailed and addresses what resources will be used where there is no Core Knowledge curriculum.

Response: ETV Streamline, 2010 World Book Encyclopedias, World Book's Natural Disasters (Grades 6th-8th), www.pppst.com, www.yahooligans.com, www.discoveryeducation.com. See Appendix B.

Supplemental Materials

Recommendation: Use instructional supplemental materials that are more aligned to SC State Standards. Include supplemental materials that will provide students opportunities to utilize a learning cycle and is inquiry-based. FOSS kits should be used to supplement the curriculum along with other aligned materials.

Response: The following are instructional supplemental materials: ETV Streamline, 2010 World Book Encyclopedias, World Book's Natural Disasters (Grades 6th-8th), educational field trips: Grade 6- Riverbank Zoo (Plants and Animals), Grade 7- USC Lab, (DNA & Genetics Disorder); Grade 8- Mining Site, Charleston, SC. www.pppst.com, www.yahooligans.com, www.discoveryeducation.com.

Recommendation: Select an assessment that is aligned with the SC Science Academic Standards specific for each grade level.

Response: The assessment that is aligned with the SC Science Academic Standards specific for grades 6th thru 8th: Prentice Hall Science Monitoring Assessments: Diagnostic test, Benchmark, State Practice, Teacher-Made Test, Science Projects, Chapters Test (Weekly).

Technology

Recommendation: Include microscopes, United Streaming and probes as tools for data collection within investigations.

Response: The Science Department at MMBA inventory list includes microscopes, probes, cameras, computers, projectors, laptops, spring scale, beam balance, sling psychomotor, television, VCR, overhead projector, electric kit, and simple machines kit.

Social Studies

Recommendation: Align the curriculum to each indicator. Ensure that the intent of the indicator is included in the aligned content.

Response: See Appendix B.

Recommendation: Develop a method to inform teachers of the level of rigor at which instruction must occur.

Response: The Revised Bloom's Taxonomy. Results from test data (Edu-Test, Pre-test PACT/PASS Coach), 2008-2009 PACT Scores, Pearson Learning Core Knowledge History and Geography by E.D. Hirsch, Jr.

Recommendation: Request a Core Knowledge Sequence that is aligned with each indicator.

Response: See Appendix C.

Textbook

Recommendation: Supplement the textbooks with other materials. Make sure the ancillary materials are available to teachers as resources.

Response: Supplemental materials: 2010 World Books Encyclopedias, Successful Americans (based ethnic background) by Mason Crest Publishers, Student Discovery Encyclopedias 2007, The Obamas: The First Family of Hope, Vols. 1-6, World Book's Natural Disasters (Grades 6th-8th), Education of the Presidents (George Washington to George W. Bush), World Map, U.S. Map, U.S. Demographics Map, Charts (Bill of Rights Documents), Play: Freedom Train (February), www.pppst.com, www.discoveryeducation.com, www.yahooligans.com.

Pacing

Recommendation: Ensure that the pacing guide for 2009-2010 reflects the all of the standards and indicators for each grade. PASS will assess all standards and indicators.

Response: See Appendix B.

Planning Tools

Recommendation: Implement the use of planning tools that support the delivery of instruction, assessment of student learning, and intervention. One example is the use of diagnostic assessments to plan instruction. Also the SC Department of Education has produced two new documents, a support document for social studies K-12 and a S3 document. Both documents are available online at the SCDE website.

Response: MMBA's teachers have downloaded the Support Document for Social Studies K-12 and S3 Document. The Chapter test and Pre-Post test of PACT/PASS Coach.

Supplemental Materials

Recommendation: Consider using instructional supplemental materials that are more aligned to SC State Standards. Include supplemental materials that will provide students opportunities to utilize map skills, problem solving, various graphic representations, and connections while learning skills and developing understanding of broad social studies.

Response: Instructional Supplemental materials: ETV Streamline, videos of documentaries, globe, Pearson Learning Core Knowledge History and Geography by E.D. Hirsch, Jr., 2010 World Books Encyclopedias, Successful Americans (based ethnic background) by Mason Crest Publishers, Student Discovery Encyclopedias 2007, The Obamas: The First Family of Hope, Vols. 1-6, World Book's Natural Disasters (Grades 6th-8th), Education of the Presidents (George Washington to George W. Bush), World Map, U.S. Map, U.S. Demographics Map, Charts (Bill of Rights Documents), Play: Freedom Train (February), www.pppst.com, www.discoveryeducation.com, www.yahooligans.com. Please see appendix E.

Technology

Recommendation: Ensure that instruction requires students and teachers to actively use technological devices to support learning.

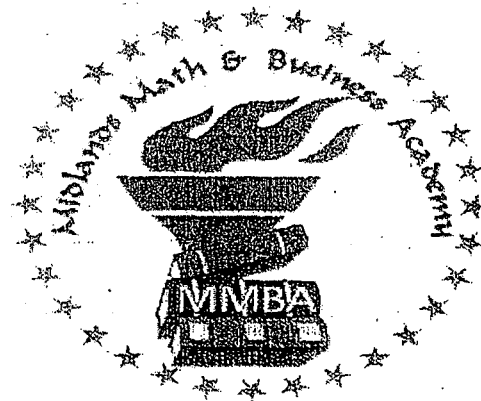
Response: MMBA is equipped with the technology devices. Teachers and students are actively using the Smart boards, computers, laptops, scanners, and websites. Students use PowerPoint presentation and jump drives to present classroom's projects. The students at MMBA presented at the recent Business Plan Competition in Charleston, SC. Technology is used to present business plans, expos, and fitness gram count. The technology usage is noted in the teacher lesson plan.

Appendix A

0953

ROA 1182

**South Carolina State Standards
&
Core Knowledge Curriculum
Correlation**



2009-2010



Grades: 4th through 8th

- Each indicator is noted that is correlated with the Core Knowledge Curriculum.
- The State Standards noted that are not Core Knowledge are listed and the quarter is taught.
- The pacing is included for each nine weeks in which each indicator is taught.

Appendix B

0956

ROA 1185

Midlands Math and Business Academy

Pacing Guide



South Carolina Standards
&
Core Knowledge

For

ENGLISH LANGUAGE ARTS

We read unless this.

English Language Arts Pacing Guide and Core Knowledge

Grade 4

Standard 4-1					
The student will read and comprehend a variety of literary texts in print and non-print formats.					
Core Knowledge	Indicator	1 st	2 nd	3 rd	4 th
None	4-1.1 Analyze the details that support the expression of the main idea in a given literary text.	X	X	X	X
None	4-1.2 Analyze literary texts to draw conclusions and make inferences.	X	X	X	X
None	4-1.3 Distinguish between first-person and third-persons point of view.	X	X	X	X
None	4-1.4 distinguish among devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration)		X		X
None	4-1.5 Analyze the impact of characterization and conflict on plot.	X	X	X	X
None	4-1.6 Interpret the effect of an author's craft (for example, word choice, sentence structure, the use of figurative language, and the use of dialog) on the meaning of literary texts.	X	X	X	X
None	4-1.7 Create responses to literary texts through a variety of methods. (For example: writing, creative dramatics, and the visual and performing arts)	X	X	X	X
None	4-1.8 Classify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies, and personal essays) by characteristics.	X	X	X	X

None	4-1.9 Recognize the characteristics of poetry (including stanzas, rhyme, and repetition).		X		X
None	4-1.10 Analyze cause - and effect relationships in a literary text.	X	X	X	X
None	4-1.11 Read independently for extended periods of time for pleasure.	X	X	X	X

Standard 4-2: The student will read and comprehend a variety of informational texts in print and nonprint formats.

Correlation	Indicators	1 st	2 nd	3 rd	4 th
None	4-2.1 Summarize evidence that supports the central idea of a given informational text.	X	X	X	X
None	4-2.2 Analyze informational texts to draw conclusions and make inferences.	X	X	X	X
None	4-2.3 Analyze informational texts to locate and identify facts and opinions.		X	X	
None	4-2.4 Create responses to informational texts through a variety of methods (for example: drawings, written works, and oral presentations).	X	X	X	X
None	4-2.5 Use headings, subheadings, print styles, white space, captions, and chapter headings to gain information.	X	X	X	X
None	4-2.6 Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as a source of information.	X	X	X	X

None	4-2.7 Use functional text features (including tables of contents, glossaries, indexes, and appendixes) as sources of information.		X		X
None	4-2.8 Analyze informational texts to identify cause- and- effect relationships.	X	X	X	X
None	4-2.9 Read independently for extended periods of time to gain information.	X	X	X	X

Standard 4-3
The student will use word analysis and vocabulary strategies to read fluently.

Correlation	Indicators	1 st	2 nd	3 rd	4 th
None	4-3.1 Generate the meanings of unfamiliar words and multiple-meaning words by using context clues (for example: those that provide an example of a definition).	X	X	X	X
None	4-3.2 Use base words and affixes to determine the meanings of words.	X	X	X	X
Correlated	4-3.3 Interpret the meaning of idioms encountered in texts.		X		X
None	4-3.4 Spell correctly: * Words with prefixes * Multisyllabic words	X	X	X	X

Standard 4-4
The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Correlation	Indicators	1 st	2 nd	3 rd	4 th
None	4-4.1 Generate and organized ideas for writing using prewriting techniques (for example: creating lists, having discussions, and examining models).	X	X	X	X
None	4-4.2 Use complete sentences in a variety of types (including simple and compound sentences) in writing.	X	X	X	X
None	4-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.	X	X	X	X
Correlated	4-4.4 Use grammatical conventions of written Standard American English including: * subject-verb agreement * past, present, and future verb tenses * conjunctions	X	X	X	X

	* adverbs of time, place, manner, and degree, and * pronoun- antecedent agreement				
None	4-4.5 Use revision strategies to improve the organization and development of content and the quality of written works.	X	X	X	X
Correlated	4-4.6 Edit for correct use of written Standard American English including: • capitalization - titles of works of art - titles of magazines and newspapers - brand names - proper adjectives, and - names of organizations • Punctuation - quotation marks to indicate direct quotations or dialogue - quotation marks to indicate titles of works (for example articles, reports, chapters, and other short pieces) published within separately published works. - between main clauses, and - underlining of italics to indicate titles of separately published words (for example: books, and magazines, and - words with suffixes and prefixes and - multisyllabic words	X	X	X	X

Standard 4-5

The student will write for a variety of purposes and audiences.

Correlation	Indicators	1 st	2 nd	3 rd	4 th
Correlated	4-5.1 Create informational pieces (for example: postcards, flyers, letters, and e-mails) that use language appropriate for the specific audience.		X		X
Correlated	4-5.2 Create narratives containing details and a sequence of events that develop a plot.	X	X	X	X
None	4-5.3 Create written descriptions using language that appeals to the readers' senses.	X		X	X
Correlated	4-5.4 Create written pieces (for example: skits or plays) to entertain others.		X		X

Standard 4-6

The student will access and use information from a variety of sources.

Correlation	Indicators	1 st	2 nd	3 rd	4 th
None	4-6.1 Clarify refine a research topic.		X	X	
Correlated	4-6.2 Use print sources (for example: books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and almanacs) and nonprint media to access information.	X	X	X	X
None	4-6.3 Organize information by classifying or sequencing.		X	X	
Correlated	4-6.4 Paraphrase research information accurately and meaningfully.		X	X	
None	4-6.5 Create a list of sources that contains information (including the author and title of a publication) necessary to properly credit and document the work of others.		X	X	
None	4-6.6 Use the internet as a source of information.		X	X	

None	4-6.7 Use vocabulary (including Standard American English) that is appropriate for the particular audiences or purposes.	X	X	X	X
None	4-6.8 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.		X	X	

English Language Arts and Core Knowledge

Grade: 5

Core Knowledge	Reading: Understanding and Using Literary Texts Standard 5-1 The student will read and comprehend a variety of literary texts in print and non print formats	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
No Alignment	5-1.1 Analyze literary texts to draw conclusions and make inferences.	X	X	X	X
No Alignment	5-1.2 Differentiate among the first person, limited omniscient (third person), and omniscient (third person) points of view.	X	X	X	X
Understand the use of simile, metaphor, alliteration, personification, and onomatopoeia	5-1.3 Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).	X	X	X	X
No Alignment	5-1.4 Analyze literary texts to distinguish between direct and indirect characterization.		X		X
Understand the use of imagery	5-1.5 Interpret the effect of the author's craft (for example, tone, figurative language, dialogue, and imagery) on the meaning of literary texts.	X	X	X	X
No Alignment	5-1.6 Analyze the details that support the expression of the main idea in a given literary text.	X	X	X	X
Produce a variety of types of writing – including reports, summaries, letters, descriptions, research essays, essays that explain a process, stories, and poems.	5-1.7 Create responses to literary response through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).	X	X	X	X
Study myths and legends	5-1.8 Analyze works of fiction (including legends and myths) and works of nonfiction (including speeches and personal essays) by characteristics.	X	X	X	X
	5-1.9 Understand the characteristics of poetry (including stanza, rhyme scheme, repetition, and refrain).		X		X
	5-1.10 Predict events in literary texts on the basis of cause and effect relationships.	X	X	X	X
Continue regular independent silent reading	5-1.11 Read independently for extended periods of time for pleasure.	X	X	X	X

Core Knowledge	Reading: Understanding and Using Informational Texts Standard 5-2	1 st	2 nd	3 rd	4 th
		Qtr	Qtr	Qtr	Qtr
No Alignment	5-2.1 Summarize the central idea and supporting evidence of a given informational text.	X			
No Alignment	5-2.2 Analyze informational texts to draw conclusions and make inferences.		X	X	
No Alignment	5-2.3 Analyze a given text to detect author bias (for example, unsupported opinions).		X	X	
No Alignment	5-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).	X		X	X
No Alignment	5-2.5 Use titles, print styles, chapter headings, captions, subheadings, and white space to gain information.	X	X		
No Alignment	5-2.6 Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.	X	X		
No Alignment	5-2.7 Use functional text features (including tables of contents, glossaries, indexes, and appendixes).		X		X
No Alignment	5-2.8 Predict events in informational texts on the basis of cause-and-effect relationships.	X	X	X	X
No Alignment	5-2.9 Read independently for extended periods of time to gain information.	X	X	X	X

Core Knowledge	Reading Building Vocabulary Standard 5-3 The students will use word analysis and vocabulary strategies to read fluently.	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
No Alignment	5-3.1 Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple-meaning words.	X			X
Know how prefixes (for example, anti, co, fore, il, ir, inter, mid, post, and semi) affect word meaning	5-3.2 Use Greek and Latin roots and affixes to determine the meanings of words within texts.	X	X	X	X
No Alignment	5-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.		X		X
No Alignment	5-3.4 Spell correctly multisyllabic constructions, double consonant patterns, and irregular vowel patterns in multisyllabic words.	X	X	X	X

Core Knowledge	Writing: Developing Written Communication Standard 5-4: The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
No Alignment	5-4.1 Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).	X	X		X
No Alignment	5-4.2 Use complete sentences in a variety of types (Including simple, compound, and complex) in writing.	X	X	X	X
No Alignment	5-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs	X	X	X	X
No Alignment	5-4.4 Use grammatical conventions of written Standard American English , including irregular comparative and superlative adjectives, irregular adverbs, interjections, past participles of commonly misused verbs, and subject-verb and pronoun-antecedent agreement with collective nouns.	X	X	X	X
No Alignment	5-4.5 Use revision strategies to improve the organization and development of content and the quality of voice in written works.	X	X		X

No Alignment	5-4.6 Edit for the correct use of written Standard American English, including capitalization ethnic groups, national groups, and established religions and languages; punctuation colons and hyphens; and spelling commonly confused words, multisyllabic constructions, double consonant patterns, and irregular vowel patterns in multisyllabic words.	X	X	X	X

Core Knowledge	WRITING: Producing Written Communications in a Variety of Forms Standard 5-5 The student will write for a variety of purposes and audiences.	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
Produce a variety of types of writing – including reports, summaries, letters, descriptions, research essays, essays that explain a process, stories, and poems.	5-5.1 Create informational pieces (for example, book reviews and newsletter articles) that use language appropriate for the specific audience.	X	X		X
No Alignment	5-5.2 Create narratives that have a fully developed plot and a consistent point of view.	X	X	X	X
No Alignment	5-5.3 Create written descriptions using precise language and vivid details.	X		X	X
No Alignment	5-5.4 Create written pieces (for example, picture books, comic books, and graphic novels) to entertain a specific audience.	X	X		X

Core Knowledge	Researching: Applying the Skills of Inquiry and Oral Communication Standard 5-6. The student will access and use information from a variety of sources.	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
No Alignment	5-6.1 Clarify and refine a research topic		X	X	
Know how to gather information from different sources (such as an encyclopedia, magazines, interviews, observations, atlas, on-line), and write reports synthesizing information from at least three different sources.	5-6.2 Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and almanacs) and nonprint sources to access information.	X	X	X	X
No Alignment	5-6.3 Select information appropriate for the research topic.		X	X	
Present researched information in own words.	5-6.4 Paraphrase research information accurately and meaningfully.		X	X	
Document sources in a rudimentary bibliography	5-6.5 Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others.		X	X	
No Alignment	5-6.6 Use the Internet as a source of information.	X	X	X	X
Understand the purpose and audience of the	5-6.7 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.	X	X	X	X

writing					
No Alignment	5-6.8 Use appropriate organizational strategies to prepare written works and oral and visual presentations.		X	X	
No Alignment	5-6.9 Select appropriate graphic, in print or electric form, to support written works and oral and visual presentations.		X		X

0972

ROA 1201

ELA Pacing Guide

GRADE 6

Core Knowledge	Standards	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
No Correlation	Standard 6-1 The student will read and comprehend a variety of literary texts in print and non-print formats.	X	X	X	X
No Correlation	6-1.1 Analyze literary texts to draw conclusions and make inferences.	X	X	X	X
Correlation	6-1.3 Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).	X	X	X	X
No Correlation	6-1.4 Analyze the details that support the expression of the main idea in a given literary text	X	X	X	X
No Correlation	6-1.5 Interpret the effect of the author's craft (including tone and the use of flashback and foreshadowing) on the meaning of literary texts.	X	X	X	X
No Correlation	6-1.6 Compare/contrast main ideas within and across literary texts.	X	X	X	X
No Correlation	6-1.7 Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).	X	X	X	X
Correlation	6-1.8 Understand the characteristics of poetry (including stanza, rhyme scheme, and the use of repetition and refrain) and drama (including stage directions and the use of monologues).		X	X	X
No Correlation	6-1.9 Analyze an author's development of characters, setting, and conflict in a given literary text.	X	X	X	X
Correlation	6-1.10 Predict events in literary text on the basis of cause and effect relationship	X	X	X	X
No Correlation	6-1.11 Read independently for extended periods of time for pleasure	X	X	X	X
No Correlation	Standard 6.2 The student will read and comprehend a variety of informational texts in print and non-print formats.	X	X	X	X
No Correlation	6-2.1 Clarify and refine a research topic	X	X	X	X
No Correlation	6-2.2 Analyze informational texts to draw conclusions and make inferences.	X	X	X	X
No Correlation	6-2.3 Summarize author bias based on the omission of relevant facts and statements of unsupported opinions.	X	X	X	X

ELA Pacing Guide

No Correlation	6-2.4	Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).	X	X	X	X
No Correlation	6-2.5	Interpret information that text elements (for example, print styles and chapter headings) provide to the reader.	X	X	X	X
No Correlation	6-2.6	Interpret information from graphic features (for example, illustrations, graphs, charts, maps, diagrams, and graphic organizers).	X	X	X	X
No Correlation	6-2.7	Interpret information from functional text features (for example, tables of contents and glossaries).	X			
No Correlation	6-2.8	Predict events in informational texts on the basis of cause-and-effect relationships.	X	X	X	X
No Correlation	6-2.9	Identify propaganda techniques (including testimonials and bandwagon) in informational texts.	X	X	X	X
No Correlation	6-2.10	Read independently for extended periods of time to gain information.	X	X	X	X
No Correlation	Standard 6-3	The student will use word analysis and vocabulary strategies to read fluently.	X	X	X	X
No Correlation	6-3.1	Use context clues (for example, those that provide an example, a definition, or restatement) to generate the meanings of unfamiliar and multiple-meaning words.	X	X	X	X
Correlation	6-3.2	Analyze the meaning of words by using Greek and Latin roots and affixes within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes .)	X	X	X	X
No Correlation	6-3.3	Interpret the meaning of idioms and euphemisms encountered in texts.	X	X	X	X
No Correlation	6-3.4	Distinguish between the denotation and connotation of a given word.	X	X	X	X
No Correlation	6-3.5	Spell new words using Greek and Latin roots and affixes . (See Instructional Appendix: Greek and Latin Roots and Affixes .)	X	X	X	X

ELA Pacing Guide

No Correlation	Standard 6.4	The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English . (all indicators)	X	X	X	X
No Correlation	6-4.1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.	X	X	X	X
Correlation	6-4.2	Use complete sentences in a variety of types (including simple, compound, and complex sentences) in writing.	X	X	X	X
No Correlation	6-4.3	Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.	X	X	X	X
No Correlation	6-4.4	Use grammatical conventions of written Standard American English, including • main and subordinate clauses, • indefinite pronouns, • pronoun-antecedent agreement, and • consistent verb tenses. <i>(See Instructional Appendix: Composite Writing Matrix.)</i>	X	X	X	X
No Correlation	6-4.5	Revise writing to improve clarity, tone, voice, content, and the development of ideas <i>(see Instructional Appendix: Composite Writing Matrix).</i>	X	X	X	X
No Correlation	6-4.6	Edit for the correct use of written Standard American English, including - punctuation - semicolon, - commas to enclose appositives, and - commas to separate introductory clauses and phrases. <i>(See Instructional Appendix: Composite Writing Matrix.)</i>	X	X	X	X
No Correlation	6-4.7	Spell correctly using Standard American English.	X	X	X	X

ELA Pacing Guide

No Correlation	Standard 6-5	The student will write for a variety of purposes and audiences.	X	X	X	X
No Correlation	6-5.1	Create informational pieces (for example, brochures, pamphlets, and reports) that use language appropriate for the specific audience.		X		
No Correlation	6-5.2	Create narratives that have a fully developed plot and a consistent point of view.	X			
No Correlation	6-5.3	Create written descriptions using precise language and vivid details.	X	X	X	X
Correlation	6-5.4	Create persuasive writings (for example, print advertisements and commercial scripts) that develop a central idea. Strategies, and conventions for writing a persuasive essay.			X	X
No Correlation	Standard 6-6	The student will access and use information from a variety of sources.	X	X	X	X
Correlation	6-6.1	Clarify and refine a research topic. Write a research essay		X	X	X
No Correlation	6-6.2	Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, and visual works the information gathered from a variety of research sources.		X	X	X
Correlation	6-6.3	Use a standardized system of documentation (for example, a list of sources with publication information and the use of –in-text citations) to properly credit the work of others. Acknowledging sources and avoiding plagiarism		X	X	X
No Correlation	6-6.4	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.	X	X	X	X
No Correlation	6-6.5	Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.	X	X	X	X
No Correlation	6-6.6	Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.		X	X	X

ELA Pacing Guide

No Correlation	6-6.7	Use a variety of print and electronic reference materials.	X	X	X	X
No Correlation	6-6.8	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.		X	X	X

ELA Pacing Guide

GRADE 7

0978

No Correlation	Standards		1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
No Correlation	Standard 7.1	The student will read and comprehend a variety of literary texts in print and nonprint formats.	X	X	X	X
No Correlation	7-1.1	Analyze literary texts to draw conclusions and make inferences.	X	X	X	X
No Correlation	7-1.2	Explain the effect of point of view on a given narrative.	X	X	X	X
Correlation	7-1.3	Interpret devices of figurative language (including extended metaphor and oxymoron).	X	X	X	X
No Correlation	7-1.4	Analyze an Author's development of the conflict and the individual characters as either static, dynamic, round, or flat in a given literary text.	X	X	X	X
Correlation	7-1.5	Interpret the effect of an author's craft (including tone and the use of imagery, flashback , foreshadowing , symbolism, and irony) on the meaning of literary texts.	X	X	X	X
No Correlation	7-1.6	Analyze a given literary text to determine its theme	X	X	X	X
No Correlation	7-1.7	Create responses to literary texts through a variety of methods (for example, written works, oral presentations and auditory presentations, discussions, media productions, and the visual and performing arts).	X	X	X	X
No Correlation	7-1.8	Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories)	X	X	X	X
No Correlation	7-1.9	Read independently for extended periods of time for pleasure.	X	X	X	X
No Correlation	Standard 7-2	The students will read and comprehend a variety of informational texts in print and nonprint formats.	X	X	X	X
No Correlation	7-2.1	Analyze central ideas within and across informational texts.	X	X	X	X
No Correlation	7-2.2	Analyze information within and across texts to draw conclusions and make inferences.	X	X	X	X

ROA 1207

ELA Pacing Guide

No Correlation	7-2.3	Identify author bias (for example, word choice and the exclusion and inclusion of particular information).	X	X	X	X
No Correlation	7-2.4	Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).	X	X	X	
No Correlation	7-2.5	Analyze the impact that text elements (for example, print styles and chapter headings) have on the meaning of a given informational text.	X	X	X	X
No Correlation	7-2.6	Analyze information from graphic features (for example, charts and graphs) in informational texts.	X	X	X	X
No Correlation	7-2.7	Identify the use of propaganda techniques (including glittering generalities and name calling) in informational texts	X			
No Correlation	7-2.8	Read independently for extended periods of time to gain information.	X	X	X	X
No Correlation	Standard 7-3	The student will use word analysis and vocabulary strategies to read fluently.	X	X	X	X
No Correlation	7-3.1	Use context clues (for example, those that provide an example, a definition, or restatement) to generate the meanings of unfamiliar and multiple-meaning words.	X	X	X	X
Correlation	7-3.2	Analyze the meaning of words by using Greek and Latin roots and affixes within texts.	X	X	X	X
No Correlation	7-3.3	Interpret the meaning of idioms and euphemisms encountered in texts.	X	X	X	X
No Correlation	7-3.4	Interpret the connotations of words to understand the meaning of a given text.	X	X	X	X
No Correlation	7-3.5	Spell new words using Greek and Latin roots and affixes. (See Instructional Appendix: Greek and Latin Roots and Affixes.)	X	X	X	X

ELA Pacing Guide

No Correlation	Standard 7.4	The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice , and correct use of the conventions of written Standard American English . (all indicators)	X	X	X	X
No Correlation	7-4.1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.	X	X	X	X
No Correlation	7-4.2	Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).	X	X	X	X
No Correlation	7-4.3	Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.	X	X	X	X
No Correlation	7-4.4	Use grammatical conventions of written Standard American English, including the reinforcement of conventions previously taught. (<i>See Instructional Appendix: Composite Writing Matrix.</i>)	X	X	X	X
No Correlation	7-4.5	Revise writing to improve clarity, tone, voice, and the development of ideas (<i>see Instructional Appendix: Composite Writing Matrix</i>).	X	X	X	X
No Correlation	7-4.6	Edit for the correct use of written Standard American English, including ellipses and parentheses. (<i>See Instructional Appendix: Composite Writing Matrix.</i>)	X	X	X	X
Correlation	7-4.7	Spell correctly using Standard American English. Commonly misspelled words	X	X	X	X
No Correlation	Standard 7-5	The student will write for a variety of purposes and audiences.	X	X	X	X
No Correlation	7-5.1	Create informational pieces (for example, book, movie, or product reviews and news reports) that use language appropriate for a specific audience.		X		

ELA Pacing Guide

No Correlation	7-5.2	Create narratives (for example, personal essays or narrative poems) that communicate the significance of an issue of importance and use language appropriate for the purpose and the audience.	X			
Correlation	7-5.3	Create descriptions for use in other modes of written works (for example, narrative, expository, or persuasive). Expository Writing. Persuade	X	X	X	X
Correlation	7-5.4	Create persuasive pieces (for example, letters to the editor or essays) that include a stated position with supporting evidence for a specific audience. Expository Writing. Persuade			X	X
No Correlation	Standard 7-6	The student will access and use information from a variety of sources.	X	X	X	X
Correlation	7-6.1	Clarify and refine a research topic. Write Research Essay	X	X	X	X
Correlation	7-6.2	Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.	X	X	X	X
No Correlation	7-6.3	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.	X	X	X	X
No Correlation	7-6.4	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.	X	X	X	X
No Correlation	7-6.5	Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.	X	X	X	X
No Correlation	7-6.6	Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.	X	X	X	X
No Correlation	7-6.7	Use a variety of print and electronic reference materials.	X	X	X	X

ELA Pacing Guide

0982

Correlation	7-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and selecting and organizing information Write Research Essay	X	X	X	X

ROA 1211

ELA Pacing Guide

GRADE 8

0983

ROA 1212

Core Knowledge	Standards		1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
No Correlation	Standard 8-1	The student will read and comprehend a variety of literary texts in print and nonprint formats.	X	X	X	X
No Correlation	8-1.1	Compare/contrast ideas within and across literary texts to make inferences.	X	X	X	X
Correlation	8-1.2	Explain the effect of point of view on a given narrative text.	X	X	X	X
Correlation	8-1.3	Interpret devices of figurative language (including extended metaphor, oxymoron, and paradox).	X	X	X	X
Correlation	8-1.4	Analyze a literary text to determine its theme	X	X	X	X
Correlation	8-1.5	Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.	X	X	X	X
No Correlation	8-1.6	Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).	X	X	X	X
No Correlation	8-1.7	Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).	X	X	X	X
No Correlation	8-1.8	Read independently for extended periods of time, for pleasure	X	X	X	X
No Correlation	Standard 8-2	The student will read and comprehend a variety of informational texts in print and nonprint formats.	X	X	X	X
No Correlation	8-2.1	Compare/contrast central ideas within and across informational texts	X	X	X	X
No Correlation	8-2.2	Compare/contrast information within and across texts to draw conclusions and make inferences	X	X	X	X

ELA Pacing Guide

0984

No Correlation	8-2.3	Analyze informational texts for author bias (for example, word choice and the exclusion and inclusion of particular information).	X	X	X	X
No Correlation	8-2.4	Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).	X	X	X	
No Correlation	8-2.5	Analyze the impact that text elements (for example, print styles and chapter headings) have on the meaning of a given informational text.	X	X	X	X
No Correlation	8-2.6	Analyze information from graphic features (for example, charts and graphs) in informational texts.	X	X	X	X
No Correlation	8-2.7	Identify the use of propaganda techniques (including card stacking, plain folks, and transfer) in informational texts.	X			
No Correlation	8-2.8	Read independently for extended periods of time to gain information.	X	X	X	X
No Correlation	Standard 8-3	The student will use word analysis and vocabulary strategies to read fluently.	X	X	X	X
No Correlation	8-3.1	Use context clues (for example, those that provide an example, a definition, a restatement, or comparison/contrast) to generate the meanings of unfamiliar and multiple-meaning words.	X	X	X	X
Correlation	8-3.2	Analyze the meaning of words by using Greek and Latin roots and affixes within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes .)	X	X	X	X
No Correlation	8-3.3	Interpret the meaning of idioms and euphemisms encountered in texts.	X	X	X	X
No Correlation	8-3.4	Interpret the connotations of words to understand the meaning of a given text.	X	X	X	X

ROA 1213

ELA Pacing Guide

Correlation	8-3.5	Spell new words using Greek and Latin roots and affixes . (See Instructional Appendix: Greek and Latin Roots and Affixes.)	X	X	X	X
No Correlation	Standard 7.4	The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice , and correct use of the conventions of written Standard American English . (all indicators)	X	X	X	X
No Correlation	8-4.1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines	X	X	X	X
Correlation	8-4.2	Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).	X	X	X	X
No Correlation	8-4.3	Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.	X	X	X	X
No Correlation	8-4.4	Use grammatical conventions of written Standard American English including the reinforcement of conventions previously taught.	X	X	X	X
No Correlation	8-4.5	Revise writing to improve clarity, tone, voice, content, and the development of ideas. (See <i>Instructional Appendix: Composite Writing Matrix</i> .)	X	X	X	X
No Correlation	8-4.6	Edit for the correct use of written Standard American English, including ellipses and parentheses. (See <i>Instructional Appendix: Composite Writing Matrix</i> .)	X	X	X	X
No Correlation	8-4.7	Spell correctly using Standard American English	X	X	X	X
No Correlation	Standard 8-5	The student will write for a variety of purposes and audiences.	X	X	X	X
No Correlation	8-5.1	Create informational pieces (for example, reports and letters of request, inquiry, or complaint) that use language appropriate for the specific audience.		X		

ELA Pacing Guide

No Correlation	8-5.2	Create narratives (for example, memoirs) that communicate the significance of particular personal relationships.	X			
No Correlation	8-5.3	Create descriptions for use in other modes of written works (for example, narrative, expository, and persuasive).	X	X	X	X
Correlation	8-5.4	Create persuasive pieces (for example, editorials, essays, or speeches) that support a clearly stated position with concrete evidence.			X	X
No Correlation	Standard 8-6 The student will access and use information from a variety of sources		X	X	X	X
No Correlation	8-6.1	Clarify and refine a research topic.	X	X	X	X
No Correlation	8-6.2	Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, and visual works the information gathered from a variety of research sources.	X	X	X	X
No Correlation	8-6.3	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.	X	X	X	X
Correlation	8-6.4	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose. Greek and Latin	X	X	X	X
No Correlation	8-6.5	Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.	X	X	X	X
No Correlation	8-6.6	Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.	X	X	X	X
No Correlation	8-6.7	Use a variety of print and electronic reference materials.	X	X	X	X

ELA Pacing Guide

No Correlation	8-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and selecting and organizing information	X	X	X	X

Midlands Math and Business Academy

Pacing Guide



South Carolina Standards
&
Core Knowledge

For

MATHEMATICS

Mathematics Pacing Guide and Core Knowledge

Standard 4-4

The student will understand and utilize the mathematical process of problem solving, reasoning, and proof communication, connections, and representation.

Correlation	Indicators	1 st	2 nd	3 rd	4 th
Correlated	4-1.1 Analyze information to solve increasingly more sophisticated problems.	X	X	X	X
Correlated	4-1.2 Construct arguments that lead to conclusions about general mathematical properties and relationships.	X	X	X	X
None	4-1.3 Explain and justify answers to problems on the basis of mathematical properties, structure, and relationships on mathematical properties, structures, and relationships.	X	X	X	X
None	4-1.4 Generate descriptions and mathematical statements about relationships between and among classes of objects.	X	X	X	X
None	4-1.5 Use correct, complete, and clearly written and oral mathematical language to pose questions, communicate ideas, and extend problem situations.	X	X	X	X
None	4-1.6 Generalize connections between new mathematical ideas and related concepts and subjects that have been previously covered.	X	X	X	X
None	4-1.7 Use flexibility in mathematical representations.	X	X	X	X
None	4-1.8 Recognize the limitations of various forms of mathematical representations.	X	X	X	X

Standard 4-2

The student will demonstrate through the mathematical processes an understanding of decimal notation as an extension of the place-value system; the relationship between fractions and decimals; the multiplication of whole numbers; and accurate, efficient, and generalizable methods of dividing whole numbers; adding decimals; and subtracting decimals.

Correlation	Indicators	1 st	2 nd	3 rd	4 th
None	4-2.1 Recognize the period in the place-value structure of whole numbers, units, thousands, millions, and billions	X			
None	4-2.2 Apply divisibility rules for 2, 5, and 10.		X		X
None	4-2.3 Apply algorithm to multiply whole numbers fluently.	X	X		X
None	4-2.4 Explain the effect on the product when one of the factors is changed.	X	X		
None	4-2.5 Generate strategies to divide whole numbers by single-digit divisors.	X	X		
None	4-2.6 Analyze the magnitude of digits through hundredths on the basis of their place-value.	X		X	

Correlated	4-2.7 Compare decimals through hundredths by using the terms is less than, is greater than, and is equal to and symbols $<$, $>$, and $=$.	X		X	X
Correlated	4-2.8 Apply strategies and procedures to find equivalent forms of fractions.		X	X	X
None	4-2.9 Compare the relative size of fractions to the benchmarks of 0, $\frac{1}{2}$, and 1.		X	X	
None	4-2.10 Identify common fraction/decimal equivalents $\frac{1}{2}=.5$, $\frac{1}{4}=.25$, $\frac{3}{4}=.75$, $\frac{1}{3}=.33$, $\frac{2}{3}=.67$, multiples of $\frac{1}{10}$, and multiples of $\frac{1}{100}$.			X	X
None	4-2.11 Represent improper fractions, mixed numbers, and decimals.			X	X
Correlated	4-2.12 Generate strategies to add and subtract decimals through hundredths.		X	X	X

Standard 4-3

The student will demonstrate the mathematical processes an understanding of numeric and nonnumeric patterns, the representation of simple mathematical relationships, and the application of procedures to find the value of the unknown.

Correlation	Indicators	1 st	2 nd	3 rd	4 th
None	4-3.1 Analyze numeric, nonnumeric, and repeating patterns through hundredths.	X	X	X	
None	4-3.2 Generalize a rule for numeric, nonnumeric, and repeating patterns involving all operations.	X	X		X
None	4-3.3 Use a rule to complete a sequence or table.		X	X	X
None	4-3.4 Translate among letters, symbols, and words to represent quantities in simple mathematical expressions or equations.	X		X	
None	4-3.5 Apply procedures to find the value of an unknown letter or symbol in a whole-number equation.	X	X	X	X
None	4-3.6 Illustrate situations that show change over time as either increasing, decreasing, or varying.		X	X	

Core Knowledge	PROCESS Standard 5-1 The students will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. Process Standard should be included in every lesson.	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
Solve word problems with multiple steps and solve problems with more than one step.	5-1.1 Analyze information to solve increasingly more sophisticated problems.	X	X	X	X
No Alignment	5-1.2 Construct arguments that lead to conclusions about general mathematical properties and relationships.	X	X	X	X
No Alignment	5-1.3 Explain and justify answers based on mathematical properties, structures, and relationships.	X	X	X	X
No Alignment	5-1.4 Generate descriptions and mathematical statements about relationships between and among classes of objects.	X	X	X	X
No Alignment	5-1.5 Use correct, clear, and complete oral and written mathematical language to pose questions, communicate ideas, and extend problem situations.	X	X	X	X
No Alignment	5-1.6 Generalize connections between new mathematical ideas and related concepts and subjects that have been previously considered.	X	X	X	X
No Alignment	5-1.7 Use flexibility in mathematical representations.	X	X	X	X
No Alignment	5-1.8 Recognize the limitations of various forms of mathematical representations.	X	X	X	X

Core Knowledge	NUMBER AND OPERATIONS Standard 5-2		1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
	The student will demonstrate through the mathematical processes an understanding of the place value system; the division of whole numbers; the addition and subtraction of decimals; the relationships among whole numbers, fractions, and decimals; and accurate, efficient, and generalizable methods of adding and subtracting fractions.					
Recognize place values up to billions.	5-2.1	Analyze the magnitude of a digit on the basis of its place value, using whole numbers and decimal numbers through thousandths.	X			
Understand multiplication and division as inverse operations.	5-2.2	Apply an algorithm to divide whole numbers fluently.		X	X	
No Alignment	5-2.3	Understand the relationship among the divisor, dividend, and quotient.		X	X	
Order and compare numbers to 999,999,999 using the signs <, >, and =.	5-2.4	Compare whole numbers, decimals, and fractions by using the symbols <, >, and =.	X		X	X
Add and subtract decimals through ten-thousandths.	5-2.5	Apply an algorithm to add and subtract decimals through thousandths.	X	X		
Identify numbers under 100 as prime or composite.	5-2.6	Classify numbers as prime, composite, or neither.	X	X		
Determine the greatest common factor and least common multiple of a given number.	5-2.7	Generate strategies to find the greatest common factor and the least common multiple of two whole numbers.	X	X	X	X
Determine the least common denominator of fractions with unlike denominators. Add and subtract fractions with like and unlike denominators.	5-2.8	Generate strategies to add and subtract fractions with like and unlike denominators.		X	X	X
	5-2.9	Apply divisibility rules for 3, 6, and 9.	X	X		

Core Knowledge	Geometry Standard 5-4: The student will demonstrate through the mathematical processes an understanding of congruency, spatial relationships, and relationships among the properties of quadrilaterals.	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
No Alignment	5-4.1 Apply the relationships of quadrilaterals to make logical arguments about their properties.	X	X		X
No Alignment	5-4.2 Compare the angles, side lengths, and perimeters of congruent shapes.	X		X	
No Alignment	5-4.3 Classify shapes as congruent.	X		X	
No Alignment	5-4.4 Translate between two-dimensional representations and three-dimensional objects.			X	X
No Alignment	5-4.5 Predict the results of multiple transformations on a geometric shape when combinations of translation, reflection, and rotation are used.		X		X
No Alignment	5-4.6 Analyze shapes to determine line symmetry and/or rotational symmetry.			X	X

Core Knowledge	ALGEBRA Standard 5-3 The student will demonstrate through the mathematical processes an understanding of the use of patterns, relations, functions, models, structures, and algebraic symbols to represent quantitative relationships and will analyze change in various contexts.	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
No Alignment	5-3.1 Represent numeric, algebraic, and geometric patterns in words, symbols, algebraic expressions, and algebraic equations.	X			X
No Alignment	5-3.2 Analyze patterns and functions with words, tables, and graphs.	X	X	X	X
No Alignment	5-3.3 Match tables, graphs, expressions, equations, and verbal descriptions of the same problem situation.		X	X	
Commutative, associative, and distributive properties; know the names and understand the properties.	5-3.4 Identify applications of commutative, associative, and distributive properties with whole numbers.	X		X	
No Alignment	5-3.5 Analyze situations that show change over time.		X	X	

Core Knowledge	Measurement Standard 5-5: The student will demonstrate through the mathematical processes an understanding of the units and systems of measurement and the application of tools and formulas to determine measurements.	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr

No Alignment	5-5.1 Use appropriate tools and units to measure objects to the precision of one-eighth inch.		X	X	
Measure degrees in angles and know the measurements of right, acute, obtuse, and straight angles.	5-5.2 Use a protractor to measure angles from 0 to 180 degrees.	X		X	
No Alignment	5-5.3 Use equivalencies to convert units of measure within the metric system: converting length in millimeters, centimeters, meters, and kilometers; converting liquid volume in milliliters, centiliters, liters, and kiloliters; and converting mass in milligrams, centigrams, grams, and kilograms.		X		X
Review the formula for the area of a rectangle; find the area of triangles, parallelogram using formulas.	5-5.4 Apply formulas to determine the perimeters and areas of triangles, rectangles, and parallelograms.		X		X
Compute volume of rectangular prisms in cubic units, using the formula.	5-5.5 Apply strategies and formulas to determine the volume of rectangular prisms.			X	X
Time: solve problems of elapsed time.	5-5.6 Apply procedures to determine the amount of elapsed time in hours, minutes, and seconds within a 24-hour period.	X			X
No Alignment	5-5.7 Understand the relationship between the Celsius and Fahrenheit temperature scales.	X		X	
No Alignment	5-5.8 Recall equivalencies associated with length, liquid volume, and mass: 10 millimeters = 1 centimeter, 100 centimeters = 1 meter, 1000 meters = 1 kilometer; 10 milliliters = 1 centiliter, 100 centiliters = 1 liter, 1000 liters = 1 kiloliter; and 10 milligrams = 1 centigram, 100 centigrams = 1 gram, 1000 grams = 1 kilogram.		X		X

Core Knowledge	Data Analysis and Probability Standard 5-6: The student will demonstrate through the mathematical processes an understanding of investigation design, the effect of data-collection methods on a data set, the interpretation and application of the measures of central tendency, and the application of basic concepts of probability.	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
No Alignment	5-6.1 Design a mathematical investigation to address a question.		X	X	
No Alignment	5-6.2 Analyze how data-collection methods affect the nature of the data set.	X	X		
No Alignment	5-6.3 Apply procedures to calculate the measures of central tendency (mean, median, and mode).		X	X	
No Alignment	5-6.4 Interpret the meaning and application of the measures of central tendency.		X	X	
Understand probability as a measure of the likelihood that an event will happen, using simple models, express probability of a given event as a fraction, as a percent, and as a decimal between 0 and 1.	5-6.5 Represent the probability of a single-stage event in words and fractions.			X	X
No Alignment	5-6.6 Conclude why the sum of the probabilities of the outcomes of an experiment must equal 1.			X	X

MATHEMATICS PACING GUIDE & CORE KNOWLEDGE

GRADE 6

		NUMBER & OPERATIONS Standard 6-2: The student will demonstrate through the mathematical processes an understanding of the concepts of whole-number percentages, integers, and ratio and rate; the addition and subtraction of fractions; accurate, efficient, and generalizable methods of multiplying and dividing fractions and decimals; and the use of exponential notation to represent whole numbers.	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
	6-2.1	Understand whole-number percentages through 100.	X	X		
	6-2.2	Understand integers.		X	X	
	6-2.3	Compare rational numbers and whole-number percentages through 100 by using the symbols $\leq$, $\geq$, $<$, $>$, and $=$.	X		X	
	6-2.4	Apply an algorithm to add and subtract fractions.	X	X	X	
	6-2.5	Generate strategies to multiply and divide fractions and decimals.	X	X	X	
	6-2.6	Understand the relationship between ratio/rate and multiplication/division.			X	X
	6-2.7	Apply strategies and procedures to determine values of powers of 10, up to 10^6 .	X			X
	6-2.8	Represent the prime factorization of numbers by using exponents.		X		
	6-2.9	Represent whole numbers in exponential form.	X		X	
		ALGEBRA Standard 6-3: The student will demonstrate through the mathematical processes an understanding of writing, interpreting and using mathematical expressions, equations, and inequalities.	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
	6-3.1	Analyze numeric and algebraic patterns and pattern relationships.	X			
	6-3.2	Apply order of operations to simplify whole-number expressions.	X	X	X	X
	6-3.3	Represent algebraic relationships with variables in expressions, simple equations, and simple inequalities.		X	X	
	6-3.4	Use the commutative, associative, and distributive properties to show that two expressions are equivalent.	X	X	X	X
	6-3.5	Use inverse operations to solve one-step equations that have whole-number solutions and variables with whole-number coefficients.	X		X	

0999

ROA 1228

MATHEMATICS PACING GUIDE & CORE KNOWLEDGE

6th GRADE

1000

Core Knowledge and Math standards are taught together with the same timetable for each quarter.

NUMBERS & OPERATIONS Standard 6-2:

1. Read and write numbers (in digits and words) up to the trillions.
2. Compare and order whole numbers, mixed numbers, fractions, decimals, and integers using the symbols $<$, $>$, $=$.
3. Compare and order integers using $<$, $>$, $=$.
4. Add, subtract, multiply, and divide with integers, fractions, and decimals, both positive and negative.
5. Write numbers in expanded notation using exponents.
6. Determine whether a number is a prime or composite number.
7. Determine the greatest common factor (GCF) and the least common multiple (LCM) of a given number.
8. Covert between fractions, decimals, and percents.
9. Review Power of tens.
10. Write numbers in expanded notation using exponents.
11. Understand addition, subtraction, multiplication, and division as inverse operation.

ALGEBRA Standard 6-3:

1. Solving words problems with multiple steps.
2. Solve problems with more than one operations, according to order of operations (with and without a calculator).
3. Addition, Commutative, Associative, and Distributive properties: know the names and understand the properties.
4. Recognize uses of variables and solve linear equations in one variable.
5. Use ratios and proportions to interpret map scales and scale drawing.

ROA 1229

MATHEMATICS PACING GUIDE & CORE KNOWLEDGE

GRADE 6

		GEOMETRY Standard 6-4: The student will demonstrate through the mathematical processes an understanding of shape, location, and movement within a coordinate system; similarity, complementary, and supplementary angles; and the relationship between line and rotational symmetry.	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
	6-4.1	Represent with ordered pairs of integers the location of points in a coordinate grid.		X		
	6-4.2	Apply strategies and procedures to find the coordinates of the missing vertex of a square, rectangle, or right triangle when given the coordinates of the polygon's other vertices.		X		
	6-4.3	Generalize the relationship between line symmetry and rotational symmetry for two-dimensional shapes.			X	
	6-4.4	Construct two-dimensional shapes with line or rotational symmetry.			X	
	6-4.5	Identify the transformation(s) used to move a polygon from one location to another in the coordinate plane.			X	X
	6-4.6	Explain how transformations affect the location of the original polygon in the coordinate plane.			X	X
	6-4.7	Compare the angles, side lengths, and perimeters of similar shapes.	X		X	X
	6-4.8	Classify shapes as similar.	X	X		
	6-4.9	Classify pairs of angles as either complementary or supplementary.		X		X
		MEASUREMENT Standard 6-5: The student will demonstrate through the mathematical processes an understanding of surface area; the perimeter and area of irregular shapes; the relationships among the circumference, diameter, and radius of a circle; the use of proportions to determine unit rates; and the use of scale to determine distance.	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
	6-5.1	Explain the relationships among the circumference, diameter, and radius of a circle.			X	
	6-5.2	Apply strategies and formulas with an approximation of π (3.14, or $\frac{22}{7}$) to find the circumference and area of a circle.			X	X
	6-5.3	Generate strategies to determine the surface area of a rectangular prism and a cylinder.			X	X
	6-5.4	Apply strategies and procedures to estimate the perimeters and areas of irregular shapes.		X	X	
	6-5.5	Apply strategies and procedures of combining and subdividing to find the perimeters and areas of irregular shapes.		X	X	
	6-5.6	Use proportions to determine unit rates.	X	X		X

1001

ROA 1230

GEOMETRY Standard 6-4:

1. Plot points on a coordinate plane, using ordered pairs of positive and negative whole numbers.
2. Use the terms origin (0, 0), x - axis and y - axis.
3. Graph simple functions and solve problems involving use of a coordinate plane.
4. Find the area (A) and perimeter (P) of plane figures, or given the area or perimeter find the missing dimension, using formulas: rectangle, square, triangle, and parallelogram.
5. Identify congruent angles and sides, and axes of symmetry, in parallelograms, rhombus, rectangles, and squares.
6. Construct different kinds of triangles and the sum measure of the angles.
7. Identify and measure the degrees in angles.
8. Construct a figure congruent to a given figure, using reflection over a line of symmetry, and identify corresponding parts.
9. Show how congruent plane figures can be made to correspond through reflection, rotation, and translation.
10. Identify parts of a circle and using a compass, drawing circles with a given diameter or radius.
11. Solving problems involving application of the formulas for finding the circumference and area of a circle.
12. Find the volume of rectangular solids.

MEASUREMENT Standard 6-5:

1. Identify parts of a circle and using a compass, drawing circles with a given diameter or radius.
2. Solving problems involving application of the formulas for finding the circumference and area of a circle.
3. Solve problems requiring conversion of units with the U.S. Customary Systems, and within the metric system.
4. Associate prefixes used in metric system with quantities: examples, deka = ten, milli = thousandth.

MATHEMATICS PACING GUIDE & CORE KNOWLEDGE

GRADE 6

	6-5.7	Use a scale to determine distance.	X	X		X

DATA ANALYSIS & PROBABILITY <u>Standard 6-6:</u> The student will demonstrate through the mathematical processes an understanding of the relationships within one population or sample.			1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
	6-6.1	Predict the characteristics of one population based on the analysis of sample data.	X	X		
	6-6.2	Organize data in frequency tables, histograms, or stem-and-leaf plots as appropriate.	X	X	X	X
	6-6.3	Analyze which measure of central tendency (mean, median, mode) is the most appropriate for a given purpose.	X	X		
	6-6.4	Use theoretical probability to determine the sample space and probability for one and two-stage events such as tree diagrams, models, lists, charts, and pictures.			X	X
	6-6.5	Apply procedures to calculate the probability for complementary events.			X	X
PROCESS <u>Standard 6-1:</u> The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.			1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
	6-1.1	Generate and solve complex, abstract problems that involve modeling physical, social, and/or mathematical phenomena.	X	X	X	X
	6-1.2	Evaluate conjectures and pose follow-up questions to prove or disprove conjectures.	X	X	X	X
	6-1.3	Use inductive and deductive reasoning to formulate mathematical arguments.	X	X	X	X
	6-1.4	Understand equivalent symbolic expressions as distinct symbolic forms that represent the same relationship.	X	X	X	X
	6-1.5	Generalize mathematical statements based on inductive and deductive reasoning.	X	X	X	X
	6-1.6	Use correct and clearly written or spoken words, variables, and notations to communicate about significant mathematical tasks.	X	X	X	X
	6-1.7	Generalize connections among a variety of representational forms and real world situations.	X	X	X	X
	6-1.8	Use standard and nonstandard representations to convey and support mathematical relationships.	X	X	X	X

1003

ROA 1232

MATHEMATICS PACING GUIDE & CORE KNOWLEDGE

GRADE 7

NUMBER & OPERATIONS Standard 7.2		1	2	3	4
The student will demonstrate through mathematical processes an understanding of representation of rational numbers, percentages, and square roots of perfect squares. Use application of ratios, rates, and proportions to solve problems. Identify efficient and generalizable methods for operations with integers, the multiplication and division of fractions and decimals, and the inverse relationship between squaring and finding the square roots of perfect squares.					
	7.2.1 Understand fractional percentages and percentages greater than one hundred.	X			
	7.2.2 Represent the location of rational numbers and square roots of perfect squares on a number line.	X	X		
	7.2.3 Compare rational numbers, percentages, and square roots of perfect squares by using the symbols $\leq$, $\geq$, $<$, $>$, and $=$.	X	X	X	
	7.2.4 Understand the meaning of absolute value.	X			
	7.2.5 Apply ratios, rates, and proportions to discounts, taxes, tips, interest, unit costs, and similar shapes.			X	X
	7.2.6 Translate between standard form and exponential form.		X		
	7.2.7 Translate between standard form and scientific notation.		X		
	7.2.8 Generate strategies to add, subtract, multiply and divide integers.	X	X	X	X
	7.2.9 Apply an algorithm to multiply and divide fractions and decimals.	X	X	X	X
	7.2.10 Understand the inverse relationship between squaring and finding square roots of perfect squares.	X			
ALGEBRA Standard 7.3		1	2	3	4
The student will demonstrate through mathematical processes an understanding of proportional relationships.					
	7.3.1 Analyze geometric patterns and pattern relationships	X	X		
	7.3.2 Analyze tables and graphs to describe the rate of change between and among quantities.			X	X
	7.3.3 Understand slope as a constant rate of change			X	X
	7.3.4 Use inverse operations to solve two-step equations and two-step inequalities.		X	X	X

MATHEMATICS PACING GUIDE & CORE KNOWLEDGE

7th GRADE

1005

Core Knowledge and Math standards are taught together with the same timetable for each quarter.

NUMBERS & OPERATIONS Standard 7-2:

1. Review squares and square roots. Using the terms squared and cubed and to the n^{th} , read and evaluates numerical expressions with exponents.
2. Compare and order whole numbers, mixed numbers, fractions, decimals, and integers using the symbols $<$, $>$, $=$, $\leq$, $\geq$.
3. Convert decimal numbers to and from scientific notation.
4. Add, subtract, multiply, and divide with integers, fractions, and decimals, both positive and negative.
5. Use expressions with percents greater than 100% and less than 1%.
6. Review equality properties for equations.
7. Convert between fractions, decimals, and percents.
8. Understand absolute value and evaluate expressions with absolute value.

ALGEBRA Standard 7-3:

1. Know the concept of slope.
2. Translate situations of proportionality into equations of the form $y = mx$, where m is the constant of proportionality or slope; specifically know and understand $d = rt$ and $I = prt$.
3. Solving word problems with multiple steps.
4. Simplify and solve linear equation in one variable.
5. Simplify and graph solutions to linear inequalities in one variable.
6. Show situations of constant proportionality as a line on the coordinate line.

ROA 1234

MATHEMATICS PACING GUIDE & CORE KNOWLEDGE

GRADE 7

		7.3.5	Represent on a number line the solution of a two step inequality.		X	X	X
		7.3.6	Represent proportional relationships with graphs tables and equations.			X	
		7.3.7	Classify relationships as directly proportional, inversely proportional or non-proportional.			X	
Core Knowledge		GEOMETRY Standard 7.4: The student will demonstrate through the mathematical processes an understanding of proportional reasoning, tessellations, the use of geometric properties to make deductive arguments, the results of the intersection of geometric shapes in a plane and the relationships among angles formed when a transversal intersects two parallel lines.					
		7.4.1	Analyze geometric properties and the relationships among the properties of triangles, congruence, similarity, and transformations to make deductive arguments.		X	X	
		7.4.2	Explain the results of the intersection of two or more geometric shapes in a plane	X			
		7.4.3	Illustrate the cross section of a solid	X			
		7.4.4	Translate between two- and three-dimensional representations of compound figures.	X	X		
		7.4.5	Analyze the congruent and supplementary relationships—specifically, alternate interior, alternate exterior, corresponding, and adjacent—of the angles formed by parallel lines and a transversal		X	X	
		7.4.6	Compare the areas of similar shapes and the areas of congruent shapes			X	
		7.4.7	Explain the proportional relationship among attributes of similar shapes.		X	X	
		7.4.8	Apply proportional reasoning to find the missing attributes of similar shapes		X	X	
		7.4.9	Create tessellations with transformations			X	X
		7.4.10	Explain the relationship of the angle measurements among shapes that tessellate			X	X
Core Knowledge		MEASUREMENT Standard 7.5: The student will demonstrate through the mathematical processes an understanding of how units, ratio and proportion to solve problems involving scale factors, rates and how to use conversion units to convert between and within the U.S. Customary System and the metric system.					
		7.5.1	Use ratio and proportion to solve problems involving scale factors and rates		X	X	X

1006

ROA 1235

GEOMETRY Standard 7-4:

1. Understand congruent angles, vertical angles, complementary angles, supplementary angles, adjacent angles, corresponding angles; and alternate interior and exterior angles.
2. Show how congruent plane figures can be made to correspond through reflection, rotation, and translation.
3. Know the section created by the intersection of a plane and a sphere is a circle

MEASUREMENT Standard 7-5:

1. Relate the changes in measurement with change of scale to the units and to conversions between units – example, 1 square foot = 144 square inches.
2. Choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems.
3. Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems.
4. Solve problems requiring conversion of units with the U.S. Customary Systems, and within the metric system.
5. Calculate the surface area and volume of a sphere, prism, pyramid, and cylinder.

DATA ANALYSIS & PROBABILITY Standard 7-6:

1. Show the relationship between two variable using scatter-plots and describe the apparent relationship informally.
2. Construct and organize data in histograms, box plots, and circle graphs.
3. Find the upper and lower quartiles for a data set.
4. Solve problems requiring interpretation and application of graphically displayed data.
5. Compute the probability of any one set of disjoint events as the sum of their individual probabilities.

MATHEMATICS PACING GUIDE & CORE KNOWLEDGE

GRADE 7

		7.5.2	Apply strategies and formulas to determine the surface area and volume of three dimensional shapes prism, pyramid, and cylinder.			X	
		7.5.3	Generate strategies to determine the perimeters and areas of trapezoids.			X	
		7.5.4	Recall equivalencies associated with length, mass and weight, and liquid volume: 1 square yard = 9 square feet, 1 cubic meter = 1 million cubic centimeters, 1 kilometer = $\frac{5}{8}$ mile, 1 inch = 2.54 centimeters; 2.2 kilograms = 1 pound; and 1.06 quarts = 1 liter.	X	X		
		7.5.5	Use one-step unit analysis to convert between and within the U. S. Customary System and the metric system.	X	X		
DATA ANALYSIS & PROBABILITY	Standard 7-6	The student will demonstrate through the mathematical processes an understanding of the relationships between two populations or samples.					
		7.6.1	Predict the characteristics of two populations based on the analysis of sample data	X	X		X
		7.6.2	Organize data in box plots or circle graphs as appropriate.	X	X	X	
		7.6.3	Apply procedures to calculate the interquartile range.	X			
		7.6.4	Interpret the interquartile range for data.	X			
		7.6.5	Apply procedures to calculate the probability for mutually exclusive simple or compound events.		X		X
		7.6.6	Interpret the probability for mutually exclusive simple or compound events.		X		X
		7.6.7	Differentiate between experimental and theoretical probability of the same event			X	X
		7.6.8	Use the fundamental counting principle to determine the number of possible outcomes in a multistage event			X	X
PROCESS	Standard 7-1	The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections and representation.					

1008

ROA 1237

MATHEMATICS PACING GUIDE & CORE KNOWLEDGE**GRADE 7**

	7.1.1	Generate and solve complex abstract problems that involve modeling physical, social or mathematical phenomena	X	X	X	X
	7.1.2	Evaluate conjectures and pose follow up questions to prove or disprove conjectures	X	X	X	X
	7.1.3	Use inductive and deductive reasoning to formulate mathematical arguments	X	X	X	X
	7.1.4	Understand equivalent symbolic expressions as distinct symbolic forms that represent the same relationship	X	X	X	X
	7.1.5	Generalize mathematical statements based on inductive and deductive reasoning	X	X	X	X
	7.1.6	Use correct and clearly written or spoken words, variables, and notation to communicate about significant mathematical tasks	X	X	X	X
	7.1.7	Generalize connections among a variety of representational forms and real world situations	X	X	X	X
	7.1.8	Use standard and nonstandard representations to convey and support mathematical relationships	X	X	X	X

1009

ROA 1238

MATHEMATICS PACING GUIDE & CORE KNOWLEDGE

GRADE 8

Dates Taught		NUMBER & OPERATIONS Standard 8-2: Through the process standards students will demonstrate an understanding of rational numbers and a beginning understanding of irrational numbers.	1st	2nd	3rd	4th
		8-2.1 Apply an algorithm to add, subtract, multiply, and divide integers.	X		X	
		8-2.2 Understand the effect of multiplying and dividing a rational number by another rational number.	X		X	
		8-2.3 Represent the approximate location of irrational numbers on a number line.	X	X		
		8-2.4 Compare rational and irrational numbers. ($\leq$, $\geq$, $<$, $>$, $=$)	X	X		
		8-2.5 Apply absolute value.	X	X		
		8-2.6 Apply strategies and procedures to approximate (between two whole numbers) the square root or cube root of whole numbers (less than 1,000).	X	X		
		8-2.7 Apply ratios, rates, and proportions.		X	X	
Dates Taught		ALGEBRA Standard 8-3: Through the process standards students will demonstrate an understanding of equations, inequalities, and linear functions.	1st	2nd	3rd	4th
		8-3.1 Translate among verbal, graphical, tabular and algebraic representations of linear functions.	X	X		
		8-3.2 Represent algebraic relationships with equations and inequalities.	X		X	
		8-3.3 Use properties (commutative, associative, and distributive) to examine equivalence of a variety of algebraic expressions.	X		X	
		8-3.4 Apply procedures to solve multi-step equations.	X	X		
		8-3.5 Classify relationships (graphs, tables, equations) between two variables as linear or non-linear.		X		X
		8-3.6 Identify the coordinates of the x and y intercepts of a linear equation from a graph, equation, or table.		X		X
		8-3.7 Identify the slope of a linear equation from a graph, equation, or table.		X		X

MATHEMATICS PACING GUIDE & CORE KNOWLEDGE

8th GRADE

Core Knowledge and Math standards are taught together with the same timetable for each quarter.

NUMBERS & OPERATIONS Standard 8-2:

1. Compare and order whole numbers, mixed numbers, fractions, decimals, and integers using the symbols $<$, $>$, $=$, $\leq$, $\geq$.
2. Compare rational and irrational numbers using the symbols $<$, $>$, $=$, $\leq$, $\geq$.
3. Add, subtract, multiply, and divide with integers, fractions, and decimals, both positive and negative.
4. Apply absolute value and evaluate equations.
5. Be able to plot and compare irrational numbers on a number line.

ALGEBRA Standard 8-3:

1. Write an equation for a line given two points or one point and its slope.
2. Graph linear equations by finding the x and y intercept.
3. Solve system of two linear equations in two variables algebraically and interpret the answer graphically.
4. Understand and be able to graph the solution set of a linear inequality.
5. Know lines are parallel or perpendicular from their slopes.
6. Compare rational and irrational numbers using the symbols $<$, $>$, $=$, $\leq$, $\geq$.
7. Solve word problems (mixture, digit, and age problems) that involve linear equations.
8. Solve word problems, including physical problems such as the motion of an object under the force of gravity, and combined rate (work) problems.
9. Solve quadratic equations.

MATHEMATICS PACING GUIDE & CORE KNOWLEDGE

GRADE 8

Dates Taught		GEOMETRY Standard 8-4: Through the process standards students will demonstrate an understanding of the properties and attributes of two-dimensional shapes through coordinate, spatial analysis and transformational geometry.	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
		8-4.1 Apply the Pythagorean Theorem.	X		X	
		8-4.2 Use ordered pairs, equations, intercepts, and intersections to locate points and lines in a coordinate plane.		X		X
		8-4.3 Apply a dilation(s) on a square, a rectangle or a right triangle in a coordinate plane.		X		X
		8-4.4 Analyze the effect of a dilation(s) on a square, a rectangle or a right triangle in a coordinate plane.		X		X

Dates Taught		MEASUREMENT Standard 8-5: Through the process standards students will demonstrate an understanding of proportionality of similar figures, π , applying formulas to determine volume, levels of accuracy and precision and relationships between the U.S. Customary and metric Systems	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
		8-5.1 Use proportional reasoning and properties of similar shapes to determine length of a missing side.		X	X	
		8-5.2 Explain the effect on area of two-dimensional shapes and effect on volume of three-dimensional shapes when one or more of the dimensions are changed.			X	X
		8-5.3 Apply strategies and formulas to determine volume of three-dimensional shapes (cone, sphere).			X	X
		8-5.4 Apply formulas to determine the exact (π) circumference and area of circles.			X	X
		8-5.5 Apply formulas to determine the perimeter and area of trapezoids.			X	X
		8-5.6 Analyze a variety of measurement situations to determine the necessary level of accuracy and precision.			X	X
		8-5.7 Use multi-step unit analysis to convert between and within the customary and metric systems.			X	X

1012

ROA 1241

GEOMETRY Standard 8-4:

1. Know and understand the Pythagorean Theorem and its converse and use it to find the length of the missing side of a right triangle.
2. Prove the Pythagorean Theorem.
3. Use scientific calculator to determine the approximate value of an angle –Pythagorean Theorem.
4. Reinforce the knowledge of algebra with geometry and vice versa.

MEASUREMENT Standard 8-5:

1. Solve problem involving application of the formulas for finding the exact value of pi and the area of a circle.
2. Set and solve proportions from similar triangle.
3. Compute the perimeter, are, and volume of common geometric objects and use the results to find measures of less common objects.
4. Relate the changes in measurement with change of scale to the units and to conversions between units – example, 1 square foot = 144 square inches.
5. Choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems.
6. Know how perimeter, area, and volume are affected by change of scale.
7. Solve problems requiring conversion of units with the U.S. Customary Systems, and within the metric system.
8. Calculate the surface area and volume of a cone, sphere, prism, pyramid, and cylinder.

DATA ANALYSIS & PROBABILITY Standard 8-6:

1. Construct and organize data between two sets of data using scatter plots and lines of best fit.
2. Solve problems requiring interpretation and application of graphically displayed data.
3. Compute and interpret the probability for two dependent events.

MATHEMATICS PACING GUIDE & CORE KNOWLEDGE

GRADE 8

Dates Taught		DATA ANALYSIS & PROBABILITY Standard 8-6: Through the process standards, students will demonstrate an understanding of relationships between two variables within one population or sample through data analysis and probability.	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
		8-6.1 Generalize the relationship between two sets of data using scatterplots and lines of best fit.		X		X
		8-6.2 Organize data using appropriate graphical representations (matrices and scatterplots).		X		X
		8-6.3 Use theoretical and experimental probability to make inferences and convincing arguments about an event or events.			X	X
		8-6.4 Apply procedures to calculate the probability of two dependent events.			X	X
		8-6.5 Interpret the probability for two dependent events.			X	X
		8-6.6 Apply procedures to compute the odds of a given event.			X	X
		8-6.7 Analyze probability using area models.			X	X
		8-6.8 Interpret graphic and tabular data representations using measures of central tendency (mean, median, and mode) and range.		X		X
Dates Taught		PROCESS Standard 8-1: Students will demonstrate an understanding of the academic standards and accompanying indicators through problem solving, reasoning and proof, communication, connections and representations.	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
		8-1.1 Generate and solve complex, abstract problems that involve modeling physical, social, or mathematical phenomena.	X	X	X	X
		8-1.2 Evaluate conjectures and pose follow-up questions to prove or disprove conjectures.	X	X	X	X
		8-1.3 Use inductive and deductive reasoning to formulate mathematical arguments.	X	X	X	X
		8-1.4 Understand equivalent symbolic expressions as distinct symbolic forms that represent the same relationship.	X	X	X	X
		8-1.5 Generalize mathematical statements based on inductive and deductive reasoning.	X	X	X	X
		8-1.6 Use correct and clearly written/spoken words, variables, and notation to communicate about significant mathematical tasks.	X	X	X	X
		8-1.7 Generalize connections among a variety of representational forms and real world situations.	X	X	X	X
		8-1.8 Use standard and nonstandard representations to convey and support mathematical relationships.	X	X	X	X

1014

ROA 1243

Midlands Math and Business Academy

Pacing Guide



South Carolina Standards
&
Core Knowledge

For

SCIENCE

Science Pacing Guide and Core Knowledge

Grade 4

Core Knowledge	Standards	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
No Alignment	4-1 The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.	X			
No Alignment	4-1.1 Classify observations as either quantitative or qualitative.	X			
No Alignment	4-1.2 Use appropriate instruments and tools (including a compass, an anemometer, mirrors, and a prism) safely and accurately when conducting simple investigations.	X			
No Alignment	4-1.3 Summarize the characteristics of a simple scientific investigation that represent a fair test (including a question that identifies the problem, a prediction that indicates a possible outcome, a process that tests one manipulated variable at a time, and results that are communicated and explained).	X			
No Alignment	4-1.4 Distinguish among observations, predictions, and inferences.	X			

Core Knowledge	Standards	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
No alignment	4-1.5 Recognize the correct placement of variables on a line graph.	X			
No alignment	4-1.6 Construct and interpret diagrams, tables, and graphs made from recorded measurements and observations.	X			
No alignment	4-1.7 Use appropriate safety procedures when conducting investigations.	X			
No alignment	4-2 <u>Organisms and Their Environment</u> Students will demonstrate an understanding of the characteristics and patterns of behavior that allow organisms to survive in their own distinct environments.		X		
No alignment	4-2.1 Classify organisms into major groups (including plants, vertebrates {fish, amphibians, reptiles, birds, and mammals} or invertebrates) according to their physical characteristics.		X		

No Alignment	4-2.2 Explain how the characteristics of distinct environments (including swamps, rivers and streams, tropical rain forests, deserts, and the polar regions) influence the variety of organisms in each.		X		
No Alignment	4-2.3 Explain how humans and other animals use their senses and sensory organs to detect signals from the environment and how their behaviors are influenced by these signals.		X		
No Alignment	4-2.4 Distinguish between the characteristics of an organism that are inherited and those that are acquired over time.		X		

No Alignment	4-2.5		X		
	Explain how an organism's patterns of behavior are related to the environment (including the kinds and the number of other organisms present, the availability of food other resources, and the physical characteristics of the environment).				
No Alignment	4-2.6		X		
	Explain how organisms cause changes in their environment.				
No Alignment	4-3			X	
	The student will demonstrate an understanding of the properties, movements, and locations of objects in the solar system.				
No Alignment	4-3.1			X	
	Recall that Earth is one of many planets in the solar system that orbit the Sun.				
No Alignment	4-3.2			X	
	Compare the properties (including the type of surface and atmosphere) and the location of Earth to the sun, which is a star, and the Moon.				
No Alignment	4-3.3			X	
	Explain how the Sun affects Earth				
No Alignment	4-3.8			X	
	Recognize the purpose of telescopes.				
No Alignment	4-3.4			X	
	Explain how the tilt of Earth's axis and the revolutions around the Sun results in the seasons of the year.				
No Alignment	4-3.5			X	
	Explain how the rotation of Earth results in day and night.				
No Alignment	4-3.6			X	
	Illustrate the phases of the Moon and the Moon's effect on ocean tides..				
No Alignment	4-3.7			X	
	Interpret the change in the length of shadow during the day in relation to the position of the Sun in the sky.				
No Alignment	4-4			X	
	The student will demonstrate an understanding of weather patterns and phenomena.				

No Alignment	4.4.1 Summarize the processes of the water cycle (including evaporation, condensation, precipitation, and runoff).			X	
Clouds, cirrus, Stratus, cumulus	4-4.2 Classify clouds according to their three basic types (cumulus, cirrus, and stratus) and summarize how clouds form.			X	
Air movement: Wind direction and speed; Prevailing winds; air pressure; low and high pressure; air masses	4-4.3 Compare daily and seasonal changes in weather conditions (including wind speed and direction, precipitation, and temperature) and patterns.			X	
Cold and warm fronts; thunderheads, lightning and electric charge; thunder; tornadoes; hurricanes	4-4.4 Summarize the conditions and effects of severe weather phenomena (including thunderstorms, hurricanes, and tornadoes) and related safety concerns.			X	
No alignment	4-5 The student will demonstrate an understanding of light and electricity.				X
No alignment	4-5.1 Summarize the basic properties of light (including brightness and colors).				X
No alignment	4-5.2 Illustrate the fact that light, as a form of energy, is made up of many different colors.				X

No alignment	4-5.3 Summarize how light travels and explain what happens when it strikes an object (including reflection refraction, and absorption).				X
No alignment	4-5.4 Compare how light behaves when it strikes transparent, translucent, and opaque materials.				X
Electricity as the flow of electrons	4-5.5 Explain how electricity, as a form of energy, can be transformed into other forms of energy (including light, heat, and sound).				X
Electric circuits; experiments/simple circuits; (battery, wire, light bulb, filament, switch, fuse)	4-5.6 Summarize the functions of the components of complete circuits (including wire, switch, battery, and light bulb).				X
electric current	4-5.7 Illustrate the path of electric current in series and parallel circuits.				X
Conductors and insulators	4-5.8 Classify materials as either conductors or insulators of electricity.				X
Electromagnets	4-5.9 Summarize the properties of magnets and electromagnets (including polarity, attraction/repulsion, and strength.				X
Electromagnets	4-5.10 Summarize the factors that affect the strength of an electromagnet.				X

Science Pacing Guide and Core Knowledge

Grade 5

1021

Core Knowledge	Standards	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
No Alignment	<u>5.1 Scientific Inquiry</u> The student will demonstrate an understanding of scientific inquiry, including the foundations of technological design and the processes, skills, and mathematical thinking necessary to conduct a controlled scientific investigation.	X			
No Alignment	5-1.1 Identify questions suitable for generating a hypothesis.	X			
No Alignment	5-1.2 Identify independent (manipulated), dependent (responding), and controlled variables in an experiment.	X			
No Alignment	5-1.3 Plan and conduct controlled scientific investigations, manipulating one variable at a time.	X			
No Alignment	5-1.4 Use appropriate tools and instruments (including a timing device and a 10x magnifier) safely and accurately when conducting a controlled scientific investigation.	X			

ROA 1250

Core Knowledge	Standards	1 st Qtr	2 ^d Qtr	3 rd Qtr	4 th Qtr
No alignment	5-1.5 Construct a line graph from recorded data with correct placement of independent (manipulated) and dependent (responding) variables.	X			
No alignment	5-1.6 Evaluate results of an investigation to formulate a valid conclusion based on evidence and communicate the findings of the evaluation in oral or written form.	X			
No alignment	5-1.7 Use a simple technological design process to develop a solution or a product, communicating the design by using descriptions, models, and drawings.	X			
No alignment	5-1.8 Use appropriate safety procedures when conducting investigations.	X			
No alignment	5.2 <u>Ecosystems: Terrestrial and Aquatic</u> Students will demonstrate an understanding of relationships among biotic and abiotic factors within terrestrial and aquatic ecosystems	X			

Cells; Structures and Processes	5-2.1 Recall the cell as the smallest unit of life and identify its major structures (including cell membrane, cytoplasm, nucleus, and vacuole).	X			
No Alignment	5-2.3 Compare the characteristics of different ecosystems (including estuaries/salt marshes, oceans, lakes and ponds, forest, and grasslands).	X			
No Alignment	5-2.4 Identify the roles of organisms as they interact and depend on one another through food chains and food webs in an ecosystem, considering producers and consumers (herbivores, carnivores, and omnivores), decomposers (microorganisms, termites, worms, and fungi), predators and prey, and parasites and hosts.	X			

No Alignment	5-2.5 Explain how limiting factors (including food, water, space, and shelter) affect populations in ecosystems.	X			
No Alignment	5-3: Landforms and Oceans The student will demonstrate an understanding of features, processes, and changes in Earth's land and oceans.				
No Alignment	5-3.1 Explain how natural processes (including weathering, erosion, deposition, landslides, volcanic eruptions, earthquakes, and floods) affect Earth's oceans and land in constructive and destructive ways.		X		
No Alignment	5-3.2 Illustrate the geologic landforms of the ocean floor (including the continental shelf and slope, the mid-ocean ridge, rift zone, trench, and the ocean basin).		X		
No Alignment	5-3.3 Compare continental and oceanic landforms.		X		
No Alignment	5-3.4 Explain how waves, currents, tides, and storms, affect the geologic features of the ocean shore zone (including beaches, barrier islands, estuaries, and inlets).		X		
No Alignment	5-3.5 Compare the movement of water by waves, currents, and tides		X		

No Alignment	5-3.6 Explain how human activity (including conservation efforts and pollution) has affected the land and the oceans of Earth.		X		
No Alignment	5-4: Matter The student will demonstrate an understanding of properties of matter.				
No Alignment	5-4.1 Recall that matter is made up of particles too small to be seen.			X	

No Alignment	5-4.3 Summarize the characteristics of a mixture, recognizing a solution as a kind of mixture.			X	
No Alignment	5-4.4 Use the processes of filtration, sifting, magnetic attraction, evaporation, chromatography, and floatation to separate mixtures			X	
No Alignment	5-4.5 Explain how the solute and the solvent in a solution determine the concentration			X	

No Alignment	5-4.6. Explain how temperature change, particle size, and stirring affect rate of dissolving.			X	
No Alignment	5-4.7 Illustrate the fact that when some substances are mixed together, they chemically combine to form a new substance that cannot easily be separated.			X	
No alignment	5-4.8 Explain how the mixing and dissolving of foreign substances is related to the pollution of the water, air, and soil.			X	
No alignment	5-5 The student will demonstrate an understanding of the nature of force and motion.				X
No alignment	5-5.1 Illustrate the effects of force (including magnetism, gravity, and friction).				X
No alignment	5-5.2 Summarize the motion of an object in terms of position, direction, and speed.				X
No alignment	5-5.3 Explain how unbalanced forces affect the rate and direction of motion in objects.				X

No alignment	5-5.4 Explain ways to change the effect that friction has on the motion of objects (including changing the texture of the surfaces, changing the amount of surface area involved, and adding lubrication).				X
No alignment	5-5.5 Use a graph to illustrate the motion of an object				X
No alignment	5-5.6 Explain how a change of force or a change in mass affects the motion of an object.				X

SCIENCE PACING GUIDE and Core Knowledge
GRADE: 6th

Core Knowledge	Standard 6-1 Inquiry	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
NC	6-1.1 Use appropriate tools and instruments safely and accurately when conducting a controlled scientific investigation.	x	x	x	x
NC	6-1.2 Differentiate between observation and inference during the analysis and interpretation of data.	x	x	x	x
NC	6-1.3 Classify organisms, objects, and materials according to their physical characteristics by using a dichotomous key.	x	x	x	x
NC	6-1.4 Use a technological design process to plan and produce a solution to a problem or a product (including identifying a problem, designing a solution or the product, implementing the design, and evaluating the solution or the product.	x	x	x	x
NC	6-1.5 Use appropriate safety procedures when conducting investigation.	x	x	x	x
Core Knowledge	6-2 STRUCTURES, PROCESSES, AND RESPONSES OF PLANTS	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
NC	6-2.1 Summarize the characteristics that all organisms share.	x			
NC	6-2.2 Recognize the hierarchical structure of the classification (taxonomy) of organisms.	x			
NC	6-2.3 Compare the characteristic structure of various groups of plants	x			
NC	6-2.4 Summarize the basic functions of the structures of a flowering plant for defense, survival, and reproduction.	x			
NC	6-2.5 Summarize each process in the life cycle of flowering plants.	x			
NC	6-2.6 Differentiate between the processes of sexual and asexual reproduction of flowering plants	x			
NC	6-2.7 Summarize the processes of plant survival.	x			
NC	6-2.8 Explain how plants respond to external stimuli.	x			
NC	6-2.9 Explain how disease-causing fungi can affect plants	x			
Core Knowledge	6-3 STRUCTURES, PROCESSES, AND RESPONSES OF ANIMALS	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr

Knowledge		Qtr	Qtr	Qtr	Qtr
NC	6-3.1 Compare the characteristic structures of invertebrate animals and vertebrate animals		x		
NC	6-3.2 Summarize the basic functions of the structures of animals that allow them to defend themselves, to move, and to obtain resources.		x		
NC	6-3.3 Compare the response that warm-blooded animals makes to a fluctuation in environmental temperatures with the response that a cool-blooded animal makes to such a fluctuation.		x		
NC	6-3.4 Explain how environmental stimuli cause physical responses in animals.		x		
NC	6-3.5 Illustrate animal behavioral responses to environmental stimuli.		x		
NC	6-3.6 Summarize how the internal stimuli ensure their survival.		x		
NC	6-3.7 Compare learned to inherited behaviors in animals.		x		
Core Knowledge	6-4 EARTH'S ATMOSPHERE AND WEATHER	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
NC	6-4.1 Compare the composition and structure of Earth's atmospheric layers.			x	
NC	6-4.2 Summarize the interrelationships among the dynamic processes of the water cycle.			x	
NC	6-4.3 Classify shapes and types of clouds according to elevation and their associated weather conditions and patterns.			x	
NC	6-4.4 Summarize the relationship of the movement of air, masses, high and low pressure systems, and frontal boundaries to storms and other weather conditions			x	
NC	6-4.5 Use appropriate instrument and tools to collect weather data.			x	
NC	6-4.6 Predict weather conditions and patterns based on weather data collected from direct observations and measurements, weather maps, satellites, and radar.			x	
NC	6-4.7 Explain how solar energy affects Earth's atmosphere and surface (land and water).			x	
NC	6-4.8 Explain how conversion affects weather patterns and climate.			x	
NC	6-4.9 Explain influence of global winds and the jet stream on weather and climate conditions.			x	

Core Knowledge	6-5 CONSERVATION OF ENERGY	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
CK	6-5.1 Identify the sources and properties of heat, solar, chemical, mechanical, and electrical energy.				x
CK	- Six forms of energy: mechanical, heat, electrical, chemical, and nuclear. - Sources of energy: for example, heat and mechanical motion.				
CK	6-5.2 Explain how energy can be transformed from one form to another in accordance with the law of conservation of energy.				x
CK	The many forms of energy are interchangeable.				
NC	6-5.3 Explain how magnetism and electricity are interrelated by using descriptions; model, and diagrams				x
NC	6-5.4 Illustrate energy transformations in electrical circuit.				x
CK	6-5.5 Illustrate the directional transfer of heat energy through convection, radiation, and conduction.				x
CK	Three ways that heat energy can be transferred: conduction, convection, radiation. The direction of heat transfer.				
	6-5.6 Recognize that energy is the ability to do work.				x
NC	6-5.7 Explain how the design of simple machines help reduce the amount of force required to do work.				x
NC	6-5.8 Illustrate ways that simple machines exist in common tools and in complex machines				x

CK- Core Knowledge correlation. NC- No Correlation

SCIENCE PACING GUIDE and Core Knowledge

Grade: 7th

Core Knowledge	Standard 7-1	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
NC	7-1.1 Use appropriate tools and instruments safely and accurately when conducting a controlled scientific investigation.	x	x	x	x
NC	7-1.2 Generate questions that can be answered through scientific investigation.	x	x	x	x
NC	7-1.3 Explain the reasons for testing one independent variable at a time in a controlled scientific investigation.	x	x	x	x
NC	7-1.4 Explain the importance that repeated trials and a well-chosen sample size have with regard to the validity of a controlled scientific investigation.	x	x	x	x
NC	7-1.5 Explain the relationships between independent and dependent variables in a controlled scientific investigation. Through the use of appropriate graphs, tables, and charts.	x	x	x	x
NC	7-1.6 Critique a conclusion drawn from a scientific investigation.	x	x	x	x
NC	7-1.7 Use appropriate safety procedures when conducting investigations.	x	x	x	x

Core Knowledge	Standard 7.2	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
	7.2 Cells and Heredity				
NC	7-2.1 Summarize the structures and functions of the major components of plant and animal cells.		x		
NC	7-2.2 Compare the major components of plant and animal cells.		x		
NC	7-2.3 Compare the body shapes of bacteria and the body structures that protists use for food gathering and locomotion.		x		
NC	7-2.4 Explain how cellular processes are essential to the survival of the organism.		x		
NC	7-2.5 Summarize how genetic information is passed from parent to offspring by using the terms genes, chromosomes, inherited traits, genotype, phenotype, dominant traits, and recessive traits.		x		
CK	Gregor Mendel's experiments with purebred and hybrid peas. Dominant and recessive genes.				
CK	Mendel's statistical analysis led to understanding that Inherited traits are controlled by genes.				
NC	7-2.6 Use Punnett squares to predict inherited monohybrid traits.		x		
NC	7-2.7 Distinguish between inherited traits and those acquired from environmental factors.		x		
	7.3 Human Systems and Disease	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
NC	7-3.1 Summarize the levels of structural organization within the human body.			x	

NC	7-3.2 Recall the major organs of the human body and their function within a particular body system			X	
NC	7-3.3 Summarize the relationships of the major body systems.			X	
NC	7-3.4 Explain the effects of disease on the major body Systems.			X	
	7.4 Ecology – the Biotic and Abiotic Environment			X	
NC	7-4.1 Summarize the characteristics of the levels of Organization within ecosystems			X	
NC	7-4.2 Illustrate energy flow in food chains, food webs and energy pyramids.			X	
NC	7-4.3 Explain the interaction among changes in the environment due to natural hazards, changes in populations, and limiting factors.			X	
NC	7-4.4 Explain the effect of soil quality on the characteristics of an ecosystem.			X	
NC	7-4.5 Summarize how the location and movement of Water on Earth's surface through groundwater zones and Surface water drainage basins, called watershed.			X	
NC	7-4.6 Classify resources as renewable or non-renewable and plain the implications of their depletion and the importance of conservation.			X	
	7.5 Chemical Nature of Matter	1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.
NC	7-5.1 Recognize that matter is composed of extremely small particles called atoms.	X			
CK	7-5.2 Classify matter as element, compound, or mixture on the basis of its composition. Compounds are formed by combining two or more elements and have properties different from the constituent element.	X			

NC	7-5.3 Compare the physical properties of metal and nonmetals.	x			
NC	7-5.4 Use the periodic table to identify the basic organization of elements and groups of elements.	x			
NC	7-5.5 Translate chemical symbols and the chemical Formulas of common substances to show component Parts of the substances (including NaCl [table Salt] H ₂ O [water], C ₆ H ₁₂ O ₆ [simple sugar], O ₂ [oxygen gas], CO [carbon dioxide], and N ₂ [nitrogen gas].	x			
CK CK CK	7-5.6 Distinguish between acids and bases and use indicators (including litmus paper, pH paper, and phenolphthalein) to determine their relative pH. • Acids: for example, vinegar, HCl; sour; turn litmus red. • Bases: for example, baking soda; bitter; turn litmus blue. • pH: ranges from 0-14; neutral=7, acid=below 7, base=above 7.	x			
CK	7-5.7 Identify the reactants and products in chemical equations. • How chemists describe reactions by equations.	x			
NC	7-5.8 Explain how a balanced chemical equation supports the law of conservation of matter.	x			
NC	7-5.9 Compare physical properties of matter to the chemical property of reactivity with a certain substance.	x			
NC	7-5.10 Compare physical changes to chemical changes that are the result of chemical reactions.	x			

Core Knowledge correlation-CK, No correlation -NC

SCIENCE PACING GUIDE and Core Knowledge

GRADE: 8th

Core Knowledge	Standard 8.1	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
NC	8-1.1 Design a controlled scientific investigation.	x	x	x	x
NC	8-1.2 Recognize the importance of a systematic process for safely and accurately conducting investigations.	x	x	x	x
NC	8-1.3 Construct explanations and conclusions from interpretations of data obtained during a controlled scientific investigation.	x	x	x	x
NC	8-1.4 Generate question for further study on the basis of prior investigations.	x	x	x	x
NC	8-1.5 Explain the importance of and requirements for replication of scientific investigations.	x	x	x	x
NC	8-1.6 Use appropriate tools and instruments safely and accurately when conducting a controlled scientific investigation.	x	x	x	x
NC	8-1.7 Use appropriate safety procedures when conducting investigations.	x	x	x	x

Core Knowledge	Standard 8.2	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
	8-2 Earth's Biological History				x
NC	8-2.1 Explain how biological adaptations of populations enhance their survival in a particular environment.				x
NC	8-2.2 Summarize how scientists study Earth's past environment and diverse life forms by examining different types of fossils				x
NC	8-2.3 Explain how Earth's history has been influenced				

	by catastrophes that have affected the condition on Earth and the diversity of its life-forms.				x
NC	8 -2.4 Recognize the relationships among the unit – era, epoch, and period into which the geologic time scale is divided				x
NC	8-2.5 Illustrate the vast diversity of life that has been present on Earth over time by using the geologic time scale.				x
NC	8 -2.6 Infer the relative age of rocks and fossils from index fossils and the ordering of rock layers.				x
NC	8 -2.7 Summarize the factors, both natural and man-made that can contribute to the extinction of a species				x
	8-3 Earth's Structure and Processes in Earth System	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
NC	8 -3.1 Summarize the three layers of Earth - crust, mantle, and core on the basis of relative position, density, and composition.			x	
NC	8-3.2 Explain how scientists use seismic waves – primary, secondary, and surface waves – and Earth's magnetic fields to determine the internal structure of Earth			x	
NC	8 -3.3 Infer an earthquake's epicenter from seismographic data.			x	
	8-3.4 Explain how igneous, metamorphic, and sedimentary rock are interrelated in the rock cycle.			x	
NC	8 -3.5 Summarize the importance of minerals, ores, and fossil fuels as Earth resources on the basis of their physical and chemical properties.			x	
NC	8-3.6 Explain how the theory of plate tectonics accounts for the motion of the lithospheric plates, the geologic activities at the plate boundaries, and the changes in landform areas over geologic time.			x	
NC	8 -3.7 Illustrate the creation and changing of landforms that have occurred through geologic processes.			x	
NC	8-3.8 Explain how earthquakes result from forces inside Earth.			x	
NC	8-3.9 Identify and illustrate geologic features of			x	

	South Carolina and other regions of the world through The use of imagery and topographic maps.				
Core Knowledge	8-4 Astronomy: Earth and Space Systems	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
NC	8-4.1 Summarize the characteristics and movements of objects in the solar system.		x		
NC	8-4.2 Compare the characteristics of the surface features of the Sun; photosphere, corona, sunspots prominences, and solar flares.		x		
NC	8-4.3 Explain how the surface features of the sun may affect Earth		x		
NC	8-4.4 Explain the motions of Earth and the moon and the effects of these motions as they orbit the Sun.		x		
NC	8-4.5 Explain how the tilt of Earth's axis affects the length of the day and the amount of heating on Earth's surface, thus causing the seasons of the year.		x		
NC	8-4.6 Explain how gravitational forces are influenced by mass and distance.		x		
NC	8-4.7 Explain the effects of gravity on tides and planetary orbits.		x		
NC	8-4.8 Explain the difference between mass and weight by using the concept of gravitational force		x		
NC	8-4.9 Recall the Sun's position in the universe, the shapes and composition of galaxies, and the distance measurement unit (light year) needed to identify star and galaxy locations.		x		
NC	8-4.10 Compare the purposes of the tools and technology that scientists use to study space.		x		
Core Knowledge	8-5 Force and Motion	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
NC	8-5.1 Use measurement and time-distance graphs to represent the motion of an object in terms of its position, direction, or speed.	x			
	8-5.2 Use the formula for average speed, $v = d/t$, to solve real-world problem. • Average speed = total distance traveled divided by total time elapsed.	x			

CK	Formula: Speed = Distance/Time ($S=D/T$) Familiar units for measuring speed: miles or kilometers per hour				
CK	8-5.3 Analyze the effects of forces on the speed and direction of an object. • The concept of force: force as a push or pull that produces a change in the state of motion of an object.	x			
CK	8-5.4 Predict how varying the amount of force or mass will affect the motion of an object. • To achieve a given change in the motion of an object, the greater the mass of the object, the greater the force required.	x			
CK	8-5.5 Analyze the resulting effect of balanced and unbalanced forces on an object's motion in terms of magnitude and direction. • If an object is subject to two or more forces at once, the effect is the net effect of all forces. • The motion of an object does not change if all the forces on it are in balance, having net effect zero. • The motion of an object changes in speed or direction if the forces on it are unbalanced, having net effect other than zero.	x			
CK					
CK					
NC	8-5.6 Summarize and illustrate the concept of inertia.	x			

Core Knowledge	8-6 Waves	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
CK	8-6.1 Recall that waves transmit energy but not matter • Waves transfer energy by oscillation without transferring matter.	x			
CK CK	8-6.2 Distinguish between mechanical and electromagnetic waves. • Waves and electromagnetic radiation. • Two kinds of waves: transverse and longitudinal waves.	x			
CK	8-6.3 Summarize factors that influence the basic properties of waves. • Waves properties: Wavelength, frequency, speed, crest, trough, amplitude.	x			
CK	8-6.4 Summarize the behaviors of waves. • Refraction and reflection	x			

NC	8-6.5 Explain hearing in terms of the relationship between sound and the ear.	x			
NC	8-6.6 Explain sight in terms of the relationship between the eye and the light waves emitted or reflected by an object.	x			
NC	8-6.7 Explain how the absorption and reflection of light waves by various materials result in the human perception of color.	x			
CK	8-6.8 Compare the wavelength and energy of waves in various parts of the electromagnetic spectrum. - The electromagnetic spectrum - The light spectrum	x			

Core Knowledge correlation -CK

No correlation -NC

Midlands Math and Business Academy

Pacing Guide



South Carolina Standards
&
Core Knowledge

For

SOCIAL STUDIES

Social Studies Pacing Guide and Core Knowledge

Grade: 4

Standard 4-1					
The student will demonstrate an understanding of the exploration of the new world.					
Correlation	Indicators	1 st	2 nd	3 rd	4 th
None	4-1.1 Explain the political, economic, and technological factors that led to the exploration of the New World by Spain, Portugal, and England, including the competition between nation-states, the expansion of international trade, and the technological advances in shipbuilding and navigation.	X			
None	4-1.2 Summarize the motivation and accomplishments of the Vikings and the Portuguese, Spanish, English, and French explorers, including Leif Eriksson, Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Henry Hudson, John Cabot, and Robert LaSalle.	X			

None	4-1.3 Use a map to identify the routes of various sea and land expeditions to the New World and match these to the territories claimed by different nations--including the Spanish dominance in South America and the French, Dutch, and English exploration in North America--and summarize that discoveries associated with these expeditions.	X			
None	4-1.4 Explain the exchange of plant life, animal life, and disease that resulted from exploration of the New World, including the introduction of wheat, rice, coffee, horses, pigs, cows, and chickens to the Americas; the introduction of corn, potatoes, peanuts, and squash to Europe; and the effects of such diseases as diphtheria, measles, smallpox, and malaria on Native Americans.	X			

Standard 4-2

The student will demonstrate an understanding of the settlement of North America by Native Americans, Europeans, and African Americans and the interactions among these peoples.

Correlation	Indicators	1 st	2 nd	3 rd	4 th
None	4-2.1 Use the land bridge theory to summarize and illustrate the spread of Native American populations.	X			
None	4-2.2 Compare the everyday life, physical environment, and culture of the major Native American cultural groupings, including Eastern Woodlands, Southeastern Plains, Southwestern, and Pacific Northwestern.	X			
None	4-2.3 Identify the English, Spanish, and French colonies in North America and summarize the motivations for the settlement of these colonies, including freedom of worship, and economic opportunity.	X			
None	4-2.4 Compare the European settlements in North America in terms of their economic activities, religious emphasis, government, and lifestyles.	X			

None	4-2.5 Summarize the introduction and establishment of slavery in the American colonies, including the role of the slave trade; the culture of the Middle Passage; and the types of goods--rice, indigo, sugar, tobacco, and rum, for example--that were exchanged among the West Indies, Europe, and the Americas.		X		
None	4-2.6 Explain the impact of indentured servitude and slavery		X		
None	4-2.7 Explain how conflicts and cooperation among the Native Americans, Europeans, and Africans influenced		X		

Standard 4-3

The student will demonstrate an understanding of the conflict between the American colonies and England.

Correlation	Indicators	1 st	2 nd	3 rd	4 th
Correlation	4-3.1 Explain the political and economic factors leading to the American Revolution, including the French and Indian War; British colonial policies such as the Stamp Act, the Tea Act, and so-called Intolerable Acts; and American colonists early resistance through boycotts, congresses, and petitions.		X		
None	4-3.2 Summarize the roles of principal Americans, British, and European leaders involved in the conflict, including King George III, George Washington, Benjamin Franklin, Thomas Jefferson, John Adams, Thomas Paine, Patrick Henry, and the Marquis de Lafayette.		X		
Correlates	4-3.3 Explain the major ideas and philosophies of government reflected in the Declaration of Independence.		X		
Correlates	4-3.4 Summarize the events and key battles of the Revolutionary War, including Lexington and Concord, Bunker Hill, Charleston, Saratoga, Cowpens, and Yorktown.		X		
None	4-3.5 Explain how the aid received from France, the Netherlands, and the alliances with Native Americans nations contributed to the American victory in the Revolutionary War.		X		
Correlates	4-3.6 Compare the daily life and roles of diverse groups of Americans during and after the Revolutionary War, including roles taken by women and African Americans such as Martha Washington, Mary Ludwig Hays McCauley, Abigail Adams, Crispus Attucks, and Peter Salem.		X		

None	4-3.7 Explain the effects of the American Revolution on African Americans and Native Americans, including how the war affected attitudes about slavery and contributed to the inclusion of abolition in early state constitutions and how the Land Ordinance of 1785 and the Northwest Ordinance of 1787 that were developed by Congress influenced the future of Native Americans.		X		

Standard 4-4

The student will demonstrate an understanding of the beginnings of America as a nation and the establishments of the new government.

Correlation	Indicators	1 st	2 nd	3 rd	4 th
Correlates	4-4.1 Compare the ideas in the Articles of Confederation with those in the United States Constitution including how powers are now shared between state and national government and how individuals and states are represented in national congress.			X	
Correlates	4-4.2 Classify government activities according to the three branches of government established by the United States Constitution and give examples of the checks and balances that the Constitution provides between the branches.			X	
Correlates	4-4.3 Explain the role of the Bill of Rights in the ratification of the Constitution, including how the Constitution serves to guarantee the rights of the individual and protect the common good yet also to limit the powers of government.			X	

None	4-4.4 Compare the roles and accomplishments of early leaders in the development of the new nation, including George Washington, John Adams, Thomas Jefferson, Alexander Hamilton, John Marshall, and James Madison.			X	
Correlates	4-4.5 Provide examples of how American constitutional democracy places important responsibilities on citizens to take an active role in the civil process.			X	
None	4-4.6 Illustrate how the ideals of equality as described in the Declaration of Independence were slow to take hold as evident in the Three-Fifths Compromise and the Fugitive Slave Act.			X	
Correlates	4-4.7 Compare the social and economic differences of the two political parties that began to form in the 1790's, led by Alexander Hamilton and Thomas Jefferson.			X	

Standard 4-5					
The student will demonstrate an understanding of the westward movement and its impact on the institution of slavery.					
Correlation	Indicators	1 st	2 nd	3 rd	4 th
None	4-5.1 Summarize the major expeditions and explorations that played a role in westward expansion--including those of Daniel Boone, Lewis and Clark, and Zebulon Pike--and compare the geographic features of areas explored.			X	
None	4-5.2 Explain the motives for the exploration in the West and the push for westward expansion, including the concept of manifest destiny, economic opportunities in trade, and the availability of rich land.			X	

None	4-5.3 Summarize the events that led to key territorial acquisitions--including the Louisiana Purchase, the Florida Purchase, the Northwest Territory treaty, the annexation of Texas, and the Mexican Cession--as well as the motives for these acquisitions and the location and geographic features of the lands acquired.			X	
None	4-5.4 Explain how territorial expansion and related land policies affected Native Americans, including their resistance to Americans taking over the land, breaking treaties, and massacring the Native American people, the Indian Removal Act of 1830, and the Seminole wars.				X
None	4-5.5 Use a map to illustrate patterns of migration and trade during the period of westward expansion, including the Santa Fe and the Oregon trails.				X
None	4-5.6 Compare the experiences of different groups who migrated and settled in the West, including their reasons for migrating, their experiences on the trail and at their destination, the cooperation and conflict between and among the different groups, and the nature of their daily lives.				X
None	4-5.7 Explain how specific legislation and events affected the institution of slavery in the territories, including the Northwest Ordinance of 1787, the Missouri Compromise, the annexation of Texas, the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott decision.				x

Standard 4-6

The student will demonstrate an understanding of the Civil War and its impact on America.

Correlation	Indicators	1 st	2 nd	3 rd	4 th
None	4-6.1 Compare the industrial North and the agricultural South prior to the Civil War, including the specific nature of the economy of each region, the geographic characteristics and boundaries of each region and the basic way of life in each region.				X
None	4-6.2 Summarize the roles and accomplishments of the leaders of the abolitionist movement and the Underground Railroad before and during the Civil War, including those of Harriet Tubman, John Brown, Frederick Douglass, Harriet Beecher Stowe, Sojourner Truth, and William Lloyd Garrison.				X
None	4-6.3 Explain how specific events and issues led to the Civil War, including the sectionalism fueled by issues of slavery in the territories, state's rights, the election of 1860, and secession.				X
None	4-6.4 Summarize significant key battles, strategies, and turning points of the Civil War--including the battles of Fort Sumter and Gettysburg, the Emancipation Proclamation, the significance of the Gettysburg Address, and the surrender of Appomattox--and the role of African Americans in the war.				X
None	4-6.5 Compare the roles and accomplishments of key figures in the Civil War, including Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, and Robert E. Lee.				X

None	4-6.6 Explain the impact of the Civil War on the nation, including the effects on the physical environment and on the people--soldiers, women, African Americans, and the civilian population of that nation as a whole.				X

Social Studies Pacing Guide and Core Knowledge

Grade 5

Core Knowledge	Standards	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
No Alignment	5-1 The student will demonstrate an understanding of Reconstruction and its impact on racial relations in the United States.	X			
No Alignment	5-1.2 Summarize the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution, including how the amendments protected the rights of African Americans and sought to enhance their political, social, and economic opportunities.	X			
No Alignment	5-1.3 Explain the effects of Reconstruction on African Americans, including their new rights and restrictions, their motivations to relocate to the North and the West, and the actions of the Freedmen's Bureau.	X			
No Alignment	5-1.4 Compare the economic and social effects of Reconstruction on different populations, including the move from farms to factories and the change from the plantation system to sharecropping.	X			
No Alignment	5-1.5 Explain the purpose and motivations behind the rise of discriminatory laws and groups and their effect on the rights and opportunities of African Americans in different regions of the United States.	X			

Core Knowledge	Standards	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
Westward Expansion	5-2 The student will demonstrate an understanding of the continued westward expansion of the United States.	X			
Westward Expansion	5-2.1 Explain how aspects of the natural environment-including the principal mountain ranges and rivers, terrain, vegetation, and climate of the region-affected travel to the West and thus the settlement of that region.	Xx			
Manifest Destiny; The Mexican War; Indian Resistance; Homestead Act	5-2.2 Illustrate the effects of settlement on the environment of the West, including changes in the physical and human systems.	X			
Railroads; transcontinental railroad links east and west	5-2.3 Summarize how railroads affected development of the West, including their ease and inexpensiveness for travelers and their impact on trade and the natural environment.	X			
Cowboys, cattle drives; the "wild west,"; Buffalo Soldiers	5-2.4 Provide examples on conflict and cooperation between occupational and ethnic groups in the West, including miners, ranchers, and cowboys, Native Americans and Mexican Americans, and European and Asian immigrants.	X			
1890; the closing of the American frontier	5-2.5 Explain the social and economic effects of the westward expansion on Native Americans, including changes in federal policies, armed conflicts, opposing views concerning land ownership, and Native American displacement.	X			
No Alignment	5-3 The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a				

	Worldpower				
No Alignment	5-3.1 Explain how the Industrial Revolution was furthered by new inventions and technologies, including new methods of mass production and transportation and the invention of the light bulb, the telegraph, and the telephone.		X		

No Alignment	5-3.2 Identify prominent inventors and scientists of the period and summarize their inventions or discoveries, including Thomas Edison, Alexander Graham Bell, the Wright Brothers, and Albert Einstein.		X		
No Alignment	5-3.3 Explain the effects of immigration and urbanization on the American economy during the Industrial Revolution, including the role of immigrants in the work force and the growth of cities, the shift from an agrarian to an industrial		X		
No Alignment	5-3.3 Explain the effects of immigration and urbanization on the American economy during the Industrial Revolution, including the role of immigrants in the work force and the growth of cities, the shift from an agrarian to an industrial economy, and the rise of big business.		X		
No Alignment	5-3.4 Summarize the significance of large-scale immigration and the contributions of immigrants to America in the early 1900s, including the countries from which they came, the opportunities and resistance they faced when they arrived, and the cultural and economic contributions they made to this nation. Provide examples on conflict and cooperation between occupational and ethnic groups in the West, including miners, ranchers, and cowboys, Native Americans and Mexican Americans, and European and Asian immigrants.		X		
No Alignment	5-3.5 Explain how building cities and industries led to progressive reforms, including labor reforms, business reforms, and Prohibition.		X		

No Alignment	5-3.6 Summarize actions by the United States that contributed to the rise of this nation as a world power, including the annexation of new territory following the Spanish-American War and the role played by the United States in the building of the Panama Canal and in World War I.		X		
No Alignment	5-4 The student will demonstrate an understanding of the economic boom and bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent world response.		X		
No Alignment	5-4.1 Summarize changes in daily life in the boom period of the 1920s, including the Improved standard of living; the popularity of new technology such as automobiles, airplanes, radio, and movies, the Harlem Renaissance and the Great Migration; Prohibition; and racial and ethnic conflict.		X		
No Alignment	5-4.2 Summarize the stock market crash of 1929 and the Great Depression, including economic weakness, unemployment, failed banks and businesses, and migration from rural areas, cooperation between occupational and ethnic groups in the West, including miners, ranchers, and cowboys, Native Americans and Mexican Americans, and European and Asian immigrants.		X		
No Alignment	5-4.3 Explain the immediate and lasting effect on American workers caused by innovations of the New Deal, including the Social Security Act, the Federal Deposit Insurance Corporation, and the Civilian Conservation Corps.		X		
No Alignment	5-4.4 Explain the principal events related to the United States' involvement in World War II – including the bombing of Pearl Harbor, the invasion in Normandy, Pacific island hopping, the bombing of Hiroshima and Nagasaki- and the role of key figures in this involvement such as Winston Churchill, Franklin D. Roosevelt, Joseph Stalin, and Adolf Hitler.		X		

No Alignment	5-4.5 Summarize the political and social impact of World War II, including changes in women's roles, in attitudes toward Japanese Americans, and in nation-state boundaries and governments.		X		
No Alignment	5-4.6 Summarize key developments in technology, aviation, weaponry, and communication and explain their effect on World War II and the economy of the United States.		X		
No Alignment	5-4.7 Explain the effects of increasing worldwide economic interdependence following World War II, including how interdependence between and among nations and regions affected economic productivity, politics, and world trade.		X		
No Alignment	5-5 The student will demonstrate an understanding of the social, economic, and political events that influenced the United States during the Cold War era.			X	
No Alignment	5-5.1 Summarize the impact of cultural developments in the United States following World War II, including the significance of pop culture and mass media and the population shifts to the suburbs.			X	

No Alignment	5-5.2 Summarize changes in the United States economy following World War II, including the expanding job market and service industry, consumerism, and new technology.			X	
No Alignment	5-5.3 Explain the advancement of the civil rights movement in the United States, including key events and people; desegregation of the armed forces, <i>Brown v. Board of Education</i> , Martin Luther King Jr., Rosa Parks, and Malcolm X.			X	

No Alignment	5-5.4			x	

	Explain the course of the Cold War, including differing economic and political philosophies of the Union of Soviet Socialist Republics (USSR) and the United States, the spread of Communism, McCarthyism, the Korean Conflict, the Berlin Wall, the space race, the Cuban missile crisis, and the Vietnam War.				
No Alignment	5-5.5 Explain the political alliances and policies that impacted the United States. In the latter part of the twentieth century, including the North Atlantic Treaty Organization (NATO), the United Nations, and the Organization of Petroleum Exporting Countries (OPEC).			X	
No Alignment	5-6 The student will demonstrate an understanding of developments in the United States since the fall of the Soviet Union and its satellite states in 1992.				X
No Alignment	5-6.1 Use a map to identify the regions of United States political involvement since the fall of the communist states, including places in the Middle East, Central America, the Caribbean, Africa, the Balkans in Europe, and Asia.				X
No Alignment	5-6.2 Explain how humans change the physical environment of regions and the consequences of such changes, including use of natural resources and the expansion of transportation systems.				X

No Alignment	5-6.3 Explain how technological innovations have changed daily life in the United States since the early 1990s, including changes in the economy and the culture that were brought about by computers, electronics, satellites, and mass communication systems.				X
No Alignment	5-6.4 Identify examples of cultural exchange between the United States and other countries that illustrate the importance of popular culture and the influence of American popular culture in other places in the world, including music, fashion, food, and movies.				X

No Alignment	5-6.5 Summarize the changes that have taken place in United States foreign policy since 1992, including the globalization of trade and the war on terrorism.				X
No Alignment	5-6.6 Compare the position of the United States on the world stage following World War I, World War II, and the collapse of the communist states				X

Social Studies Pacing Guide and Core Knowledge

GRADE 6

Core Knowledge	Standards	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
No Correlation	Standard 6-1: The student will demonstrate an understanding of the transition of humans from nomadic to settled life in the cradles of civilization.	X			
No Correlation	6-1.1 Analyze the hunter-gatherer communities in regard to their geographic, social, and cultural characteristics, including adaptation to the natural environment. (G, H)				
Correlation	6-1.2 Explain the emergence of agriculture and its effect on early human communities, including the impact of irrigation techniques and the domestication of plants and animals. (H, E, G)	X			
No Correlation	6-1.3 Use maps, globes, and models in explaining the role of the natural environment in shaping early civilizations, including the role of the river systems of the Nile (Egyptian), Tigris-Euphrates (Sumerian, Babylonian, Phoenician), Huang He (Chinese), and Indus (Harappan); the relationship of landforms, climate, and natural resources to trade and other economic activities and trade; and the ways that different human communities adapted to the environment. (G, H, E)	X			
No Correlation	6-1.4 Compare the cultural, social, and political features and contributions of civilizations in the Tigris and Euphrates, Nile, Indus, and Huang He river valleys, including the evolution of language and writing systems, architecture, religious traditions and forms of social order, the division or specialization of labor, and the development of different forms of government. (H, P, E, G)	X			
No Correlation	6-1.5 Explain the role of economics in the development of early civilizations, including the significance and geography of trade networks and the agriculture techniques that allowed for an economic surplus and the emergence of city centers. (E, G, H)	X			
No Correlation	Standard 6-2: The student will demonstrate an understanding of life in ancient classical civilizations and their contributions to the modern world.		X		
Correlation	6-2.1 Compare the origins, founding leaders, basic principles, and diffusion of major religions and philosophies as they emerged and expanded, including Judaism, Christianity, Islam, Buddhism, Hinduism, Confucianism, and Taoism. (H, G)		X		
No Correlation	6-2.2 Summarize the significant political and cultural features of the classical Greek civilization, including the concept of citizenship and the early forms of democratic government in Athens; the role of Alexander the Great as a political and military leader; and the contributions of Socrates, Plato, Archimedes, Aristotle, and others in philosophy, architecture, literature, the arts, science, and mathematics. (H, G, P)		X		

Social Studies Pacing Guide and Core Knowledge

No Correlation	6-2.3	Summarize the significant political and cultural features of the classical Roman civilization, including its concepts of citizenship, law, and government; its contributions to literature and the arts; and its innovations in architecture and engineering such as roads, arches and keystones, and aqueducts. (H, P)		X		
No Correlation	6-2.4	Explain the expansion and the decline of the Roman Empire, including the political and geographic reasons for its growth, the role of Julius Caesar and Augustus, and the internal weaknesses and external threats that contributed to the Empire's decline. (G, H, E)		X		
No Correlation	6-2.5	Summarize the significant features of the classical Indian civilization, including the caste system and contributions to the modern world in literature, the arts, and mathematics. (H, G)		X		
No Correlation	6-2.6	Summarize the significant features of the classical Chinese civilization, including the Silk Road and contributions to the modern world such as gunpowder, paper, silk, and the seismograph. (H, G, E)		X		
Correlation	6-2.7	Summarize the significant political and cultural features of the classical Roman civilization, including its concepts of citizenship, law, and government; its contributions to literature and the arts; and its innovations in architecture and engineering such as roads, arches and keystones, and aqueducts. (H, P)		X		
No Correlation	Standard 6-3:	The student will demonstrate an understanding of the Middle Ages and the emergence of the nation-states.			X	
No Correlation	6-3.1	Explain feudalism and its relationship to the development of European nation states and monarchies, including feudal relationships, the daily lives of peasants and serfs, the economy under the feudal/manorial system, and the fact that feudalism helped monarchs centralize power. (E, H, P)			X	
No Correlation	6-3.2	Explain the development of English government and legal practices, including the principles of the Magna Carta, its effect on the feudal system, and its contribution to the development of representative government in England. (P, H)			X	
No Correlation	6-3.3	Summarize the course of the Crusades and explain their effects, including their role in spreading Christianity and in introducing Asian and African ideas and products to Europe. (H, G, E)			X	
No Correlation	6-3.4	Explain the influence of the Roman Catholic Church in Europe, including its role in spreading Christianity and the fact that monasteries affected education and the arts by founding universities and preserving ancient language and learning. (H, G)			X	

Social Studies Pacing Guide and Core Knowledge

No Correlation	6-3.5	Use a map to illustrate the origins and the spread of the bubonic plague through Central Asia, China, the Middle East, and Europe and explain the impact of the plague on society, including the plague's effect on people's daily lives, its role in bringing an end to the feudal system, and its impact on the global population. (G, H, E)			X	
No Correlation	6-3.6	Explain the contributions that the Byzantine Empire made to the world, including the Justinian Code and the preservation of ancient Greek and Roman learning and traditions, architecture, and government. (H, G)			X	
No Correlation	Standard 6-4:	The student will demonstrate an understanding of changing political, social, and economic cultures in Europe, Asia, Africa, and the Americas.			X	
No Correlation	6-4.1	Compare the features and major contributions of the African civilizations of Ghana, Mali, and Songhai, including the influence of geography on their growth and the impact of Islam and Christianity on their cultures. (H, G, E)			X	
No Correlation	6-4.2	Summarize the features and major contributions of China, including its golden age of art and literature, the invention of gunpowder and woodblock printing, and commercial expansion and the rise of trade. (H, G, E)			X	
No Correlation	6-4.3	Summarize the features and major contributions of the Japanese civilization, including the Japanese feudal system, the Shinto traditions, and contributions in literature and the arts. (H, E)			X	
No Correlation	6-4.4	Compare the significant political, social, geographic, and economic features and the contributions of the Aztec, Mayan, and Incan civilizations, including their forms of government and their contributions in mathematics, astronomy, and architecture. (H, G, E, P)			X	
No Correlation	6-4.5	Summarize the characteristics of the Islamic civilization and the geographic aspects of its expansion. (G, H)			X	
No Correlation	Standard 6-5:	The student will demonstrate an understanding of the development and the impact of the Renaissance and the Reformation on Europe and rest of the world.			X	

Social Studies Pacing Guide and Core Knowledge

No Correlation	6-5.1	Summarize the origins of the Renaissance and its spread throughout Europe, including interaction between Europeans and Muslims during the Crusades, political and economic changes, developments in commerce, and intellectual and artistic growth. (P, G, E)			X	
No Correlation	6-5.2	Summarize the features and contributions of the Italian Renaissance, including the importance of Florence and the accomplishments the Italians in art, music, literature, and architecture. (H)			X	
No Correlation	6-5.3	Explain the significance of humanism and the revival of classical learning in daily life during the Renaissance, including the effect of humanism on education, art, religion, and government. (P)			X	
No Correlation	6-5.4	Identify the key figures of the Renaissance and the Reformation and their contributions, including Leonardo da Vinci, Michelangelo, Johannes Gutenberg, John Calvin, and Martin Luther. (H)			X	
No Correlation	6-5.5 6-5.6	Provide examples of developments in the Renaissance that had a lasting impact on culture, politics, and government in Europe, including advances in printing technology and improved understanding of anatomy and astronomy. (P, G) Explain the principal causes and key events of the Reformation, including conflicts surrounding the Roman Catholic Church, the main points of theological differences, the regional patterns of the religious affiliations involved, and the key events and figures of the Counter Reformation. (P, G)			X	
No Correlation	Standard 6-6:	The student will demonstrate an understanding of the age European exploration and settlement in the New World.				X
No Correlation	6-6.1	Use a map to illustrate the principal routes of exploration and trade between Europe, Asia, Africa, and the Americas during the age of European exploration. (G, E)				X
No Correlation	6-6.2	Compare the incentives of the various European countries to explore and settle new lands. (P, G, E)				X
No Correlation	6-6.3	Illustrate the exchange of plants, animals, diseases, and technology throughout Europe, Asia, Africa, and the Americas (known as the Columbian Exchange), and explain the effect on the people of these regions. (G, E)				X

Social Studies Pacing Guide and Core Knowledge

GRADE 7

Core Knowledge	Standards	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
No Correlation	Standard 7-1: The student will demonstrate an understanding of the colonial expansion of European powers and their impact on world government in the seventeenth and eighteenth centuries.	X			
No Correlation	7-1.1 Use a map or series of maps to identify the colonial expansion of European powers in Africa, Asia, Oceania, and the Americas through 1770. (G, H, P)	X			
No Correlation	7-1.2 Explain how technological and scientific advances, including navigational advances and the use of gunpowder, affected various parts of the world politically, socially, and economically and contributed to the power of European nations. (H, G, P, E)	X			
No Correlation	7-1.3 Compare how European nations exercised political and economic influence differently in the Americas, including trading-post empires, plantation colonies, and settler colonies. (H, G, P, E)	X			
No Correlation	7-1.4 Summarize the characteristics of European colonial power and explain its effects on the society and culture of African nations, including instances of participation in and resistance to the slave trade. (H, G, P, E)	X			
No Correlation	7-1.5 Summarize the characteristics of European colonial powers in Asia and their effects on the society and culture of Asia, including global trade patterns and the spread of various religions. (H, G, P, E)	X			
No Correlation	7-1.6 Explain the emergence of capitalism, including the significance of mercantilism, a developing market economy, an expanding international trade, and the rise of the middle class. (E, H, P)	X			
No Correlation	Standard 7-2: The student will demonstrate an understanding of the concept of absolute monarchies and constitutional government in the seventeenth and eighteenth centuries.	X			
No Correlation	7-2.1 Summarize the essential characteristics of the limited government in England following the Glorious Revolution and the unlimited governments in France and Russia, including some of the restraints placed upon a limited government's power and how authoritarian and totalitarian systems are considered	X			

Social Studies Pacing Guide and Core Knowledge

	unlimited governments. (P, H)				
No Correlation	7-2.2 Summarize the ideas of the Enlightenment that influenced democratic thought and social institutions throughout the world, including the political philosophies of John Locke, Jean-Jacques Rousseau, and Baron de Montesquieu. (P, H)	X			
No Correlation	7-2.3 Outline the role and purposes of a constitution, including such functions as defining a relationship between a people and their government, describing the organization of government and the characteristics of shared powers, and protecting individual rights and promoting the common good. (P, H)	X			
No Correlation	Standard 7-3: The student will demonstrate an understanding of political, social, and economic upheavals that occurred throughout the world during the age of revolution, from 1770 through 1848.		X		
No Correlation	7-3.1 Summarize the achievements and contributions of the scientific revolution, including its roots, the development of the scientific method, and the interaction between scientific thought and traditional religious beliefs. (H)		X		
No Correlation	7-3.2 Explain the causes, key ideas, and effects of the French Revolution, including the influence of ideas from the American Revolution and the Enlightenment and ways that the Revolution changed social conditions in France and the rest of Europe. (P, H)		X		
No Correlation	7-3.3 Compare the development of Latin American independence movements, including the Haitian revolution, the role of Simón Bolívar in different independence movements, and the role of Father Miguel Hidalgo in the Mexican Revolution of 1810. (P, H, G)		X		
No Correlation	7-3.4 Explain the causes and course of the Industrial Revolution in Europe, Japan, and the United States, including the reasons that England was the first nation to industrialize, the impact of the growth of population and the rural-to-urban migration, the changes in the organization of work and labor, and the development of socialism. (E, H, G)		X		
No Correlation	7-3.5 Explain the impact of the new technology that emerged during the Industrial Revolution, including changes that promoted the industrialization of textile production in England and the impact of interchangeable parts and mass production. (E, H)		X		
No Correlation	7-3.6 Compare the emergence of nationalist movements across Europe in the nineteenth century, including the unification of Italy, the unification of Germany, and Napoleon's role in the spreading of nationalism. (H, P, G)		X		

Social Studies Pacing Guide and Core Knowledge

No Correlation	Standard 7-4:	The student will demonstrate an understanding of the impact of imperialism throughout the world in the late nineteenth and early twentieth centuries.		X	
Correlation	7-4.1	Summarize the economic origins of European imperialism, including the conflicts among European nations as they competed for raw materials and markets and for the establishment of colonies in Africa, Asia, and Oceania. (H, E, G)		X	
No Correlation	7-4.2	Use a map to illustrate the geographic extent of European imperialism in various regions, including Africa, Asia, the Middle East, South America, Australia, New Zealand, Siberia, and Canada. (G, H)		X	
No Correlation	7-4.3	Explain the causes and effects of the Spanish-American War and its reflection of the United States' interest in imperial expansion, including this nation's acquisition of the Philippines, Puerto Rico, and Guam; its temporary occupation of Cuba; and its rise as a world power. (G, H)		X	
No Correlation	7-4.4	Compare differing views with regard to colonization and the reactions of people under colonial rule in the late nineteenth and early twentieth centuries, including the Zulu War, the Sepoy Rebellion, and the Boxer Rebellion. (H)		X	
No Correlation	7-4.5	Summarize the significant features and explain the causes of Japan's imperial expansion in East Asia, including the defeat of the Russians in the Russo-Japanese War, the reasons for the expansion in Korea and Manchuria, and the rise of Japan as a world power. (H, G, E)		X	
No Correlation	Standard 7-5:	The student will demonstrate an understanding of the causes and effects of world conflicts in the early twentieth century.			X
No Correlation	7-5.1	Explain the causes and key events of World War I, including the rise of nationalism, ethnic and ideological conflicts in different regions, political and economic rivalries, the human costs of the mechanization of war, the Russian Revolution, and the entry of the United States into the War. (H, P, G, E)			X
No Correlation	7-5.2	Explain the outcome and effects of World War I, including the conditions and failures of the League of Nations and the Treaty of Versailles and the effects of major treaties on population movement, the international economy, and shifts in borders. (H, P, G, E)			X
No Correlation	7-5.3	Explain the worldwide depression that took place in the 1930s, including the economic crash of 1929 and political responses to the depression such as the New Deal in the United States, the rise of Nazism in Germany, and the economic retrenchment in Britain. (E, H)			X

Social Studies Pacing Guide and Core Knowledge

No Correlation	7-5.4	Summarize aspects of the rise of totalitarian governments in Germany, Italy, Japan, and the Soviet Union, including Fascist aggression and the responses of major powers and the rise of Joseph Stalin. (H)			X	
No Correlation	7-5.5	Explain the causes, key events, and outcomes of World War II, including the German, Italian, and Japanese drives for empire; the role of appeasement and isolationism in Europe and the United States; the major turning points of the war and the principal theaters of conflict; the importance of geographic factors; the roles of political leaders; and the human costs and impact of the war both on civilizations and on soldiers. (H, G, P, E)			X	
No Correlation	7-5.6	Summarize the Holocaust and its impact on European society and Jewish culture, including Nazi policies to eliminate the Jews and other minorities, the "Final Solution," and the war crimes trials at Nuremberg. (H)			X	
No Correlation	Standard 7-6:	The student will demonstrate an understanding of international developments in the post-World War II world, including the impact of the Cold War on the world.			X	
No Correlation	7-6.1	Summarize the political and economic transformation of Western and Eastern Europe after World War II, including the significance of the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization (NATO), the United Nations, the Warsaw Pact, and the European Economic Community (EEC). (H, P, E, G)			X	
No Correlation	7-6.2	Summarize the events of the Cold War, including the Soviet domination of Eastern Europe; the rise of the Communist party in China; the building of the Berlin wall; the economic and political competition for influence in Vietnam and Korea; the Cuban missile crisis; the revolutionary movements in Africa; the development of new military, nuclear, and space technology; and the threat of nuclear annihilation. (H, P)			X	
No Correlation	7-6.3	Explain the causes and major features of the political and social change that occurred in the Middle East in the post-World War II period, including the role of nationalism, the creation of the state of Israel, and ongoing conflicts in the region. (H, P, G)			X	
No Correlation	7-6.4	Compare features of nationalist and independence movements in different regions in the post-World War II period, including Mohandas Gandhi's role in the nonviolence movement for India's independence and the emergence of nationalist movements in African and Asian countries. (H, P)			X	
No Correlation	Standard 7-7:	The student will demonstrate an understanding of the significant political, economic, geographic, scientific, technological, and cultural changes and advancements that took place throughout the world from the beginning of the twentieth century to the present day.				X
No Correlation	7-7.1	Illustrate on a time line the events that contributed to the collapse of the Soviet Union and other communist governments in Europe, including economic failures and the emergence of new leaders. (H, E, P)				X

Social Studies Pacing Guide and Core Knowledge

No Correlation	7-7.1	Illustrate on a time line the events that contributed to the collapse of the Soviet Union and other communist governments in Europe, including economic failures and the emergence of new leaders. (H, E, P)				X
No Correlation	7-7.2	Explain the significance and impact of the information, technological, and communications revolutions, including the role of television, satellites, computers, and the Internet. (H)				X
No Correlation	7-7.3	Explain global influences on the environment, including the effects of increases in population, the growth of cities, and efforts by citizens and governments to protect the natural environment. (G)				X
No Correlation	7-7.4	Summarize global efforts to advance human rights, including the United Nations' adoption and proclamation of the Universal Declaration of Human Rights, the end of colonialism by European nation-states, and the collapse of the apartheid system. (H, G, P)				X
No Correlation	7-7.5	Compare the social, economic, and political opportunities for women in various nations and societies around the world, including those in developing and industrialized nations and within societies dominated by particular religions. (H, G, P, E)				X
No Correlation	7-7.6	Explain the impact of increasing global economic interdependence in the late twentieth century and the early twenty-first century, including the significance of global communication, labor demands, and migration; the European Economic Community (EEC) and other trade agreements; and the oil crisis of the 1970s. (E, G, H, P)				X
No Correlation	7-7.7	Summarize the dangers to the natural environment that are posed by population growth, urbanization, and industrialization. (G, E, P, H)				X

Social Studies Pacing Guide and Core Knowledge

GRADE 8

Core Knowledge	Standards	1 st Qtr	2 nd Qtr	3 rd Qtr	4 th Qtr
No Correlation	Standard 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.	1			
No Correlation	8-1.1 Summarize the culture, political systems, and daily life of the Native Americans of the Eastern Woodlands, including their methods of hunting and farming, their use of natural resources and geographic features, and their relationships with other nations. (H, G, P)	X			
No Correlation	8-1.2 Categorize events according to the ways they improved or worsened relations between Native Americans and European settlers, including alliances and land agreements between the English and the Catawba, Cherokee, and Yemassee; deerskin trading; the Yemassee War; and the Cherokee War. (H, P, E)	X			
No Correlation	8-1.3 Summarize the history of European settlement in Carolina from the first attempts to settle at San Miguel de Gualdape, Charlesfort, San Felipe, and Albemarle Point to the time of South Carolina's establishment as an economically important British colony, including the diverse origins of the settlers, the early government, the importance of the plantation system and slavery, and the impact of the natural environment on the development of the colony. (H, G, P, E)	X			
No Correlation	8-1.4 Explain the growth of the African American population during the colonial period and the significance of African Americans in the developing culture (e.g., Gullah) and economy of South Carolina, including the origins of African American slaves, the growth of the slave trade, the impact of population imbalance between African and European Americans, and the Stono Rebellion and subsequent laws to control the slave population. (H, G, P, E)	X			
No Correlation	8-1.5 Summarize the significant changes to South Carolina's government during the colonial period, including the proprietary regime and the period of royal government, and the significance of the Regulator movement. (G, P)	X			
No Correlation	8-1.6 Explain how South Carolinians used natural, human, and political resources to gain economic prosperity, including trade with Barbados, rice planting, Eliza Lucas Pinckney and indigo planting, the slave trade, and the practice of mercantilism. (H, G, E)	X			
No Correlation	8-1.7 Summarize the military and economic involvement of South Carolina in the French-British colonial rivalry. (H, G, P, E)	X			
No Correlation	Standard 8-2: The student will demonstrate an understanding of the American Revolution—the beginnings of the new American nation and South Carolina's part in the development of that nation.		X		

	Social Studies Pacing Guide and Core Knowledge					
No Correlation	8-2.1	Explain the interests and roles of South Carolinians in the events leading to the American Revolution including the state's reactions to the Stamp Act and the Tea Act; the role of Christopher Gadsden and the Sons of Liberty; and the role of the four South Carolina signers of the Declaration of Independence: Edward Rutledge, Arthur Middleton, Thomas Lynch Jr., and Thomas Heyward Jr. (H, P, E)		X		
No Correlation	8-2.2	Compare the perspectives and roles of different South Carolinians during the American Revolution, including those of political leaders, soldiers, partisans, Patriots, Tories/Loyalists, women, African Americans, and Native Americans. (H, G, P, E)		X		
No Correlation	8-2.3	Summarize the course and key conflicts of the American Revolution in South Carolina and its effects on the state, including the attacks on Charleston; the Battle of Camden; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; the Battle of Cowpens; and the Battle of Kings Mountain. (H, G)		X		
No Correlation	8-2.4	Summarize events related to the adoption of South Carolina's first constitution, the role of South Carolina and its leaders in the Continental Congress, and the ratification of the United States Constitution, including Henry Laurens's actions, Charles Pinckney's role, and the importance of issues debated during the Philadelphia Convention for South Carolina. (H, P)		X		
No Correlation	8-2.5	Explain the economic and political tensions between the people of the Upcountry and the Lowcountry of South Carolina, including the economic struggles of both groups following the American Revolution, their disagreement over representation in the General Assembly and the location of the new capital city, and the transformation of the state's economy that was caused by the production of cotton and convinced lowcountry men to share power with upcountry men. (H, G, P, E)		X		
No Correlation	Standard 8-3:	The student will demonstrate an understanding of the American Civil War—its causes and effects and the major events that occurred during that time.			X	
No Correlation	8-3.1	Explain the importance of agriculture in antebellum South Carolina, including plantation life, slavery, and the impact of the cotton gin. (H, G, E)			X	
No Correlation	8-3.2	Explain the impact of key events leading to South Carolina's secession from the Union, including the nullification crisis and John C. Calhoun, the Missouri Compromise, the Tariff of 1832, the Compromise of 1850, the Kansas-Nebraska Act and subsequent armed conflict, the Dred Scott decision, the growth of the abolitionist movement, and the election of 1860. (H, P, G)			X	
No Correlation	8-3.3	Draw conclusions about how sectionalism arose from events or circumstances of racial tension, internal population shifts, and political conflicts, including the Denmark Vesey plot, slave codes, and the African American population majority. (H, P, E)			X	

Social Studies Pacing Guide and Core Knowledge

No Correlation	8-3.4	Compare the attitudes of the unionists, cooperationists, and secessionists in South Carolina and summarize the reasons that the members of the South Carolina secession convention in 1860 voted unanimously to secede from the Union, including concerns about states' rights and fears about abolition. (H, P, G, E)		X
No Correlation	8-3.5	Compare the military strategies of the North and South with regard to specific events and geographic locations in South Carolina, including the capture of Port Royal, the Union blockade of Charleston, and Sherman's march through the state. (H, P, G)	X	
No Correlation	8-3.6	Compare the effects of the Civil War on daily life in South Carolina, including the experiences of plantation owners, women, Confederate and Union soldiers, African Americans, and children. (H, E)	X	
No Correlation	Standard 8-4:	The student will demonstrate an understanding of the impact of Reconstruction on the people and government of South Carolina.	X	
No Correlation	8-4.1	Explain the purposes of Reconstruction with attention to the economic, social, political, and geographic problems facing the South, including reconstruction of towns, factories, farms, and transportation systems; the effects of emancipation; racial tension; tension between social classes; and disagreement over voting rights. (H, G, P, E)	X	
No Correlation	8-4.2	Summarize Reconstruction in South Carolina and its effects on daily life in South Carolina, including the experiences of plantation owners, small farmers, freedmen, women, and northern immigrants. (H, P, E)	X	
No Correlation	8-4.3	Summarize the events and the process that led to the ratification of South Carolina's constitution of 1868, including African American representation in the constitutional convention; the major provisions of the constitution; and the political and social changes that allowed African Americans, Northerners, "carpetbaggers," and "scalawags" to play a part in South Carolina state government. (H, P)	X	
No Correlation	8-4.4	Explain how events during Reconstruction improved opportunities for African Americans but created a backlash that, by the end of Reconstruction, negated the gains African Americans had made, including the philanthropy of northern aid societies, the assistance provided by the federal government such as the Freedmen's Bureau, and their advancement in politics and education. (H, P, E)	X	
No Correlation	8-4.5	Summarize the successes and failures that occurred in South Carolina during Reconstruction, including the bribery of legislators, corruption in political parties, the development of public education, and violence during the election of 1876. (H, P)	X	
No Correlation	Standard 8-5:	The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.		X

Social Studies Pacing Guide and Core Knowledge

No Correlation	8-5.1	Summarize the political, economic, and social conditions in South Carolina following the end of Reconstruction, including the leadership of Wade Hampton and the so-called Bourbons or Redeemers, agricultural depression and struggling industrial development, the impact of the temperance and suffrage movements, the development of the 1895 constitution, and the evolution of race relations and Jim Crow laws. (H, P, E)			X	
No Correlation	8-5.2	Compare key aspects of the Populist movement in South Carolina, including the economic and political roots of Populism, the leadership of Benjamin Tillman, conflicts between the Tillmanites and the Conservatives, the founding of land-grant colleges, and the increased racial conflicts and lynching. (H, G, P)			X	
No Correlation	8-5.3	Summarize the changes that occurred in South Carolina agriculture and industry during the late nineteenth century, including changes in crop production in various regions, and the growth of the textile industry in the Upcountry. (H, G, E)			X	
No Correlation	8-5.4	Compare migration patterns within South Carolina and in the United States as a whole in the late nineteenth century, including the population shift from rural to urban areas, migration between regions of the United States, the westward expansion, and the motivations for migration and settlement. (H, G, E)			X	
No Correlation	8-5.5	Summarize the human, agricultural, and economic costs of natural disasters and wars that occurred in South Carolina or involved South Carolinians in the late nineteenth century, including the Charleston earthquake of 1886, the hurricane of 1893, and the Spanish American War. (H, G, E)			X	
No Correlation	8-5.6	Explain the significance that the increased immigration into the United States in the late nineteenth century had for the state of South Carolina, including cultural and economic contributions of immigrants, opportunities and struggles experienced by immigrants, increased racial hostility, and the effect of racial and ethnic diversity on national identity. (H, G, P, E)			X	
No Correlation	Standard 8-6:	The student will demonstrate an understanding of South Carolina's development during the early twentieth century.				X
No Correlation	8-6.1	Summarize the progressive reform movement in South Carolina, including the motivation of progressives; child labor laws; Prohibition; improvements to roads, hospitals, and libraries; tax reforms; changes to local government systems; and the roles of significant state governors and women's groups. (H, P, E)				X
No Correlation	8-6.2	Explain the impact of World War I on South Carolina, including the building of new military bases and the economic impact of emigration to industrial jobs in the North. (H, G, P, E)				X

Social Studies Pacing Guide and Core Knowledge

No Correlation	8-6.3 Summarize the political, social, and economic situation in South Carolina following World War I, including progress in suffrage for women, improvements in daily life in urban and rural areas, and changes in agriculture and industry. (H, G, P, E) 8-6.3 Summarize the political, social, and economic situation in South Carolina following World War I, including progress in suffrage for women, improvements in daily life in urban and rural areas, and changes in agriculture and industry. (H, G, P, E)				X
No Correlation	8-6.4 Explain the causes and the effects of changes in South Carolina culture during the 1920s, including Prohibition, the boll weevil, the rise of mass media, increases in tourism and recreation, the revival of the Ku Klux Klan, and the Southern Literary Renaissance. (H, P)				X
No Correlation	8-6.5 Explain the effects of the Great Depression and the lasting impact of New Deal programs on South Carolina, including the Rural Electrification Act, the Civilian Conservation Corps, Works Progress Administration and Public Works Administration building projects, the Social Security Act, and the Santee Cooper electricity project. (H, E, G, P)				X
No Correlation	Standard 8-7: The student will demonstrate an understanding of South Carolina's economic revitalization during World War II and the latter twentieth century.				X
No Correlation	8-7.1 Summarize the significant aspects of the economic growth experienced by South Carolina during and following World War II, including the contributions of Governor Strom Thurmond in promoting economic growth; the creation of the State Development Board and the technical education system; the benefits of good road systems, a sea port, and the Savannah River site; and the scarcity of labor unions. (H, E, G, P)				X
No Correlation	8-7.2 Provide examples of the expanding role of tourism in South Carolina's economy, including the growth of resorts and development along the coast and the expanding transportation systems that allowed greater access to recreational sites. (H, G, E)				X
No Correlation	8-7.3 Explain how the increased industrialization and mechanization, the reduction in cotton production, and the emigration of African Americans both resulted from and contributed to agricultural decline in South Carolina. (H, E)				X
No Correlation	8-7.4 Explain the factors that influenced the economic opportunities of African American South Carolinians during the latter twentieth century, including racial discrimination, the <i>Briggs v. Elliott</i> case, the integration of public facilities and the civil rights movement, agricultural decline, and statewide educational improvement. (H, P, E)				X
No Correlation	8-7.5 Explain the economic impact of twentieth century events on South Carolina, including the opening and closing of military bases, the development of industries, the influx of new citizens, and the expansion of port facilities (E, H, P, G)				X

Appendix C

Core Knowledge®

The Core Knowledge Foundation

November 10, 2009

Gerald Jenkins
Midlands Math and Business Academy
P.O. Box 4487
Columbia, South Carolina 29240

Dear Mr. Jenkins:

The Core Knowledge Sequence: Content Guidelines for Kindergarten through Eighth Grade and the Core Knowledge Preschool Sequence are detailed outlines of specific content (and skills) taught in English/language arts, history, geography, mathematics, science, and the fine arts. As the core of school curriculum it establishes a solid, coherent foundation of learning, along with embedded flexibility for meeting local needs. The Core Knowledge Sequence is not a list of facts to be memorized. Rather, it is a guide to coherent content, designed to encourage steady academic progress as children build knowledge and skills from one grade to the next. The Sequence is the essential document for any Core Knowledge teacher or school.

The specificity of the Core Knowledge Sequence distinguishes it from other curricula. While most provide general guidelines concerning skills, they typically offer little help in deciding specific content. The specific content in the Core Knowledge Sequence provides a solid foundation for skills instruction. Moreover, because the Sequence builds knowledge systematically year by year, it helps prevent repetitions and gaps in instruction that can result from vague curricular guidelines (for example, repeated units on "Pioneer Days" or "Saving the Rain Forest," or inadequate attention to the Bill of Rights, or to the geography of Africa, et cetera).

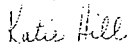
The Core Knowledge Sequence is the result of a long process of research and consensus-building by the Core Knowledge Foundation to identify the elements of a stable and consistent core of knowledge for every student regardless of race, gender, ethnicity, or geographic location in the United States. An extensive search for the topics and vocabulary most frequently found in adult communication was conducted (Hirsch, 1986), as well as examining curricula from high performing countries for structure and content. State and national reports on standards and content were analyzed, and content experts were consulted to determine the accuracy and appropriateness of topics and grade level assignments. An advisory board on multicultural traditions proposed specific content of diverse cultural traditions American children should all share for developing mutual respect, knowledge and understanding.

Additional groups of teachers and specialists reviewed the draft master plan and were asked to agree on a grade-by-grade sequence, and their draft sequence was sent to 100 educators and specialists who participated in a national conference in March 1990, at which a working agreement on core knowledge for the first six grades was made. Elementary school teachers, curriculum specialists, scientists, science writers, officers of national organizations, representatives of ethnic groups, district superintendents, and school principals from across the country all participated in the conference, and 24 working groups decided on revisions to the draft sequence. The resulting provisional sequence was further fine-tuned during a year of implementation at a pioneering school, Three Oaks Elementary in Fort Myers, Florida.

To ensure the Core Knowledge Sequence fully maximizes the potential for arriving at cohesive background knowledge, it is periodically updated and revised, based on discussions with and the evaluations of Core Knowledge teachers across the country serving diverse populations, as well as on the recommendations of content experts. The Core Knowledge K8 Sequence was last revised in 1999. We are currently compiling information on revisions that will be necessary for our next publication.

Should you have any questions about The Core Knowledge K8 Sequence, please contact me at the Core Knowledge Foundation, 800-238-3233 X356.

Sincerely,



Katie Hill
Director, K-8 Professional Development

Appendix D

ROA 1302

1073

INVENTORY OF MEDIA CENTER TEACHER RESOURCES

As a part of our Literacy Initiative at Midlands Math and Business Academy, we want you to be aware of the following resources you may use to promote literacy in the classroom.

The Harcourt Collection is a collection of paperback books that are usually no more than sixteen pages long. These books are great for read alouds. They work perfectly if you want your reading to be active. As you read a page, you might ask the students a question about a detail in the story, or you might ask them to draw a conclusion or make a prediction about what might happen next. They tend to listen more closely if they have a pencil and paper in hand and understand that the teacher is going to ask a question. There are questions at the back of each book that may also be helpful. After they get used to writing a one-sentence answer, begin to ask a few questions that require them to write a brief paragraph. It also helps if at the beginning of the read aloud to tell them how to begin the answer to the question. Some students love to begin the answer to the questions with because and write a fragment. This is a good time (if you have time) to teach them that it is okay to write a sentence beginning with because if you want to write a complex sentence. Some students already know that we answer a question beginning with part of the question; others don't know that. Some of these books are even good to use for teaching character traits.

6th grade level—List of books and number of
copies available.

Homework—3
The Masterpiece—6
Are We Having Fun Yet?—3
To the Top of the World—4
The Science Fair—6
The Test—6
The New Girl—4
Bravo—6
The 3,000th Hit—6
The Potluck Picnic—6
Holidays, Family, and Fun—5
Colorful Characters in American Tall Tales—
6
Dear Grandma—6
Kids Care—7
Lonely No More—6
Feathers and Fools—6
Sit, Truman—6
MY NAME IS Georgia—4

7th grade level—List of books and number of
copies available.

The Explorations of Jacques Cousteau—5
A Riddle a Day—4
Today I Am an American—5
Am I an American—4
I Want To Be Me—6
Library, Library—6
The Virtual Tutor—2
Hank Aaron—Brave in Every Way—6
The Lotus Seed—5
Shipwrecked—6
The Three Orbits of John Glenn—4
Hiding To Survive—3
Three Kite Tales—6
Ghirardelli Square—4
Harvesting Hope-THE STORY OF CESAR
CHAVEZ—4
Money, Money, Money—6
Pericles and the First Democracy—6
The Red and Blue Hat—6
This Is Who I Am--6

8th grade level—List of books and number of
copies available.

The Graceful Bull and Other Surprises—1
Stories My Grandfather Told—2
That Reminds Me of a Story—3
Meet Amelia Earhart—2
The Mighty Volcano—3
Two Families—3
A Symphony of Whales—2
The Girl Who Spoke Dog—3
Lead the Way—3
People of Our Nation—3
Toe Shoes and Tutus—3
Planet H2O—2
The Other Side of the Story—2
Stellaluna—2
Free in the Skies—6
LOUIS ARROW AND THE BULL'S-
EYES—7
WESTWARD, BOUND!—6
The First Artists—6
WALKING TO NEBRASKA--6

INVENTORY OF MEDIA CENTER TEACHER RESOURCES

List of novel sets appropriate for dividing the class into groups and having several novels being read at the same time.

6TH grade level

The Watsons Go to Birmingham—4
Miss Alaineus (A VOCABULARY
DISASTER)—6
Lupita Manana—6
BAT 6—5
The Heart of a Chief—6
The Yearling—4
Nothing but the TRUTH—5
The Endless Steppe—6
The Cay—4
Sounder—6
Local News—3
The True Confessions of Charlotte Doyle—5
The Pigman—6

8th grade level

SAFARI JOURNAL—2
The Call of the Wild—3
Wish You Well—1
The Clay Marble—3
Hatchet—2
A Separate Peace—1
The Adventures of Tom Sawyer—2
Night—2
Unnecessary Roughness—1
The Glory Field—6
Bud, Not Buddy—6
Farewell to Manzanar—6

7th grade level

The Red Badge of Courage—6
Esperanza Rising—4
Where the Red Fern Grows—4
Holes—6
Treasure Island—5
Tuck Everlasting—5
Red Scarf Girl—6
Never Cry Wolf—4
OMNIBEASTS—6
War of the Worlds—6
Goodbye, Vietnam—6
M.C. Higgins, the Great—6
Bearstone—6

INVENTORY OF MEDIA CENTER TEACHER RESOURCES

Q&A Answering Questions

This is a set of what about... books.

There is one copy of each book.

What about...the universe? (volume 1)

What about...dinosaurs? (volume 6)

What about...world wonders? (volume 2)

What about...how we live? (volume 7)

What about...the human body? (volume 3)

What about...science and technology?
(volume 8)

What about...history? (volume 4)

What about...planet earth? (volume 9)

What about...the natural world? (volume 5)

What about...people & places? (volume 10)

The OBAMAS First Family of HOPE—This is a set of six Obama books with a separate book devoted basically to each family member.

The OBAMAS First Family of HOPE—Barack (#6)

The OBAMAS First Family of HOPE—SASHA (#5)

The OBAMAS First Family of HOPE—OBAMA MANIA (#4)

The OBAMAS First Family of HOPE—The Obama Family Tree (#3)

The OBAMAS First Family of HOPE—MALIA (#2)

The OBAMAS First Family of HOPE—Michelle (#1)

SUCCESSFUL AMERICANS—This is a series of books dealing with successful Americans from different ethnic backgrounds. There is one copy of each book.

Indian Americans (#1)

Chinese Americans (#9)

Korean Americans (#2)

Russian Americans (#10)

Americans of Eastern European Heritage
(#3)

Americans of South American Heritage
(#11)

Puerto Ricans (#4)

Americans of Central American Heritage
(#12)

Cuban Americans (#5)

Vietnamese Americans (#13)

Mexican Americans (#6)

Native Americans (#14)

Japanese Americans (#7)

Filipino Americans (#15)

African Americans (#8)

Arab Americans (#16)

The Education of the Presidents—This is a three-volume set beginning with George Washington and ending with George W. Bush.

WASHINGTON TO BUCHANAN (VOLUME 1)

LINCOLN TO HOOVER (VOLUME 2)

ROOSEVELT TO BUSH (VOLUME 3)

THE WORLD BOOK STUDENT DISCOVERY ENCYCLOPEDIA (second edition , 2007)—This is a thirteen-volume set of encyclopedias.

HIP-HOP—This is a twenty-four-volume set presenting biographical information of various celebrities in Hip-Hop.

HIP-HOP: A SHORT HISTORY (VOLUME 1)

MARIAH CAREY (VOLUME 2)

50 CENT (VOLUME 3)

ASHANTI (VOLUME 4)

BEYONCE (VOLUME 5)

QUEEN LATIFAH (VOLUME 6)

NELLY (VOLUME 7)

JAY-Z (VOLUME 8)

SNOOP DOGG (VOLUME 9)

TUPAC (VOLUME 10)

CHRIS BROWN (VOLUME 11)

USHER (VOLUME 12)

KANYE WEST (VOLUME 13)

WILL SMITH (VOLUME 14)

MARY J. BLIGE (VOLUME 15)

SEAN "DIDDY" COMBS (VOLUME 16)

ALICIA KEYS (VOLUME 17)

DR. DRE (VOLUME 18)

MISSY ELLIOTT (VOLUME 19)

LL COOL J (VOLUME 20)

LUDACRIS (VOLUME 21)

REVEREND RUN (RUN-D.M.C.)
(VOLUME 22)

PHARRELL WILLIAMS (VOLUME 23)

EMINEM (VOLUME 24)

CULTURAL LITERACY—This is a set that has a copyright year of 2002. There are five copies.

FUNK & WAGNALLS NEW ENCYCLOPEDIA—This is a set of encyclopedias copyrighted in 1975.

Merriam-Webster's Spanish-English DICTIONARY—There are twenty copies of these.

The AMERICAN HERITAGE SPANISH dictionary—This set of dictionaries has a copyright year of 2000. There are 11 copies.

The World Book Encyclopedia—This set of encyclopedias has a copyright year of 1974.

The AMERICAN HERITAGE Children's Thesaurus—There are three copies of these. Copyright year is 2003.

IN OTHER WORDS A BEGINNING THESAURUS—There is one copy of this book.
Copyright year is 1987.

THE CLEAR AND SIMPLE THESAURUS DICTIONARY—There is one copy.

Merriam-Webster's School Thesaurus—There is one copy copyrighted in 1989.

Merriam-Webster's School Dictionary—There are five copies of this dictionary.

Merriam-Webster's Elementary Dictionary—There are five copies of this dictionary
copyrighted 2000.

Merriam-Webster's Intermediate Dictionary—There are nineteen copies of this dictionary
copyrighted 2004.

The New Complete MEDICAL and HEALTH Encyclopedia—This set has three volumes
copyrighted in 1992.

CHILDCRAFT ANNUAL—There are eight volumes beginning with 1992 and ending with
2000 that are all science-oriented.

Appendix E

Additional Supplemental Materials

Supplemental Materials

ELEMENTARY GRADES

English Language Arts

~~~~~

**Song**

"Jazz Up Alliteration" Mary Ann "Mar" Harman

**Poem**

Cafeteria by Rachel

Poetry Speaks to Children by Elise Paschen

Bud, Not Buddy by Christopher Paul Curtis

Turbo Twist Spelling (electronic)

Jeopardy Smart Lesson

**Books**

Harcourt below Level, On Level, and Above Level Book Collections

Harcourt Audio text for textbook

**Websites**

[www.readwritethink.org](http://www.readwritethink.org)

[www.internet4classrooms.com](http://www.internet4classrooms.com)

[www.pppst.com](http://www.pppst.com)

[www.discoveryeducation.com](http://www.discoveryeducation.com)

[www.yahooligans.com](http://www.yahooligans.com)

<http://library.thinkquest.org/J0112392/onomatopeia.html>

[www.brainopjr.com/reading/comprehension/mainidea/grownups.wem](http://www.brainopjr.com/reading/comprehension/mainidea/grownups.wem)

*Note: All these items are in addition to the items that previously submitted.*

## Supplemental Materials

### ELEMENTARY GRADES

#### *Mathematics*

##### Websites

[www.pppst.com](http://www.pppst.com)

[www.yaholigans](http://www.yaholigans)

[www.americanmathchallenge.com](http://www.americanmathchallenge.com)

##### Books

SC PACT Coach – Triumph Learning

Math Today-Frank Schaffer

The Complete Book of Math-American Education Publishing

Word Problems-Scholastic

Math –School Specialty Publishing

Teach and Test Math-Bill Linderman

Time, Money, and Measure- Frank Schaffer

Mathematics-Modern Curriculum Press

Math Practice-Bill Linderman

South Carolina Coach-Jerome D. Kaplan

SC PACT Challenge-Jane Hereford

## Supplemental Materials

### ELEMENTARY GRADES

#### *Science*

[www.pppst.com](http://www.pppst.com)

[www.yahooligans](http://www.yahooligans)

[www.discoveryeducation](http://www.discoveryeducation)

2010 World Book Encyclopedias

Reading and Writing in Science-Macmillan/McGraw-Hill

SC Science-Scott Foresman

Spectrum Test Prep-Frank Schaffer

Science Wall Charts: Matter, Living Things

Amazing Magnets-David Adler

How to Think Like a Scientist-Stephen P. Kramer

Space Trip-Heather Couper

ETV Streamline

World Book Student Discovery Encyclopedias

What About.....The Universe? -Brain Williams

What About.....The Natural World-Brain Williams

What About..... Science and Technology?-Steve Parker

**Supplemental Materials**  
***ELEMENTARY GRADES***  
***Social Studies***

***Maps***

Desk Maps of U.S./World by Rand McNally

Wall Maps

***Books***

Pearson Learning Core Knowledge-E.D. Hirsch, Jr.

Daily Geography by Evan Moor Publishers

Spectrum Test Prep by Frank Schaffer

The Very First Americans by Cora Ashrose

What about...History? By Brian Williams

What about...People & Places? By Brian Williams

What about...How We Live- By Brian Williams

What about...World Wonders? By Brian Williams

World Book Encyclopedia 2010

World Book Student Discovery Encyclopedia 2007

***Websites***

[www.pppst.com](http://www.pppst.com)

[www.discoveryeducation.com](http://www.discoveryeducation.com)

[www.yahooligans.com](http://www.yahooligans.com)

# Supplemental Materials

## MIDDLE GRADES

### *English Language Arts*

---

#### Books

Integrated Spelling-Harcourt Brace

Junior Great Books-Great Books Foundation

Worldly Wise 3000-Kenneth Hodkinson & Sandra Adams

#### Websites

[www.pppst.com](http://www.pppst.com)

[www.discoveryeducation.com](http://www.discoveryeducation.com)

[www.yahooligans.com](http://www.yahooligans.com)

[www.brainopjr.com/reading/comprehension/mainidea/grownups.wem/](http://www.brainopjr.com/reading/comprehension/mainidea/grownups.wem/)

[www.readwritethink.org](http://www.readwritethink.org)

#### Informational Text

Contemporaries Biographies by Mason Crest Publishers 2009-2010

The Obamas: The First Family of Hope by Mason Crest Publishers 2009-2010

Over the River and through the Woods- A Journey with Harriet Tubman by J. P. Miller

#### Field Trips

Freedom Train Play

*Note: All these items are in addition to the items that previously submitted.*



## Supplemental Materials

### MIDDLE GRADES

#### *Mathematics*

~~~~~

Ace It Tutoring (Sylvan) Online

Sylvan Math Prep.com- Online

The American Math Challenge –Online

Comprehensive Review Graphing Calculator Test Strategies-Prentice
Hall

SC PACT Coach Open-ended Problem Solving Exercises-Queue

Mathematics Connections Teaching Transparencies- Glencoe

Manipulative: Tan grams, checkers, chess, dominoes, dice, ETA

Cuisenaire, rulers, etc.

www.mathathon.org

www.pppst.com

www.yahooligans

www.americanmathchallenge.com

www.discoveryeducation.com.

SC Math Connects-Glencoe McGraw-Hill

Fundamentals of Mathematics-William Setek, Jr.

Summer Bridge Middle School- Frankie Long and Dr. Leland Graham

Charts: numeration, fractions, geometry.

Games and Puzzles- Lisa Carmona

Supplemental Materials

MIDDLE GRADES

Science

www.pppst.com

www.yahooligans

www.discoveryeducation

World Book's Natural Disasters

2010 World Book Encyclopedias

What About..... The Human Body?-Steve Parker

What About.....The Universe?- Brain Williams

What About.....The Natural World-Brain Williams

What About.....Dinosaurs?- Rupert Matthews

What About..... Science and Technology? Steve Parker

What About..... Planet Earth? -Brain Williams -

Animal Kingdom and Plants Kingdom Kits

Human Anatomy Kit

Rocks and Minerals Kit

Safely goggles

Microscope

beam balance

color filters

beakers

microscopic slides

concave lens

convex lens

sling psychrometer

prism

funnels, tweezers, test tubes, mortar and pestle.

Supplemental Materials

MIDDLE GRADES

Social Studies

Maps

Desk Maps of U.S./World by Rand McNally

Wall Maps

Pearson Learning Core Knowledge-History and Geography by E.D. Hirsch, Jr.

Books

World Book Encyclopedia 2010

World Book Student Discovery Encyclopedia 2007

16 Volumes- Successful Americans by Mason Crest Publishers

3 Volumes-Educations of the Presidents

George Washington to George W. Bush by Mason Crest

Websites

www.pppst.com

www.discoveryeducation.com

www.yahooligans.com

Documentaries

Charts of Countries Flags

Charts on World War I

Charts of the Underground Railroad

Charts of the Gettysburg Address

Charts of Union and Confederate States

Charts of the U.S. Capitals

**EXHIBIT NINE
IS A DVD
FILED
SEPARATELY**

MIDLANDS MATH AND BUSINESS
ACADEMY APPEAL HEARING

AFFIDAVIT OF TERRELL GERALD

PERSONALLY appeared before me, Terrell Gerald, who being first duly sworn, deposes and states that the following is based upon his own personal knowledge, except those matters stated upon information and belief, and as to those matters, she believes them to be true:

1. I am an employee of Core Knowledge Foundation responsible for overseeing curriculum.
2. We are the provider of curriculum to Midlands Math and Business Academy charter school ("MMBA").
3. The Core Knowledge Sequence: Content Guidelines for Kindergarten through Eighth Grade and the Core Knowledge Preschool Sequence are detailed outlines of specific content (and skills) taught in English/language arts, history, geography, mathematics, science, and the fine arts. As the core of school curriculum it establishes a solid, coherent foundation of learning, along with embedded flexibility for meeting local needs. The Core Knowledge Sequence is not a list of facts to be memorized. Rather, it is a guide to coherent content, designed to encourage steady academic progress as children build knowledge and skills from one grade to the next.
4. The specificity of the Core Knowledge Sequence distinguishes it from other curricula. While most provide general guidelines concerning skills, they typically offer little help in deciding specific content. The specific content in the Core Knowledge Sequence provides a solid foundation for skills instruction. Moreover, because the Sequence builds knowledge systematically year by year, it helps prevent repetitions and gaps in instruction that can result from vague curricular guidelines.
5. The Core Knowledge Sequence is the result of a long process of research and consensus-building by the Core Knowledge Foundation to identify the elements of a stable and consistent core of knowledge for every student regardless of race, gender, ethnicity, or geographic location in the United States.
6. We currently serve one thousand one hundred twenty schools (1,120), across 43 states; ten of which are in South Carolina

including Charleston Development Academy, Center for Knowledge in Columbia, Kershaw Elementary, and Midland Valley Prep in Graniteville.

7. To ensure the Core Knowledge Sequence fully maximizes the potential for arriving at cohesive background knowledge, it is periodically updated and revised, based on discussions with and the evaluations of Core Knowledge teachers across the country serving diverse populations, as well as on the recommendations of content experts.

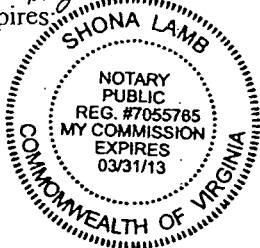
FURTHER AFFIANT SAYETH NAUGHT.

Gerald L. Terrell

SWORN TO BEFORE ME this

8 day of February, 2010

Shona Lamb
Notary Public for Virginia
My commission expires



MIDLANDS MATH AND BUSINESS
ACADEMY APPEAL HEARING

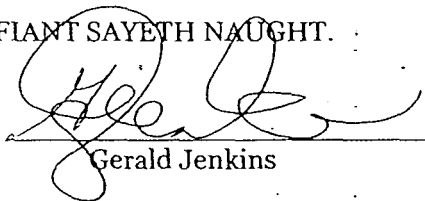
) AFFIDAVIT OF GERALD JENKINS
)
)
)

PERSONALLY appeared before me, Gerald Jenkins, who being first duly sworn, deposes and states that the following is based upon his own personal knowledge, except those matters stated upon information and belief, and as to those matters, he believes them to be true:

1. I am the Director at Midlands Math and Business Academy charter school ("MMBA").
2. I assumed this position at the beginning of October 2009.
3. Prior to that date, I served as the interim Director for six months while the Director, Reginald Flenory was on sick leave.
4. I am a 2002 graduate of Claflin University with a Bachelor in Arts in Child Development. In 2005 I graduated from South Carolina State University with a Masters of Arts in Individual and Family Development.
5. Prior to MMBA I served as Director from 2002 to 2005 at Trinity United Methodist Church Child Development Center & Kindergarten.
6. I supervised the day-to-day operations of the program, including its afterschool program.
7. I managed the budget, kept the books, performed budgetary projections, managed U.S.D.A. funds, and supervised the Curriculum and Instruction at the center.
8. I am currently enrolled in the S.C. Department of Education Foundations in School Leadership with the anticipated completion date of March 4, 2010.
9. While I am handling the day to day responsibilities at the school, Ms. Gloria Garmany is serving as the lead teacher.
10. On November 10, 2009, I hand delivered to the District MMBA response to the action plan. I gave a copy to Ms. Donna Hemmett and one the other copy was delivered to the office of curriculum and instruction.
11. In August 2009 the school received a schedule for the 2009 – 2010 school year special education in service agenda. See attached.
12. Reminder emails regarding said meetings in October indicated that attendance were not required (See Attached). MMBA did not send a representative to this meeting.

13. MMBA has recently contracted with Whizdom Group for guidance and assistance regarding curriculum and data collection to drive instruction.
14. MMBA has also contacted and contracted with South Carolina Virtual School to receive on line instructions.
15. MMBA has revamped its library and other materials since the end of last academic year.

FURTHER AFFIANT SAYETH NAUGHT.



Gerald Jenkins

SWORN TO BEFORE ME this

15th day of February, 2010

Ada M. Thomas

Notary Public for 12-17-14

My commission expires:

TO: Special Education Teachers, Speech Pathologist
Occupational Therapists and Physical Therapists

FROM: Debbie Alexander

RE: Calendar Dates for 2009-2010

DATE: August 10, 2009

Below are the in-service dates for the 2009-2010 school year.

October 13	3:30 p.m.	After School In-service	Columbia High Auditorium
October 14	4:15 p.m.	After School In-service	Crayton Cafetorium
October 20	3:30 p.m.	After School In-service	Lower Richland Media Center
October 20	4:30 p.m.	New Teacher In-service	Lower Richland Media Center
October 23		Extended School Year Screening Completion Date	
February 2	3:30 p.m.	After School In-service	Columbia High Auditorium
February 3	4:15 p.m.	After School In-service	Crayton Cafetorium
February 9	3:30p.m.	After School In-service	Lower Richland Media Center
February 9	4:30 p.m.	New Teacher In-service	Lower Richland Media Center
March 19		Extended School Year Screenings due to Special Education Department	
March 19		Recommendations for change in placement due to Special Education Department	
March 22		Begin IEP meetings	
April 30		ESY IEPs & packets due to Special Education Dept	
April 30		Last day to complete IEPs	
May 3		IEP to Consultants for audit	
May 24		IEPs due to Special Education Department	

Cc: Marilyn Davis, Executive Director for Special Education
Special Education Consultants
Principals
Special Education Secretaries

TO: Special Education Teachers, Speech Pathologist
Occupational Therapists and Physical Therapists

FROM: Debbie Alexander

RE: Calendar Dates for 2009-2010

DATE: August 10, 2009

Below are the in-service dates for the 2009-2010 school year.

October 13	3:30 p.m.	After School In-service	Columbia High Auditorium
October 14	4:15 p.m.	After School In-service	Crayton Cafetorium
October 20	3:30 p.m.	After School In-service	Lower Richland Media Center
October 20	4:30 p.m.	New Teacher In-service	Lower Richland Media Center
October 23		Extended School Year Screening Completion Date	
February 2	3:30 p.m.	After School In-service	Columbia High Auditorium
February 3	4:15 p.m.	After School In-service	Crayton Cafetorium
February 9	3:30p.m.	After School In-service	Lower Richland Media Center
February 9	4:30 p.m.	New Teacher In-service	Lower Richland Media Center
March 19		Extended School Year Screenings due to Special Education Department	
March 19		Recommendations for change in placement due to Special Education Department	
March 22		Begin IEP meetings	
April 30		ESY IEPs & packets due to Special Education Dept	
April 30		Last day to complete IEPs	
May 3		IEP to Consultants for audit	
May 24		IEPs due to Special Education Department	

Cc: Marilyn Davis, Executive Director for Special Education
Special Education Consultants
Principals
Special Education Secretaries

Mokeba, Samuel

From: g jenkins [gjenkins03@yahoo.com]
Sent: Tuesday, February 02, 2010 2:18 PM
To: Mokeba, Samuel
Subject: Fwd: After School Inservices

Gerald Jenkins, **Principal**
Midlands Math and Business Academy
2638 Two Notch Rd Suite 204
Columbia, SC 29223
803-799-5101-school
803-758-5835-fax
"You have a choice"

--- On Thu, 10/29/09, ewhite1289@aol.com <ewhite1289@aol.com> wrote:

From: ewhite1289@aol.com <ewhite1289@aol.com>
Subject: Fwd: After School Inservices
To: gjenkins03@yahoo.com
Date: Thursday, October 29, 2009, 11:55 AM

-----Original Message-----

From: DEBORAH ALEXANDER <DALEXANDER@richlandone.org>
To: Elsie White <ewhite1289@aol.com>; Elsie White <e.white@midlandsmath.com>; Reginald Flenory <r.flenory@midlandsmath.com>; ASIYA ABDUR RAUF KHAN <AABDURRAUFKHAN@richlandone.org>; Angenitta Bounds <ABOUNDS@richlandone.org>; ADRIAN CACIUR <ACACIUR@richlandone.org>; ANGELA DALZELL <ADALZELL@richlandone.org>; ANNE DRAFFIN <ADRAFFIN@richlandone.org>; AMELIA DUKE <ADUKE@richlandone.org>; ALLYSON FORRESTER <AFORRESTER@richlandone.org>; APRIL GIBSON <AGIBSON@richlandone.org>; AKILAH GLOVER <AGLOVER@richlandone.org>; ANGELA JACOBS <AJACOBS@richlandone.org>; AMANDA LEGETTE <ALEGETTE@richlandone.org>; ASHLEY LYTLE <ALYTLE@richlandone.org>; ANGELA MYERS <ANMYERS@richlandone.org>; ANGELA PEAY <APEAY@richlandone.org>; Amy Requa <AREQUA@richlandone.org>; ANITA RICE <ARICE@richlandone.org>; AMBER RUSSELL <ARUSSELL@richlandone.org>; ARMISHA WOOD <ARWOOD@richlandone.org>; ALISON STEVENS <ASTEVEN@richlandone.org>; ATHENA DAVIS <ATDAVIS@richlandone.org>; AMY WATFORD <AWATFORD@richlandone.org>; ANGELA WELLS <AWELLS@richlandone.org>; ASHLEY WINN <AWINN@richlandone.org>; BARBARA ANDERSON <BANDERSON@richlandone.org>; Barbara Blackwell <BBLACKWELL@richlandone.org>; BASSANYA BRYANT <BBRYANT@richlandone.org>; BETH CRAWFORD <BCRAWFORD@richlandone.org>; BENITA MARTIN <BEMARTIN@richlandone.org>; BRANDY FERRELL <BFERRELL@richlandone.org>; BONNIE FLOYD <BFLOYD@richlandone.org>; BRENDA HYATT <BHYATT@richlandone.org>; BETTY JACOBS <BJACOBS@richlandone.org>; BENNIE KLINE <BKLINE@richlandone.org>; BRANDY ROBINSON <BROBINSON@richlandone.org>; BARRY SHARROCK <BSHARROCK@richlandone.org>; BERNICE SHEALY <BSHEALY@richlandone.org>; BENJAMIN THRASHER <BTHRASHER@richlandone.org>; CHERYL ALTMAN <CALTMAN@richlandone.org>; CHANITCO AUSTIN <CAUSTIN@richlandone.org>; CRYSTAL BROWN-JONES <CBROWN-JONES@richlandone.org>; CAROL FLOYD

<CFLOYD@richlandone.org>; CARRIE HOFFLER <CHOFFLER@richlandone.org>; Charvette Robinson
 <CHROBINSON@richlandone.org>; CHERYL THOMAS <CHTHOMAS@richlandone.org>; Carroll Kelley
 <CKELLEY@richlandone.org>; CLARENCE KUZMA <CKUZMA@richlandone.org>; CHERYL
 MENCHINGER <CMENCHINGER@richlandone.org>; Claire Montgomery
 <CMONTGOMERY@richlandone.org>; CYNTHIA MOSS-JOHNSON <CMOSS-
 JOHNSON@richlandone.org>; CHITRADURGA NAGARAJA <CNAGARAJA@richlandone.org>;
 CYNTHIA PRINCE <CPRINCE@richlandone.org>; CHARLOTTE RAINWATER
 <CRRAINWATER@richlandone.org>; CRYSTAL WRIGHT <CRWRIGHT@richlandone.org>; CARA
 SENTERFEIT <CSENTERFEIT@richlandone.org>; CAROLYN SUMMERELL
 <CSUMMERELL@richlandone.org>; CYNTHIA WILLARD <CWILLARD@richlandone.org>; DONNA
 AMBROSE <DAMBROSE@richlandone.org>; DRUSCILLA BRIDGES <DBRIDGES@richlandone.org>;
 DINAH COLLINS <DCOLLINS@richlandone.org>; DEBRA SCOTT <DEBSCOTT@richlandone.org>;
 DEATRIX HODGES <DEHODGES@richlandone.org>; DEBORAH FRANKS
 <DFRANKS@richlandone.org>; DEBORAH GEIGER <DGEIGER@richlandone.org>; DONNA
 GINGRICH <DGINGRICH@richlandone.org>; DAVID KEISLER <DKEISLER@richlandone.org>;
 DEBORAH MAGWOOD <DMAGWOOD@richlandone.org>; DEBORAH SNELLING
 <DSNELLING@richlandone.org>; DELORES WEAVER <DWEAVER@richlandone.org>; DEBORA
 WEBSTER <DWEBSTER@richlandone.org>; ELIZABETH ANCONA <EANCONA@richlandone.org>;
 EDIA BENSON <EBENSON@richlandone.org>; EARLEAS CLEVELAND
 <ECLEVELAND@richlandone.org>; ELIZABETH DALBEC <EDALBEC@richlandone.org>; EVET
 JEFFERSON <EJEFFERSON@richlandone.org>; EUGENIA KINEARD <EKINEARD@richlandone.org>;
 ELIZABETH PEARSON <ELPEARSON@richlandone.org>; EMILEE MCABEE
 <EMCABEE@richlandone.org>; ERICA MCCLAIN <EMCCCLAIN@richlandone.org>; EILEEN MCINTOSH
 <EMCINTOSH@richlandone.org>; ELIZABETH RANI-DARA <ERANI-DARA@richlandone.org>; Eva
 Seawright <ESEAWRIGHT@richlandone.org>; FELISA HAHN <FHAHN@richlandone.org>; FAITH
 KEMP <FKEMP@richlandone.org>; GIRTHARAGOPAL NAGARANI <GNAGARANI@richlandone.org>;
 GEORGE OCKER <GOCKER@richlandone.org>; GLASGOW PLEASANTS
 <GPLEASANTS@richlandone.org>; GWENDLIA REED <GREED@richlandone.org>; HEATHER ABNEY
 <HABNEY@richlandone.org>; HENRIKA BATES <HBATES@richlandone.org>; HOPE GELTING
 <HGELTING@richlandone.org>; HELEN LOCKLEAR <HLOCKLEAR@richlandone.org>; HELEN
 MASON <HMASON@richlandone.org>; HOPE GUESS <HOGUESS@richlandone.org>; HANNA
 RENWICK <HRENWICK@richlandone.org>; IAN GOULD <IGOULD@richlandone.org>; JAMEL REED
 <JAREED@richlandone.org>; JULIA CAGLE <JCAGLE@richlandone.org>; Jamalee Coburn
 <JCOBURN@richlandone.org>; JEAN EPPS <JEEPPS@richlandone.org>; JUDY FISHER
 <JFISHER@richlandone.org>; Julie Gendil <JGENDIL@richlandone.org>; JENNIFER HATCHER
 <JHATCHER@richlandone.org>; JACOB HUTER <JHUTER@richlandone.org>; JACQUELINE JONES-
 BROWN <JJONES-BROWN@richlandone.org>; JOHN KIRON GONTELA <JKIRON-
 GONTELA@richlandone.org>; JUDY LINER <JLINER@richlandone.org>; Jill Lipscomb
 <JLIPSCOMB@richlandone.org>; JULIE MACKER <JMACKER@richlandone.org>; JO ANN FORD
 <JOFORD@richlandone.org>; JOHN PAYNE <JOPAYNE@richlandone.org>; JONI RAY
 <JORAY@richlandone.org>; JOYCE PARRISH <JPARRISH@richlandone.org>; JOAN PROFFITT
 <JPROFFITT@richlandone.org>; JOHN TATARA <JTATARA@richlandone.org>; JACQUELINE
 TAYLOR <JTAYLOR@richlandone.org>; JANICE THOMAS <JTHOMAS@richlandone.org>; JAMES
 WALKER <JWALKER@richlandone.org>; JUDITH WARNER <JWARNER@richlandone.org>; JANICE
 WASHINGTON <JWASHINGTON@richlandone.org>; KIMBERLY ANDREWS
 <KANDREWS@richlandone.org>; KELLIE BALKO <KBALKO@richlandone.org>; KIMBERLY DONALD
 <KDONALD@richlandone.org>; KIMBERLY HARLEY <KHARLEY@richlandone.org>; KEALA HILLMAN
 <KHILLMAN@richlandone.org>; KAYE ROSE HOUSER <KHouser@richlandone.org>; KIM
 WILLIAMS <KIMWILLIAMS@richlandone.org>; KENNETH LESLIE <KLESLIE@richlandone.org>;
 KIMBERLEY MAY <KMAY@richlandone.org>; KIMBERLY MOURADJIAN
 <KMOURADJIAN@richlandone.org>; KRISHNA PRATAP <KPRATAP@richlandone.org>; KATIE
 RHODES <KRHODES@richlandone.org>; KRISTA JONES <KRJONES@richlandone.org>; KENYETTA
 SINGLETON <KSINGLETON@richlandone.org>; Kathy Stewart <KSTEWART@richlandone.org>;
 KAREN THOMPSON <KTHOMPSON@richlandone.org>; KENYA WATSON
 <KWATSON@richlandone.org>; LALLIE BROWN <LABROWN@richlandone.org>; LAURIE ALLEN
 <LALLEN@richlandone.org>; LARRY LOVE <LALOVE@richlandone.org>; LYNNE BAKER
 <LBAKER@richlandone.org>; Laura Crisan <LCRISAN@richlandone.org>; LISA DeFee
 <LDEFEE@richlandone.org>; LUCY HASKINS <LHASKINS@richlandone.org>; LINDA JOHNSON
 <LJOHNSON@richlandone.org>; LISA JACKSON-CRAWFORD <LJACKSON-
 CRAWFORD@richlandone.org>; Lora Jamison <LJAMISON@richlandone.org>; LINDA MACDONALD
 <LMACDONALD@richlandone.org>; Lara MONETTE <LMONETTE@richlandone.org>; LORETTA

BRUNSON <LOBRUNSON@richlandone.org>; LORRI OCKER <LOCKER@richlandone.org>; LOUISE
 WILLIAMS <LOWILLIAMS@richlandone.org>; LINDA PECKLER <LPECKLER@richlandone.org>;
 LILLIE ROACHER <LROACHER@richlandone.org>; LENORE STACKHOUSE
 <LSTACKHOUSE@richlandone.org>; LOUTRICIA TALPS <LTALPS@richlandone.org>; Louise Taylor
 <LTAYLOR@richlandone.org>; MARCIA ELLISON <MAELLISON@richlandone.org>; MARTHA GRANT
 <MAGRANT@richlandone.org>; MARY AMANFO <MAMANFO@richlandone.org>; MARGUERITE
 ROGERS <MAROGERS@richlandone.org>; MARTIE WALKER <MAWALKER@richlandone.org>;
 MARGARET EDWARDS <MEDWARDS@richlandone.org>; MEGHAN MARRIOTT
 <MEMARRIOTT@richlandone.org>; MARSHA FLATEAU <MFLATEAU@richlandone.org>; MARY
 HOWK <MHOWK@richlandone.org>; MICHELLE MIDDLETON <MIMIDDLETON@richlandone.org>;
 MARY KEELS <MKEELS@richlandone.org>; MAXINE KERSHAW <MKERSHAW@richlandone.org>;
 MELINDA KINLOCH <MKINLOCH@richlandone.org>; MELANIE MAAS <MMAAS@richlandone.org>;
 Marnette McKinney <MMCKINNEY@richlandone.org>; MARGARET MCLEOD
 <MMCLEOD@richlandone.org>; MARY MIDDLETON <MMIDDLETON@richlandone.org>; MARY
 NADORFF <MNADORFF@richlandone.org>; MAUREEN REILLY-PRICE <MREILLY-
 PRICE@richlandone.org>; MARGARET SHOOLBRED <MSHOOLBRED@richlandone.org>; MARLENE
 SIPES <MSIPES@richlandone.org>; MARY VANN <MVANN@richlandone.org>; MAURICE WALKER
 <MWALKER@richlandone.org>; NANCY BRADSHAW <NBRADSHAW@richlandone.org>; NICOLE
 HARRISON <NHARRISON@richlandone.org>; Natasha Jeffreys <NJEFFREYS@richlandone.org>;
 NANCY KRAMER <NKRAMER@richlandone.org>; NANCY LONG <NLONG@richlandone.org>; NANCY
 MAUNZ <NMAUNZ@richlandone.org>; NOREEN POWELL <NPOWELL@richlandone.org>; NYEMA
 RODDY <NRODDY@richlandone.org>; OLIVIA GENERALES <OGENERALES@richlandone.org>;
 PATTIE LEWIS <PALEWIS@richlandone.org>; PATRICIA SMITH <PASMITH@richlandone.org>;
 PATRICIA BENOIT <PBENOIT@richlandone.org>; PATRICIA BLAKELY
 <PBLAKELY@richlandone.org>; PEGGY BOWICK <PBOWICK@richlandone.org>; PATRICIA BUNDY
 <PBUNDY@richlandone.org>; PAIGE DAVIS <PDAVIS@richlandone.org>; PEGGY HARRISON
 <PEHARRISON@richlandone.org>; PAIGE GRIFFIN <PGRIFIN@richlandone.org>; PAMELA
 HAWKINS <PHAWKINS@richlandone.org>; PATRICIA HUFFMAN <PHUFFMAN@richlandone.org>;
 PRECIOUS JACOBS <PJACOBS@richlandone.org>; Pamela KIMBROUGH
 <PKIMBROUGH@richlandone.org>; PAMELA KROLEWICZ <PKROLEWICZ@richlandone.org>;
 PEGGY MAKINS <PMAKINS@richlandone.org>; PHEOBE SMALLS-MALLOY
 <PMALLOY@richlandone.org>; PAULINE NEISLER <PNEISLER@richlandone.org>; RAGHAVARAO
 BODI <RBODI@richlandone.org>; ROBERT BRAZELL <RBRAZELL@richlandone.org>; Roderick Brown
 <RBROWN@richlandone.org>; Rebecca Cantor <RCANTOR@richlandone.org>; REGINA D. JACKSON
 <RJACKSON@richlandone.org>; RONALD KESSLER <RKESSLER@richlandone.org>; REBECCA
 LEWIS <RLEWIS@richlandone.org>; REBECCA LIVINGSTON <RLIVINGSTON@richlandone.org>;
 RHONDA MCNEEL <RMCNEEL@richlandone.org>; ROSALYN MERRIWEATHER
 <RMERRIWEATHER@richlandone.org>; Ross Stewart <ROSTEWART@richlandone.org>; REBECCA
 ROBB <RROBB@richlandone.org>; ROSEMARY SANDERS <RSANDERS@richlandone.org>;
 REBECCA SIPF <RSIPF@richlandone.org>; RUTH MYERS <RUMYERS@richlandone.org>; Robin
 Whitt <RWHITT@richlandone.org>; ROBERT WOOLFORD <RWOOLFORD@richlandone.org>; SARAH
 CRAWFORD <SACRAWFORD@richlandone.org>; SANDY FRAZIER <SAFRAZIER@richlandone.org>;
 SABRINA WALKER <SAWALKER@richlandone.org>; SANDY DRAWDY
 <SDRAWDY@richlandone.org>; SHERRI DREW <SDREW@richlandone.org>; SYLVIA EVANS
 <SEVANS@richlandone.org>; SHELBY FERGUSON <SFERGUSON@richlandone.org>; SONIA
 GUERRA <SGUERRA@richlandone.org>; SHARON ANDERSON
 <SHARANDERSON@richlandone.org>; SHERRIE COLEMAN <SHCOLEMAN@richlandone.org>;
 SHARON MOORE <SHMOORE@richlandone.org>; SHANTHI KAGITHA
 <SKAGITHA@richlandone.org>; SUSAN KEEFE <SKEEFE@richlandone.org>; SARAH LEWIS
 <SLEWIS@richlandone.org>; SABITHA MODALA <SMODALA@richlandone.org>; SONJI BAXTER
 <SOBAXTER@richlandone.org>; SADINA OUTLAW <SOUTLAW@richlandone.org>; SRINIVAS
 PANNELA <SPANNELA@richlandone.org>; SREELATHA PATINHAREPPAT
 <SPATINHAREPPAT@richlandone.org>; SANGEETHA RAJAMANI <SRAJAMANI@richlandone.org>;
 SUDHA RANI-ALAMANDA <SRANI-ALAMANDA@richlandone.org>; SANDRA SAVAGE
 <SSAVAGE@richlandone.org>; SUNITHA SAVILI <SSAVILI@richlandone.org>; Susan Shaw
 <SSHAW@richlandone.org>; SONYA SHEPARD <SSHEPARD@richlandone.org>; SHIRLEY PARKER-
 SNIPE <SSNIPE@richlandone.org>; STEPHANIE PRICE <STPRICE@richlandone.org>; STEPHANIE
 TREVITZ <STREVITZ@richlandone.org>; SUE TYSINGER <STYSINGER@richlandone.org>;
 TAWANNA THOMAS <TATHOMAS@richlandone.org>; TAMIKA WILLIAMS
 <TAWILLIAMS@richlandone.org>; TRACY BUNDY <TBUNDY@richlandone.org>; TERESA EASTERLY
 <TEASTERLY@richlandone.org>; TRACY HALL <THALL@richlandone.org>; THERESA HAMILTON

<THAMILTON@richlandone.org>; TAMARA HAMMOND-RICE <THAMMOND-RICE@richlandone.org>;
THIRUPATHI PUNDRA <TPUNDRA@richlandone.org>; TERRI WEAVER
<TWEAVER@richlandone.org>; TYSON SIMMONS <TYSIMMONS@richlandone.org>; VALERIE
MANNING <VAMANNING@richlandone.org>; VERONICA DRATH <VDRATH@richlandone.org>;
VEENA DSA <VDSA@richlandone.org>; VIOLA HENDLEY <VHENDLEY@richlandone.org>; VIDISHI
NITTURI <VNITTURI@richlandone.org>; VALERIE ODOM <VODOM@richlandone.org>; VICTORIA
OSBORNE <VOSBORNE@richlandone.org>; VERONICA PRIMUS-THOMAS <VPRIMUS-
THOMAS@richlandone.org>; VELMA PRUITT <VPRUITT@richlandone.org>; WAYNE RUSH
<WARUSH@richlandone.org>; WILLOW BLOCKER <WBLOCKER@richlandone.org>; WENDY
FURSTENBERG <WFURSTENBERG@richlandone.org>; WILLA GOODWIN
<WGOODWIN@richlandone.org>; WENDY NEAL <WNEAL@richlandone.org>; YOLANDA BROWN
<YBROWN@richlandone.org>; YVONNE MEANS <YMEANS@richlandone.org>; YVONNE HAMPTON
<YVHAMPTON@richlandone.org>; Brittany Dennis <bcdennis07@yahoo.com>; Lindsay White
<linzcwhite@yahoo.com>; Tanya Wilson <tanya_slp@yahoo.com>
Cc: ANGELA TAYLOR <ANGTAYLOR@richlandone.org>; BRENDA HEANEY
<BHEANEY@richlandone.org>; CATHLEEN COLLINS <CATCOLLINS@richlandone.org>; CAROLYN
BRANHAM <CBRANHAM@richlandone.org>; Christi MULLINS <CHMULLINS@richlandone.org>;
DEBRA GIBBS <DGIBBS@richlandone.org>; DENISE MAYWEATHER
<DMAYWEATHER@richlandone.org>; DORA TUCKER <DORTUCKER@richlandone.org>; Kathy
MINGO <EMINGO@richlandone.org>; FRANCOISE MOORE <FMOORE@richlandone.org>; IVY
JOHNSON <IJOHNSON@richlandone.org>; JANICE MITCHELL <JANMITCHELL@richlandone.org>;
Julie Bible <JBIBLE@richlandone.org>; Kendrick Roach <KEROACH@richlandone.org>; Lisa
DOUTHETT <LDOUTHETT@richlandone.org>; PATRICIA CHARLOTTE
<PACHARLOTTE@richlandone.org>; ROBIN COLETRAIN <RCOLETRAIN@richlandone.org>;
ROSALIND PHELPS-LEGRAND <RPHELPS-LEGRAND@richlandone.org>; ROBBIN TAYLOR
<RTAYLOR@richlandone.org>; SUZY MADDEN <SMADDEN@richlandone.org>; TRAUDEL BECKHAM
<TBECKHAM@richlandone.org>; WANDA BOLAND <WBOLAND@richlandone.org>; Wanda FOUST
<WFOUST@richlandone.org>; YVONNE RUFF <YRUFF@richlandone.org>

Sent: Wed, Oct 7, 2009 4:35 pm

Subject: After School Inservices

REMINDER!!!

After school inservices begin next week. Attendance is not required, but if you do not attend, you are still responsible for the information! The same information is provided at all three sessions, so you just need to attend one:

Tuesday, October 13 - 3:30 - Columbia High School Auditorium
Wednesday, October 14 - 4:15 - Crayton Middle School Cafetorium
Tuesday, October 20 - 3:30 - Lower Richland Media Center
Tuesday, October 20 - 4:30 - New teacher inservice - Lower Richland Media Center
(the topic(s) covered will be different than the other after school sessions and designed for teachers new to the district).

Debbie

Debbie Alexander
Coordinator
Special Education Department 660
803-231-6760

=====
Richland County School District One provides
employee e-mail access for administrative and
instructional uses only. E-mail correspondence
to/from Richland County School District One is
considered public information and is subject
to release under the South Carolina Freedom Of
Information Act or pursuant to subpoena.
=====

MIDLANDS MATH AND BUSINESS
ACADEMY APPEAL HEARING

AFFIDAVIT OF ELSIE WHITE

PERSONALLY appeared before me, Elsie White, who being first duly sworn, deposes and states that the following is based upon her own personal knowledge, except those matters stated upon information and belief, and as to those matters, she believes them to be true:

1. I am the Special Education instructor at Midlands Math and Business Academy charter school ("MMBA").
2. I have been at MMBA since its inception in 2004-2005 academic year, with the exception of the second academic year.
3. I have a master's degree in Special Education and have been working exclusively in the area for almost two decades, and I am certified as special education instructor.
4. I have been an educator for over thirty years, with twenty eight of those years spent in Richland School District One (District) where I served as a music teacher, special education teacher and special education consultant.
5. As a Special Education Consultant, I had a myriad of responsibilities including; making sure students were placed into/out of special education programs according to the law. I was assigned to schools in the Lower Richland and Eau Claire areas. It was my responsibility to conduct placement (multidisciplinary meetings), Hearing Board Manifestation Meetings, and Due Process Hearings (whenever they were requested). It was also my responsibility to read psychological reports, student information reports, and all information related to each individual student in order to contribute to the final special education decision for placement of the student. It was my responsibility to develop the Initial IEP for the students based on the information from reports given by the psychologist, social worker, speech pathologist, the referring teacher(s) and the school.
6. I also had to visit various classrooms and teachers in all of my assigned school to ensure the special education classes were conducted in accordance with the special education laws.

7. I also had to teach new special education teachers and demonstrate novel techniques to them.
8. I had to conduct daily visits when no placement/manifestation meetings were scheduled.
9. At the end of the school year, it was my responsibility to audit IEP's, providing academic assistance, materials and resources and plan in-services.
10. During my time as a Special Education Consultant, I attended many workshops, classes, and in-services to keep me abreast of current special education information and skills. I was an active member of the Council for Exceptional Children, and the Division for Educable Mentally Disabled Students (CEC).
11. Since retiring from Richland One in 1996, I have taught Special Education at Rosewood Elementary, Burton-Pack Elementary, and Mill Creek Elementary. For one year, I was principal at Corrections Corporations of America (CCA) and one year at the Department of Juvenile Justice. I have been teaching Special Education at MMBA for the past four years.
12. I recently attended the University of South Carolina to renew my teaching certificate (January 2008). Among the courses taken were Methods and Procedures for Teaching the Learning Disabled and Methods and Procedures for Teaching the Educable Mentally Disabled. (EDEX 616 and EDEX 712).
13. MMBA has complied with all the laws and regulation regarding special education and in compliance with its charter.
14. I have developed the IEPs for all the students in need of special education and reports have been forwarded to parents on a timely and regular basis as required by statute.

FURTHER AFFIANT SAYETH NAUGHT.

Elsie White

Elsie White

SWORN TO BEFORE ME this

3 day of February, 2010

Glenn A. Harman

Notary Public for South Carolina

My commission expires: April 14, 2018

THIS CERTIFICATE IS A COPY IF THE BLUE COLORED BACKGROUND IS ABSENT

South Carolina State Board of Education

Educator Certificate

Elsie P. White
6608 Cartwright Drive
Columbia, SC 29223

Certificate Number

Social Security Number

Valid Period

Regular Certificate

Class

Experience

Grade

Areas of Certification

- 2-Elementary Education
- 15-Elementary Education
- 16-Elementary Education
- 17-Elementary Education
- 18-Elementary Education
- 19-Elementary Education
- 20-Elementary Education
- 21-Elementary Education
- 22-Elementary Education
- 23-Elementary Education
- 24-Elementary Education
- 25-Elementary Education
- 26-Elementary Education
- 27-Elementary Education
- 28-Elementary Education
- 29-Elementary Education
- 30-Elementary Education
- 31-Elementary Education
- 32-Elementary Education
- 33-Elementary Education
- 34-Elementary Education
- 35-Elementary Education
- 36-Elementary Education
- 37-Elementary Education
- 38-Elementary Education
- 39-Elementary Education
- 40-Elementary Education
- 41-Elementary Education
- 42-Elementary Education
- 43-Elementary Education
- 44-Elementary Education
- 45-Elementary Education
- 46-Elementary Education
- 47-Elementary Education
- 48-Elementary Education
- 49-Elementary Education
- 50-Elementary Education
- 51-Elementary Education
- 52-Elementary Education
- 53-Elementary Education
- 54-Elementary Education
- 55-Elementary Education
- 56-Elementary Education
- 57-Elementary Education
- 58-Elementary Education
- 59-Elementary Education
- 60-Elementary Education
- 61-Elementary Education
- 62-Elementary Education
- 63-Elementary Education
- 64-Elementary Education
- 65-Elementary Education
- 66-Elementary Education
- 67-Elementary Education
- 68-Elementary Education
- 69-Elementary Education
- 70-Elementary Education
- 71-Elementary Education
- 72-Elementary Education
- 73-Elementary Education
- 74-Elementary Education
- 75-Elementary Education
- 76-Elementary Education
- 77-Elementary Education
- 78-Elementary Education
- 79-Elementary Education
- 80-Elementary Education
- 81-Elementary Education
- 82-Elementary Education
- 83-Elementary Education
- 84-Elementary Education
- 85-Elementary Education
- 86-Elementary Education
- 87-Elementary Education
- 88-Elementary Education
- 89-Elementary Education
- 90-Elementary Education
- 91-Elementary Education
- 92-Elementary Education
- 93-Elementary Education
- 94-Elementary Education
- 95-Elementary Education
- 96-Elementary Education
- 97-Elementary Education
- 98-Elementary Education
- 99-Elementary Education
- 100-Elementary Education

Jim Rex
Jim Rex
State Superintendent of Education
Please refer to the back of this certificate for additional information.
Date Printed: 08/06/2008

THIS CERTIFICATE IS A COPY IF THE BLUE COLORED BACKGROUND IS ABSENT

MIDLANDS MATH AND BUSINESS
ACADEMY APPEAL HEARING

) AFFIDAVIT OF WARDAH AMEEN
)
)

PERSONALLY appeared before me, Wardah Ameen, who being first duly sworn, deposes and states that the following is based upon her own personal knowledge, except those matters stated upon information and belief, and as to those matters, she believes them to be true:

1. I am the parent of a student who attends Midlands Math and Business Academy charter school ("MMBA").
2. My child required Special Education.
3. Ms. White was available to answer any questions and provide guidance on how to assist my child in getting a psychological evaluation completed.
4. My child was not placed in a special education at MMBA. MMBA had to have an independent evaluation completed after Richland School District One Special Education Department did not follow through.
5. Most of the help my child received regarding Special Education started after I filed a complaint to Protection and Advocacy and then subsequently the Department of Education regarding the lack of assistance from Richland School District One. (See attached response from the Department of Education regarding my child).
6. Since the response from the State Department of Education, MMBA and the District have provided us with what my child needed.

FURTHER AFFIANT SAYETH NAUGHT.

Wardah Ameen

SWORN TO BEFORE ME this

12 day of February, 2010

[Signature]
Notary Public for Lexington

My commission expires:

July 26, 2012



Together, we can.

July 23, 2007

Ms. Marilyn Davis
Executive Director, Special Services
Richland County School District One
1225 Oak Street
Columbia, South Carolina 29204

Dear Ms. Davis:

The complaint filed against Richland County School District One (District) by Wardah Ameen (Complainant) on behalf of her son, Azizuddin Ameen (Student), a student with a specific learning disability, was reviewed along with the District's written response to the complaint. Although the Complainant was provided an opportunity to submit written comments in reply to the District's written response, the Complainant indicated that she did not want to submit any comments. After carefully reviewing the information submitted by each party and applying the Individuals with Disabilities Education Act (IDEA), the applicable federal and State Board of Education (SBE) regulations, and State Department of Education (SDE) policies and procedures, a decision was rendered in the following manner.

Issue 1

Did the District fail to reevaluate the Student in a timely manner?

Findings of Fact

- The Student qualifies for special education and related services under the IDEA as a student with a specific learning disability (LD).
- The Student attended Clara Muhammad School, a private student and received special education and related services through a services plan at Hyatt Park Elementary School in the District during the 2002-03 and 2003-04 school years.
- The Student began attending Midlands Math and Business Academy (School), a charter school within the District in August 2004. The Student began the 2006-07 school year in the eighth grade at Midlands Math and Business Academy.
- The Complainant alleges that upon his enrollment at Midlands Math and Business Academy in August 2004, she was informed by a resource teacher at the School that the Student needed to be reevaluated to determine if he still

Ms. Marilyn Davis
Page 2 of 7
July 23, 2007

qualified for special education and related services because he had not been evaluated in three years. The Complainant also alleges that she completed paperwork requesting a reevaluation for the Student.

- The District acknowledges that there is no record that there were any individualized education programs (IEPs) developed for the Student since his enrollment in the School in August 2004.
- The District also acknowledges that a referral for a reevaluation was received by the District's Special Education Department on March 9, 2005, and forwarded to the District's Support Services Department on March 14, 2005. The District further states that there is no record of the referral's information; of a reevaluation being scheduled; or any follow-up with the School.
- The District acknowledges that there is no written parental consent form for a reevaluation on file with the District, nor was there a record that prior written notice (PWN) was issued to the Complainant. The only information the District located relating to this issue was a one page referral form.
- The School evaluated the Student on May 19, 2007. The School was to provide the Districts with the evaluation results by July 9, 2007.
- The District convened an IEP meeting on July 11, 2007, to discuss the results of the evaluation conducted on May 19, 2007, develop a reevaluation plan and an IEP, if appropriate. The District planned to discuss whether the Student requires compensatory services.

Conclusion

S.C. Code Ann. Section 59-40-40 (Supp. 2006) states in part that

(1) A "charter school" means a public, nonsectarian, nonreligious, nonhome-based, nonprofit corporation forming a school which operates within a public school district, but is accountable to the local school board of trustees of that district, which grants its charter and (2) A charter school: (a) is considered a public school and part of the South Carolina Public School District or local school district in which it is located for the purposes of state law and the state constitution; (b) is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. In this case, the charter school is a part of the District

Ms. Marilyn Davis
Page 3 of 7
July 23, 2007

Because of the wording in the statute, the SDE is required under the IDEA to ensure that each charter school in the state serves all students with disabilities. The federal language is found in the 2006 amendments to the IDEA regulations at C.F.R. § 300.312 and clearly states that if the public charter school is a school of a local educational agency (LEA) and the LEA receives IDEA funding, the LEA is responsible for ensuring that the requirements of the IDEA are met regarding the provision of a free appropriate public education (FAPE) to students with disabilities in the charter school, unless state law assigns that responsibility to some other entity. Currently state law does not assign this responsibility to another entity. Therefore, the responsibility to ensure that students with disabilities are appropriately identified, evaluated, placed, and provided a FAPE rests solely with the LEA and the LEA must ensure that students with disabilities in its charter schools are served in the same manner as any other school within the District.

The IDEA and SBE regulations require school districts/public agencies to conduct reevaluations at least every three years, and more frequently if conditions warrant or if the student's parent or teacher request one. Existing evaluation data, however, should be reviewed to determine if any other data is needed to make decisions about a student's eligibility and services. If an IEP team, which included the parent, and other qualified professionals conclude that additional data is not needed, the school district is not required to perform a reevaluation at that time. In such a case, the District must notify the student's parents in writing of the determination and the basis for it and inform the parents of their right to request an assessment.

Documentation confirms that the District never conducted a reevaluation review within three years of the Student's initial evaluation and that an IEP team was never convened to implement the Student's existing IEP or determine if the Student continued to be eligible to receive special education and related services upon his enrollment at the School in August 2004. Based upon the information and documentation provided by the parties, the District failed to reevaluate the Student in a timely manner. Therefore a violation occurred.

Issue 2

Did the District fail to provide the Student a FAPE?

Findings of Fact

- The Complainant alleges that the District failed to provide the Student with any special education and related services.
- The District acknowledges that they did not provide the Student with any special education and related services since his enrollment in the School in August 2004.

Conclusion

Each school district/agency in the state is mandated by the IDEA to provide students with disabilities a FAPE, which includes special education and related services, to meet the unique needs of students with disabilities and to ensure them continued access to the general curriculum. Documentation submitted in this case confirms that the District failed to provide educational services to the Student for the entire 2004-05, 2005-06, and 2006-07 school years. In the District's written response letter dated June 25, 2007, the District admitted that it failed to provide the Student with any educational services. As a result, the Student failed to receive his special education and related services and was denied his right to a FAPE. Therefore a violation occurred.

The District is reminded that in making a determination of the amount of appropriate compensatory services, the Student's IEP team cannot apply a mechanical calculation with an amount of services based solely upon administrative convenience, convenience to the parent, or an hour-for-hour calculation of the time of deprivation without evidence of any further analysis. The IEP is required to keep in mind that the purpose of the proposed compensatory services is to restore the Student to the position she would have been in absent the District's violation of her IEP. The District is required to determine the amount of appropriate compensatory services needed to overcome the Student's lost education opportunities during the 2006-07 year.

Corrective Actions

When allegations of noncompliance are substantiated during the complaint investigation process, corrective actions are required. As a result, the District must complete the following corrective actions:

- 1) The District must provide a written assurance, signed and dated by both the district superintendent and the director of special services, that the areas of noncompliance outlined in this report will be appropriately addressed and immediately corrected. This documentation shall be submitted no later than **Friday, August 17, 2007**.
- 2) Convene the Student's IEP team with all appropriate members no later than **Friday, August 10, 2007**, to review the Student's evaluation and determine the Student's primary disability and eligibility for special education and related services, and determine what additional information is necessary to ensure the Student is appropriately identified and placed. Submit documentation in the form of minutes or conference summaries from the IEP meeting and subsequent meetings, if applicable, no later than **Friday, August 17, 2007**. Documentation shall detail the sources of information utilized to make a determination as to the Student's eligibility.

- 3) Convene the Student's IEP team with the appropriate persons no later than Friday, **August 10, 2007**, to determine the impact the District's violations had on the Student and to determine whether the Student requires any additional compensatory services for the 2004-05, 2005-06, and 2006-07 school years due to the District's failure to provide any special education and related services over this period of time. If compensatory services are deemed necessary, the team must determine what amount of compensatory services and the nature of those services owed to the Student as a result of the District's violations. If compensatory services are determined necessary, the District shall ensure that the IEP team develops a compensatory services plan that includes a description of all compensatory services, the personnel responsible for providing the services, the timeline for completing the delivery of the services, including the specific documentation that the District will use to verify that all compensatory services are delivered.

The District is required to submit a detailed explanation as to how the IEP team made its determination of compensatory services. A statement that an individualized determination was made by the Student's IEP team, without a detailed explanation of the process used to make the determination, including documentation of the results of any achievement tests or other instruments administered to the Student to determine his current levels of academic and functional skills and need will not be accepted. The IEP team must also determine a method for monitoring the Student's progress during the provision of any necessary compensatory services. This documentation must be submitted no later than **Friday, August 17, 2007**.

- 4) Submit documentation on a quarterly basis of the provision of compensatory reading services to the Student as a result of the District's failure to provide any special education and related services during the 2004-05, 2005-06, and 2006-07 school years. This documentation shall be submitted every three months, with the first report due on or no later than **Friday, November 30, 2007**, and the final report provided no later than **Friday, May 30, 2008**.
- 5) The District also needs to develop a system to track referrals for evaluations and reevaluations for students with disabilities at Midlands Math and Business Academy and Carolina School for Inquiry, and any new charter schools approved by the local board of trustees. The new tracking system must be implemented no later than the start of the 2007-08 school year. The tracking system should be aimed at eliminating the failure to conduct evaluations in a timely manner.

- 6) Submit documentation in the form of all referrals for evaluations and reevaluations made on behalf of students at Midlands Math and Business Academy and Carolina School for Inquiry for the 2004-05, 2005-06, and 2006-07 school years. This documentation shall be submitted no later than **Friday, August 17, 2007**, and shall include the referral, the minutes or summaries from the evaluation planning team meeting where the determination to evaluate was made if applicable, the dates the permission to evaluate forms were signed, the dates that the evaluations were completed, and prior written notice if the District refused the request for the evaluation.
- 7) Develop a comprehensive training plan for special education teachers, school psychologists, administrators, and all other appropriate staff at Midlands Math and Business Academy and Carolina School for Inquiry that addresses evaluation and reevaluation procedures and timelines, and the need to conduct IEP team meetings in order to add services to students' IEPs. The training plan must include names and positions of staff that will be trained, materials and resources that will be used, timelines, and a description of how the District will follow up and evaluate the effectiveness of the training. The District must submit its training plan no later than **August 17, 2007**. Upon completion of the training, the District shall submit documentation of all aspects of training implementation, evaluation of effectiveness, and a description of specific on-going strategies to ensure compliance regarding evaluation procedures and timelines, and the need to conduct IEP meetings in order to add services to students' IEPs. Training shall be completed and verification of training completion submitted by **October 12, 2007**.

This complaint is considered to be in the process of being resolved. It, however, cannot be closed until the District completes the required corrective actions. Both parties retain any and all rights provided under federal and state law, including the right to mediation and a due process hearing, to further pursue this matter.

Ms. Marilyn Davis
Page 7 of 7
July 23, 2007

Thank you for your continued cooperation during the investigation and resolution of this matter. If you have any questions, please do not hesitate to call me at 803-734-8783.

Sincerely,



Lorraine R. Caprio, Complaint Investigator
Office of General Counsel

c: Allen Coles, District Superintendent
Wardah Ameen, Complainant
Michelle Spradley, Principal, Midlands Math and Business Academy
Susan Williams, Esquire, Coordinator of Legal Services

) AFFIDAVIT OF

1. I am the parent of a student who attends Midlands Math and Business Academy charter school ("MMBA").
2. My child requires Special Education.
3. We have regularly received progress reports and updates regarding our child.
4. Ms. White has been available to answer any questions and provide additional guidance on how to assist our child.
5. My child is receiving all the attention needed to enhance their academics.

Helmer Lund parent of Julius Groves

My commission expires: April 14, 2018

MIDLANDS MATH AND BUSINESS
ACADEMY APPEAL HEARING

)
)
) AFFIDAVIT OF
)
)
)

PERSONALLY appeared before me, x Marsha, who
being first duly sworn, deposes and states that the following is based upon her
own personal knowledge, except those matters stated upon information and
belief, and as to those matters, she believes them to be true:

1. I am the parent of a student who attends Midlands Math and
Business Academy charter school ("MMBA").
2. My child requires Special Education.
3. We have regularly received progress reports and updates regarding
our child.
4. Ms. White has been available to answer any questions and provide
additional guidance on how to assist our child.
5. My child is receiving all the attention needed to enhance their
academics.

FURTHER AFFIANT SAYETH NAUGHT.

x Marsha

SWORN TO BEFORE ME this

10 day of February, 2010

Chirajabai V. V.
Notary Public for _____ My Commission Expires
My commission expires: February 10, 2014

1) AFFIDAVIT OF

1. I am the parent of a student who attends Midlands Math and Business Academy charter school ("MMBA").
2. My child requires Special Education.
3. We have regularly received progress reports and updates regarding our child.
4. Ms. White has been available to answer any questions and provide additional guidance on how to assist our child.
5. My child is receiving all the attention needed to enhance their academics.

Shawn Evans

My commission expires: April 14, 2018

)
)
) **AFFIDAVIT OF**
)
)
)

1. I am the parent of a student who attends Midlands Math and Business Academy charter school ("MMBA").
2. My child requires Special Education.
3. We have regularly received progress reports and updates regarding our child.
4. Ms. White has been available to answer any questions and provide additional guidance on how to assist our child.
5. My child is receiving all the attention needed to enhance their academics.

Louvenne Yvonne

9 day of February, 2010

Gloria L. Harman
Notary Public for SC

My commission expires:

April 14, 2028

)
)
) **AFFIDAVIT OF**
)
)
)

Vernia Ritter Rivers,

- 4. Ms. White has been available to answer any questions and provide additional guidance on how to assist our child.
5. My child is receiving all the attention needed to enhance their academics.

Samuel Peter Sims

8th day of February, 2010

Elizabeth Wine

Frankie
Tyler

MIDLANDS MATH AND BUSINESS
ACADEMY APPEAL HEARING

) AFFIDAVIT OF
)
)
)
)

PERSONALLY appeared before me, Ella Wells, who
being first duly sworn, deposes and states that the following is based upon her
own personal knowledge, except those matters stated upon information and
belief, and as to those matters, she believes them to be true:

1. I am the parent of a student who attends Midlands Math and
Business Academy charter school ("MMBA").
2. My child requires Special Education.
3. We have regularly received progress reports and updates regarding
our child.
4. Ms. White has been available to answer any questions and provide
additional guidance on how to assist our child.
5. My child is receiving all the attention needed to enhance their
academics.

FURTHER AFFIANT SAYETH NAUGHT.

Ella Wells

SWORN TO BEFORE ME this

9 day of February, 2010

Gloria S. Gorman

Notary Public for South Carolina

My commission expires: April 14, 2018

Student
Tony

MIDLANDS MATH AND BUSINESS
ACADEMY APPEAL HEARING

)
)
) AFFIDAVIT OF
)
)
)

PERSONALLY appeared before me, Ariisa Blackman, who
being first duly sworn, deposes and states that the following is based upon her
own personal knowledge, except those matters stated upon information and
belief, and as to those matters, she believes them to be true:

1. I am the parent of a student who attends Midlands Math and
Business Academy charter school ("MMBA").
2. My child requires Special Education.
3. We have regularly received progress reports and updates regarding
our child.
4. Ms. White has been available to answer any questions and provide
additional guidance on how to assist our child.
5. My child is receiving all the attention needed to enhance their
academics.

*I have had no problems with Ms. Whites performance
as my son's (Avery Blackman) Teacher.*
FURTHER AFFIANT SAYETH NAUGHT.

[Signature]
x _____

SWORN TO BEFORE ME this

9 day of February, 2010

Gloria S. Dorman
Notary Public for South Carolina

My commission expires: April 14, 2018

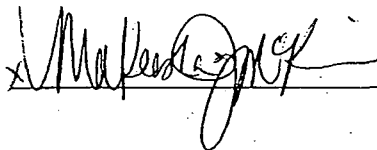
MIDLANDS MATH AND BUSINESS
ACADEMY APPEAL HEARING

)
)
) AFFIDAVIT OF
)
)
)

PERSONALLY appeared before me, , who
being first duly sworn, deposes and states that the following is based upon her
own personal knowledge, except those matters stated upon information and
belief, and as to those matters, she believes them to be true:

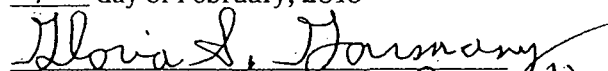
1. I am the parent of a student who attends Midlands Math and
Business Academy charter school ("MMBA").
2. My child requires Special Education.
3. We have regularly received progress reports and updates regarding
our child.
4. Ms. White has been available to answer any questions and provide
additional guidance on how to assist our child.
5. My child is receiving all the attention needed to enhance their
academics.

FURTHER AFFIANT SAYETH NAUGHT.

 2/8/10

SWORN TO BEFORE ME this

9 day of February, 2010


Notary Public for South Carolina

My commission expires: April 14, 2018

1121

Comparison of MMBA PACT Scores to Richland School District One PACT Scores

Presented by:
Samuel M. Mokeba, Esquire
Baker Ravenel & Bender, L.L.P.

Elementary Level: English and Language Arts

- ▶ Percent of Students Scoring Below Basic in 2008:
 - MMBA: 35%
 - RSD1: 25%
- ▶ Percent Change In Students Scoring Below Basic from 2005 - 2008:
 - MMBA: 1% Increase
 - RSD1: 1.83% Decrease
 - RSD1 (05): 19.1, 24.3, 29.7 = 24.36%
 - RSD1 (08): 15.5, 22.5, 29.6 = 22.53%

Elementary Level: English and Language Arts (cont.)

- ▶ Percent of Students Scoring Proficient or Advanced in 2008:
 - MMBA: 17.5%
 - RSD1: 36.2%
- ▶ Percent Change in Students Scoring Proficient or Advanced from 2005-2008:
 - MMBA: 8.5% Increase
 - RSD1: 3.36% Increase
 - RSD1 (05): 40.5, 7.5; 28.5, 2.6; 21.5, 1.3 = 33.97%
 - RSD1 (08): 39.0, 9.1; 35.4, 4.1; 22.6, 1.8 = 37.33%

Elementary Level Math

- ▶ Percent of Students Scoring Below Basic in 2008:
 - MMBA: 40%
 - RSD1: 33.3%
- ▶ Percent Change In Students Scoring Below Basic from 2005 - 2008:
 - MMBA: 25.9% Decrease
 - RSD1: 3.66% Increase
 - RSD1 (05): 27.8, 29.4, 33.6 = 30.27%
 - RSD1 (08): 36.4, 31.8, 33.6 = 33.93%

Elementary Level Math (cont.)

- ▶ Percent of Students Scoring Proficient or Advanced in 2008:
 - MMBA: 20 %
 - RSD1: 27.1 %
- ▶ Percent Change in Students Scoring Proficient or Advanced from 2005–2008:
 - MMBA: 12.7% Increase
 - RSD1: 1.67% Increase
 - RSD1 (05): 15, 5.6; 20.4, 10.3 : 12.7, 9.3 = 24.43%
 - RSD1 (08): 10.9, 9.3; 15, 16.8; 15.5, 10.8 = 26.1%

Elementary Level Science

- ▶ Percent of Students Scoring Below Basic in 2008:
 - MMBA: 59.3%
 - RSD1: 45.4%
- ▶ Percent Change In Students Scoring Below Basic from 2005 – 2008:
 - MMBA: 1.7 % Decrease
 - RSD1: 6.03% Decrease
 - RSD1 (05): 52, 50.4, 58.2 = 53.4%
 - RSD1 (08): 43.7, 43.7, 54.7 = 47.37%

Elementary Level Science (cont.)

- ▶ Percent of Students Scoring Proficient or Advanced in 2008:
 - MMBA: 3.7%
 - RSD1: 22.9%
- ▶ Percent Change in Students Scoring Proficient or Advanced from 2005–2008:
 - MMBA: 6.1% Decrease
 - RSD1: 5.97% Increase
 - RSD1 (05): 11.4, 3.4; 11.5, 6.7; 7.1, 7.4 = 15.83%
 - RSD1 (08): 15.1, 6.9; 12.5, 10.7; 8.6, 11.6 = 21.8%

Elementary Level Social Studies

- ▶ Percent of Students Scoring Below Basic in 2008:
 - MMBA: 41.4%
 - RSD1: 33.7%
- ▶ Percent Change In Students Scoring Below Basic from 2005 – 2008:
 - MMBA: 12.3% Decrease
 - RSD1: 5.3% Decrease
 - RSD1 (05): 37, 32, 53 = 40.67%
 - RSD1 (08): 27, 32.7, 46.4 = 35.37%

Elementary Level Social Studies (cont.)

- ▶ Percent of Students Scoring Proficient or Advanced in 2008:
 - MMBA: 13.8%
 - RSD1: 27.8%
- ▶ Percent Change in Students Scoring Proficient or Advanced from 2005–2008:
 - MMBA: 11.4% Increase
 - RSD1: 9.44% Increase
 - RSD1 (05): 12.3, 5.8; 13.2, 5.6; 7.4, 6.2 = 16.83%
 - RSD1 (08): 13.7, 12.4; 15.3, 12.6; 13.3, 11.5 = 26.27%

Elementary Level Summary (2005–2008)

- ▶ MMBA Average Total Decrease in Students Scoring Below Basic: 9.725%
- ▶ RSD1 Average Total Decrease in Students Scoring Below Basic: 2.375%
- ▶ MMBA Average Total Increase in Students Scoring Proficient or Advanced: 6.625%
- ▶ RSD1 Average Total Increase in Students Scoring Proficient or Advanced: 5.11%

Middle Level English and Language Arts

- ▶ Percent of Students Scoring Below Basic in 2008:
 - MMBA: 47.5%
 - RSD1: 37%
- ▶ Percent Change In Students Scoring Below Basic from 2005 – 2008:
 - MMBA: 13.2% Decrease
 - RSD1: 2.84% Decrease
 - RSD1 (05): 45.3, 35.5, 33.1 = 37.97%
 - RSD1 (08): 33.2, 34.9, 37.3 = 35.13%

Middle Level English and Language Arts (cont.)

- ▶ Percent of Students Scoring Proficient or Advanced in 2008:
 - MMBA: 17.5%
 - RSD1: 24.5%
- ▶ Percent Change in Students Scoring Proficient or Advanced from 2005–2008:
 - MMBA: 7.7% Increase
 - RSD1: 3.44% Increase
 - RSD1 (05): 16.1, 5.4; 15.7, 2; 18.4, 6.4 = 21.33%
 - RSD1 (08): 22.4, 8.1; 18.3, 3.4; 17.1, 5 = 24.77%

Middle Level Math

- ▶ Percent of Students Scoring Below Basic in 2008:
 - MMBA: 43.8%
 - RSD1: 38.2%
- ▶ Percent Change In Students Scoring Below Basic from 2005 – 2008:
 - MMBA: 11.9% Decrease
 - RSD1: 1.76% Decrease
 - RSD1 (05): 31.3, 39.4, 47.3 = 39.33%
 - RSD1 (08): 35.5, 31.8, 45.4 = 37.57%

Middle Level Math (cont.)

- ▶ Percent of Students Scoring Proficient or Advanced in 2008:
 - MMBA: 15%
 - RSD1: 23.6%
- ▶ Percent Change in Students Scoring Proficient or Advanced from 2005–2008:
 - MMBA: 0.2% Increase
 - RSD1: 0.2% Decrease
 - RSD1 (05): 19.1, 9.5, 13.9, 10.2, 11.2, 6.5 = 23.47%
 - RSD1 (08): 15.9, 14.6, 12.4, 11.8, 8.8, 6.3 = 23.27%

Middle Level Science

▶ Percent of Students Scoring Below Basic in 2008:

- MMBA: 50%
- RSD1: 42.3%

▶ Percent Change In Students Scoring Below Basic from 2005 – 2008:

- MMBA: 22.1% Decrease
- RSD1: 5.6% Decrease
 - RSD1(05): 56.7, 50.5, 52.5 = 53.23%
 - RSD1(08): 57.5, 37, 48.4 = 47.63%

Middle Level Science (cont.)

▶ Percent of Students Scoring Proficient or Advanced in 2008:

- MMBA: 12.1 %
- RSD1: 27.5 %

▶ Percent Change in Students Scoring Proficient or Advanced from 2005–2008:

- MMBA: 1% Decrease
- RSD1: 7.83% Increase
 - RSD1 (05) – 9.3, 8.6, 8.5, 8.3, 8.2, 8.6 = 17.17
 - RSD1(08) –10.9, 12.5, 11.4, 17.5, 11.6, 11.1 = 25

Middle Level Social Studies

▶ Percent of Students Scoring Below Basic in 2008:

- MMBA: 55.4%
- RSD1: 42.3%

▶ Percent Change In Students Scoring Below Basic from 2005 – 2008:

- MMBA: 6.2% Increase
- RSD1: 7.56% Decrease
 - RSD1 (05): 42.3, 53.3, 48.8 = 48.13%
 - RSD1 (08): 29.2, 53.5, 39 = 40.57%

Middle Level Social Studies (cont.)

▶ Percent of Students Scoring Proficient or Advanced in 2008:

- MMBA: 12.5%
- RSD1: 26.6%

▶ Percent Change in Students Scoring Proficient or Advanced from 2005–2008:

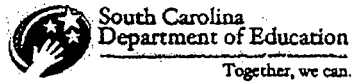
- MMBA: 1% Increase
- RSD1: 8.46% Increase
 - RSD1 (05): 12, 12.7, 7.5, 6.5, 8.3, 6.9 = 17.97%
 - RSD1 (08): 17.1, 20.6, 6.9, 14.6, 11.4, 8.7 = 26.43%

Middle Level Summary (2005-2008)

- MMBA Average Total Decrease in Students Scoring Below Basic: 10.25%
- RSD1 Average Total Decrease in Students Scoring Below Basic: 4.46%

- MMBA Average Total Increase in Students Scoring Proficient or Advanced: 1.98%
- RSD1 Average Total Increase in Students Scoring Proficient or Advanced: 4.88%

[Home](#) | [Superintendent](#) | [The Agency](#) | [Login](#)
[Help](#) | [Contact](#)



- [Parents](#)
- [Students](#)
- [Educators](#)

[Home](#) » [Topics](#) » [Assessment](#) » [Scores](#) » [PACT](#) » [2005](#) » [Richland 1](#) » [Richland 1 Scores](#)

Richland 1 - 2005 - PACT

Richland 1 District - 2005 PACT Test Scores -

All Student Scores by Grade

English/Language Arts

Grade	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
3	1671	19.1	32.9	40.5	7.5	80.9
4	1692	24.3	44.5	28.5	2.6	75.7
5	1746	29.7	47.4	21.5	1.3	70.3
6	1879	45.3	33.2	16.1	5.4	54.7
7	1757	35.5	46.8	15.7	2	64.5
8	1746	33.1	42.2	18.4	6.4	66.9

Mathematics

Grade	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
3	1740	27.8	51.6	15	5.6	72.2
4	1751	29.4	39.8	20.4	10.3	70.6
5	1794	33.6	44	12.7	9.8	66.4
6	1911	31.3	40	19.1	9.5	68.7
7	1786	39.4	36.4	13.9	10.2	60.6
8	1766	47.3	35	11.2	6.5	52.7

Science

Grade	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
3	1846	52	33.3	11.4	3.4	48
4	1801	50.4	31.4	11.5	6.7	49.6
5	1897	58.2	27.3	7.1	7.4	41.8

Social Studies

Grade	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
3	1843	37	45	12.3	5.8	63
4	1798	32	49.2	13.2	5.6	68
5	1891	53	33.4	7.4	6.2	47

6	1991	56.7	25.4	9.3	8.6	43.3	6	1989	42.3	33	12	12.7	57.7
7	1854	50.5	32.7	8.5	8.3	49.5	7	1852	53.3	32.6	7.5	6.5	46.7
8	1833	52.5	30.7	8.2	8.6	47.5	8	1835	48.8	35.9	8.3	6.9	51.2

Scores by Demographic

Grade 3

English/Language Arts

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1671	19.1	32.9	40.5	7.5	80.9
Male	814	24.9	35.4	35	4.7	75.1
Female	853	13.6	30.6	45.5	10.3	86.4
White	310	3.2	18.1	57.4	21.3	96.8
African-American	1300	23	36.9	35.8	4.2	77
Asian/Pacific Is.	10	10	10	40	40	90
Hispanic	36	25	25	47.2	2.8	75
Am. Indian/Alaskan	1					
Disabled	136	37.5	36.8	23.5	2.2	62.5
Not Disabled	1535	17.5	32.6	42	8	82.5
Migrant						
Non-migrant	1671	19.1	32.9	40.5	7.5	80.9
Limited Eng. Prof.	36	25	19.4	47.2	8.3	75
Non-LEP	1635	19	33.2	40.3	7.5	81
Subsidized Meals	1140	23.4	37.9	35.4	3.2	76.6
Full-Pay Meals	531	9.8	22.2	51.2	16.8	90.2

Science

Mathematics

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1740	27.8	51.6	15	5.6	72.2
Male	859	29.7	51.1	13.7	5.5	70.3
Female	877	26	52	16.2	5.8	74
White	319	6.9	41.7	31	20.4	93.1
African-American	1355	32.9	53.9	11.1	2	67.1
Asian/Pacific Is.	11	9.1	36.4	27.3	27.3	90.9
Hispanic	38	28.9	47.4	15.8	7.9	71.1
Am. Indian/Alaskan	1					
Disabled	189	54	37.6	6.9	1.6	46
Not Disabled	1551	24.6	53.3	16	6.1	75.4
Migrant						
Non-migrant	1740	27.8	51.6	15	5.6	72.2
Limited Eng. Prof.	41	29.3	46.3	14.6	9.8	70.7
Non-LEP	1699	27.8	51.7	15	5.5	72.2
Subsidized Meals	1197	33.7	53.5	10.4	2.4	66.3
Full-Pay Meals	543	14.9	47.3	25	12.7	85.1

Social Studies

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard		Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1846	52	33.3	11.4	3.4	48	All Students	1843	37	45	12.3	5.8	63
Male	934	54.5	31.8	10.4	3.3	45.5	Male	930	41.2	41.8	11.5	5.5	58.8
Female	908	49.2	34.8	12.6	3.4	50.8	Female	909	32.7	48.1	13.2	6.1	67.3
White	326	16.3	35.6	35.6	12.6	83.7	White	326	12	38	27.6	22.4	88
African-American	1457	60.3	32.7	6	1	39.7	African-American	1454	42.6	46.6	9	1.7	57.4
Asian/Pacific Is.	10	20	30	20	30	80	Asian/Pacific Is.	10	10	40	30	20	90
Hispanic	38	55.3	28.9	7.9	7.9	44.7	Hispanic	38	47.4	34.2	5.3	13.2	52.6
Am. Indian/Alaskan	1						Am. Indian/Alaskan	1					
Disabled	302	76.5	18.5	4	1	23.5	Disabled	299	66.9	27.4	3.3	2.3	33.1
Not Disabled	1544	47.2	36.1	12.9	3.8	52.8	Not Disabled	1544	31.2	48.4	14.1	6.4	68.8
Migrant							Migrant						
Non-migrant	1846	52	33.3	11.4	3.4	48	Non-migrant	1843	37	45	12.3	5.8	63
Limited Eng. Prof.	39	56.4	23.1	17.9	2.6	43.6	Limited Eng. Prof.	39	43.6	43.6	10.3	2.6	56.4
Non-LEP	1807	51.9	33.5	11.3	3.4	48.1	Non-LEP	1804	36.8	45	12.4	5.8	63.2
Subsidized Meals	1291	61.3	31	6.6	1.1	38.7	Subsidized Meals	1286	44.5	45.8	7.6	2.1	55.5
Full-Pay Meals	555	30.1	38.6	22.7	8.6	69.9	Full-Pay Meals	557	19.6	43.1	23.2	14.2	80.4

Grade 4

English/Language Arts

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1692	24.3	44.5	28.5	2.6	75.7
Male	865	30.2	43.8	24.4	1.6	69.8
Female	826	18.3	45.2	32.9	3.6	81.7
White	311	7.7	24.1	57.6	10.6	92.3
African-American	1319	28.7	49.3	21.2	0.8	71.3

Mathematics

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1751	29.4	39.8	20.4	10.3	70.6
Male	903	29.8	40.4	18.5	11.3	70.2
Female	847	29	39.2	22.4	9.3	71
White	316	7.6	22.2	34.5	35.8	92.4
African-American	1366	34.7	43.9	16.8	4.5	65.3

Asian/Pacific Is.	10	10	50	40		90
Hispanic	43	14	39.5	44.2	2.3	86
Am. Indian/Alaskan						
Disabled	119	55.5	33.6	10.9		44.5
Not Disabled	1573	22	45.3	29.9	2.8	78
Migrant	1					
Non-migrant	1691	24.4	44.5	28.5	2.6	75.6
Limited Eng. Prof.	32	25	43.8	28.1	3.1	75
Non-LEP	1660	24.3	44.5	28.6	2.6	75.7
Subsidized Meals	1136	29.8	49.6	20.2	0.5	70.2
Full-Pay Meals	556	13.3	34.2	45.7	6.8	86.7

Science

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1801	50.4	31.4	11.5	6.7	49.6
Male	947	53.5	29	11.2	6.2	46.5
Female	849	46.6	34.3	11.9	7.2	53.4
White	318	13.5	33	27.7	25.8	86.5
African-American	1414	59.2	30.8	7.7	2.3	40.8
Asian/Pacific Is.	10	10	60	20	10	90
Hispanic	44	34.1	36.4	18.2	11.4	65.9
Am. Indian/Alaskan						
Disabled	214	76.2	19.6	1.9	2.3	23.8
Not Disabled	1587	46.9	33	12.9	7.2	53.1
Migrant	1					
Non-migrant	1800	50.4	31.4	11.5	6.7	49.6
Limited Eng. Prof.	33	42.4	39.4	12.1	6.1	57.6
Non-LEP	1768	50.5	31.3	11.5	6.7	49.5

Asian/Pacific Is.	10	10	30	50	10	90
Hispanic	45	17.8	42.2	28.9	11.1	82.2
Am. Indian/Alaskan						
Disabled	160	56.9	30.6	10	2.5	43.1
Not Disabled	1591	26.6	40.7	21.5	11.1	73.4
Migrant	1					
Non-migrant	1750	29.4	39.8	20.4	10.3	70.6
Limited Eng. Prof.	38	34.2	42.1	15.8	7.9	65.8
Non-LEP	1713	29.3	39.8	20.5	10.4	70.7
Subsidized Meals	1188	35	44.9	16.2	4	65
Full-Pay Meals	563	17.6	29.1	29.5	23.8	82.4

Social Studies

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1798	32	49.2	13.2	5.6	68
Male	944	37.2	45.9	11.5	5.4	62.8
Female	849	26	53	15.2	5.8	74
White	320	10	37.2	29.1	23.8	90
African-American	1410	37.3	52.1	9.2	1.4	62.7
Asian/Pacific Is.	10	20	60	20		80
Hispanic	44	22.7	43.2	25	9.1	77.3
Am. Indian/Alaskan						
Disabled	213	58.7	36.2	4.2	0.9	41.3
Not Disabled	1585	28.5	50.9	14.4	6.2	71.5
Migrant	1					
Non-migrant	1797	32.1	49.1	13.2	5.6	67.9
Limited Eng. Prof.	33	30.3	45.5	21.2	3	69.7
Non-LEP	1765	32.1	49.2	13.1	5.6	67.9

Subsidized Meals	1222	59.9	31.2	7.1	1.8	40.1
Full-Pay Meals	579	30.2	32	20.9	16.9	69.8

Subsidized Meals	1218	37.8	51.7	9.1	1.3	62.2
Full-Pay Meals	580	19.8	43.8	21.9	14.5	80.2

Grade 5

English/Language Arts

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1746	29.7	47.4	21.5	1.3	70.3
Male	846	36.8	44.6	18	0.7	63.2
Female	893	23	50.2	25	1.9	77
White	308	10.1	38.3	45.1	6.5	89.9
African-American	1386	34.1	49.7	16.2	0.1	65.9
Asian/Pacific Is.	10		40	50	10	100
Hispanic	31	32.3	45.2	19.4	3.2	67.7
Am. Indian/Alaskan	1					
Disabled	100	61	32	7		39
Not Disabled	1646	27.8	48.4	22.4	1.4	72.2
Migrant						
Non-migrant	1746	29.7	47.4	21.5	1.3	70.3
Limited Eng. Prof.	20	40	45	15		60
Non-LEP	1726	29.6	47.5	21.6	1.3	70.4
Subsidized Meals	1197	35.9	49.5	14.5	0.2	64.1
Full-Pay Meals	549	16.2	43	37	3.8	83.8

Science

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1897	58.2	27.3	7.1	7.4	41.8
Male	947	60.5	24.3	8.1	7.1	39.5

Mathematics

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1794	33.6	44	12.7	9.8	66.4
Male	873	36.2	41.7	12.8	9.3	63.8
Female	914	31.1	46.3	12.5	10.2	68.9
White	313	12.1	34.5	19.2	34.2	87.9
African-American	1426	38	46.7	10.9	4.3	62
Asian/Pacific Is.	10	20	20	30	30	80
Hispanic	33	42.4	33.3	21.2	3	57.6
Am. Indian/Alaskan	1					
Disabled	141	56.7	36.9	5.7	0.7	43.3
Not Disabled	1653	31.6	44.6	13.2	10.5	68.4
Migrant						
Non-migrant	1794	33.6	44	12.7	9.8	66.4
Limited Eng. Prof.	22	40.9	45.5	9.1	4.5	59.1
Non-LEP	1772	33.5	44	12.7	9.8	66.5
Subsidized Meals	1237	39.4	45.8	10.3	4.5	60.6
Full-Pay Meals	557	20.8	40	17.8	21.4	79.2

Social Studies

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1891	53	33.4	7.4	6.2	47
Male	946	54.3	31.9	6.7	7.1	45.7

Female	941	55.9	30.1	6.2	7.9	44.1
White	325	23.1	29.8	18.2	28.9	76.9
African-American	1516	66	26.5	4.6	2.9	34
Asian/Pacific Is.	10	20	30	30	20	80
Hispanic	33	51.5	36.4	9.1	3	48.5
Am. Indian/Alaskan	1					
Disabled	244	86.1	10.7	2.9	0.4	13.9
Not Disabled	1653	54.1	29.7	7.7	8.5	45.9
Migrant						
Non-migrant	1897	58.2	27.3	7.1	7.4	41.8
Limited Eng. Prof.	24	62.5	25	8.3	4.2	37.5
Non-LEP	1873	58.1	27.3	7.1	7.5	41.9
Subsidized Meals	1320	67.1	25.6	4.4	2.9	32.9
Full-Pay Meals	577	37.8	31	13.3	17.9	62.2

Female	936	51.6	34.8	8.2	5.3	48.4
White	323	21.1	35	21.1	22.9	78.9
African-American	1512	60.4	32.5	4.4	2.7	39.6
Asian/Pacific Is.	10	10	60	10	20	90
Hispanic	33	33.3	51.5	15.2		66.7
Am. Indian/Alaskan	1					
Disabled	243	80.7	16.5	2.9		19.3
Not Disabled	1648	48.9	35.9	8.1	7.2	51.1
Migrant						
Non-migrant	1891	53	33.4	7.4	6.2	47
Limited Eng. Prof.	24	50	37.5	8.3	4.2	50
Non-LEP	1867	53	33.3	7.4	6.3	47
Subsidized Meals	1316	61.9	31.2	4.8	2.1	38.1
Full-Pay Meals	575	32.7	38.3	13.4	15.7	67.3

Grade 6

English/Language Arts

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1879	45.3	33.2	16.1	5.4	54.7
Male	903	53	28.7	14.2	4.1	47
Female	969	37.9	37.4	18.1	6.7	62.1
White	364	11.8	27.7	37.1	23.4	88.2
African-American	1467	53.6	34.6	10.8	1	46.4
Asian/Pacific Is.	7					
Hispanic	29	34.5	37.9	24.1	3.4	65.5
Am. Indian/Alaskan						

Mathematics

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1911	31.3	40	19.1	9.5	68.7
Male	928	34.3	36.5	18.4	10.8	65.7
Female	974	28.3	43.4	19.8	8.4	71.7
White	371	10.5	22.4	33.4	33.7	89.5
African-American	1489	36.6	44.6	15.6	3.2	63.4
Asian/Pacific Is.	7					
Hispanic	29	20.7	41.4	20.7	17.2	79.3
Am. Indian/Alaskan						

Disabled	98	77.6	18.4	2	2	22.4
Not Disabled	1781	43.5	34	16.9	5.6	56.5
Migrant						
Non-migrant	1879	45.3	33.2	16.1	5.4	54.7
Limited Eng. Prof.	12	75	8.3	8.3	8.3	25
Non-LEP	1867	45.1	33.3	16.2	5.4	54.9
Subsidized Meals	1215	55.3	34.3	9.8	0.6	44.7
Full-Pay Meals	664	27	31	27.7	14.3	73

Science

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1991	56.7	25.4	9.3	8.6	43.3
Male	990	60.1	21.6	9	9.3	39.9
Female	992	53	29.3	9.8	7.9	47
White	378	19	28.3	22.2	30.4	81
African-American	1560	66.1	24.6	6.3	3	33.9
Asian/Pacific Is.	7					
Hispanic	30	40	33.3	10	16.7	60
Am. Indian/Alaskan	1					
Disabled	200	86	11.5	2	0.5	14
Not Disabled	1791	53.4	27	10.2	9.5	46.6
Migrant						
Non-migrant	1991	56.7	25.4	9.3	8.6	43.3
Limited Eng. Prof.	12	58.3	25		16.7	41.7
Non-LEP	1979	56.6	25.4	9.4	8.5	43.4
Subsidized Meals	1302	67	24.3	5.8	3	33
Full-Pay Meals	689	37.2	27.6	16.1	19.2	62.8

Disabled	120	64.2	24.2	8.3	3.3	35.8
Not Disabled	1791	29.1	41.1	19.8	9.9	70.9
Migrant						
Non-migrant	1911	31.3	40	19.1	9.5	68.7
Limited Eng. Prof.	13	38.5	30.8		30.8	61.5
Non-LEP	1898	31.3	40.1	19.2	9.4	68.7
Subsidized Meals	1238	38.8	43.4	14.3	3.6	61.2
Full-Pay Meals	673	17.7	33.9	27.9	20.5	82.3

Social Studies

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1989	42.3	33	12	12.7	57.7
Male	989	45.8	29.2	10.3	14.7	54.2
Female	991	38.4	36.9	13.7	10.9	61.6
White	379	11.1	24.8	20.1	44.1	88.9
African-American	1557	49.8	35.2	10	4.9	50.2
Asian/Pacific Is.	7					
Hispanic	30	33.3	40	6.7	20	66.7
Am. Indian/Alaskan	1					
Disabled	200	73	18	7	2	27
Not Disabled	1789	38.8	34.7	12.5	13.9	61.2
Migrant						
Non-migrant	1989	42.3	33	12	12.7	57.7
Limited Eng. Prof.	12	41.7	25	16.7	16.7	58.3
Non-LEP	1977	42.3	33.1	11.9	12.7	57.7
Subsidized Meals	1299	52	34.3	9.2	4.5	48
Full-Pay Meals	690	23.9	30.6	17.2	28.3	76.1

ROA 1367

1138

Grade 7

English/Language Arts

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1757	35.5	46.8	15.7	2	64.5
Male	866	41.7	44.7	12.5	1.2	58.3
Female	883	29.3	49	18.8	2.8	70.7
White	345	12.8	34.8	43.5	9	87.2
African-American	1361	41.4	50.3	8.2	0.1	58.6
Asian/Pacific Is.	10	10	20	50	20	90
Hispanic	24	33.3	41.7	25		66.7
Am. Indian/Alaskan	1					
Disabled	61	72.1	23	4.9		27.9
Not Disabled	1696	34.2	47.7	16	2.1	65.8
Migrant						
Non-migrant	1757	35.5	46.8	15.7	2	64.5
Limited Eng. Prof.	16	50	31.3	12.5	6.3	50
Non-LEP	1741	35.4	47	15.7	2	64.6
Subsidized Meals	1115	43.5	49.1	7.4	0.1	56.5
Full-Pay Meals	642	21.7	43	30.1	5.3	78.3

Science

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1854	50.5	32.7	8.5	8.3	49.5
Male	935	53.3	30.6	9	7.2	46.7
Female	912	47.6	35	8.1	9.3	52.4
White	354	18.1	31.4	20.3	30.2	81.9
African-American	1448	59	32.8	5.5	2.8	41

Mathematics

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1786	39.4	36.4	13.9	10.2	60.6
Male	887	42.5	33.8	13.6	10	57.5
Female	892	36.1	39.1	14.3	10.4	63.9
White	344	9.9	29.4	26.7	34	90.1
African-American	1390	46.9	38.3	10.7	4.1	53.1
Asian/Pacific Is.	10	10	20	30	40	90
Hispanic	25	32	36	20	12	68
Am. Indian/Alaskan	1					
Disabled	85	75.3	23.5	1.2		24.7
Not Disabled	1701	37.6	37	14.6	10.8	62.4
Migrant						
Non-migrant	1786	39.4	36.4	13.9	10.2	60.6
Limited Eng. Prof.	19	52.6	21.1	15.8	10.5	47.4
Non-LEP	1767	39.3	36.6	13.9	10.2	60.7
Subsidized Meals	1138	47.8	38.3	9.1	4.7	52.2
Full-Pay Meals	648	24.7	33	22.4	19.9	75.3

Social Studies

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1852	53.3	32.6	7.5	6.5	46.7
Male	936	54.3	32.1	6.8	6.8	45.7
Female	909	52.3	33.3	8.1	6.3	47.7
White	354	16.9	41.2	17.2	24.6	83.1
African-American	1447	63.1	29.9	5.1	1.9	36.9

Asian/Pacific Is.	10	20	20	30	30	80
Hispanic	26	30.8	53.8	11.5	3.8	69.2
Am. Indian/Alaskan	1					
Disabled	158	84.8	12.7	1.3	1.3	15.2
Not Disabled	1696	47.3	34.6	9.2	8.9	52.7
Migrant						
Non-migrant	1854	50.5	32.7	8.5	8.3	49.5
Limited Eng. Prof.	16	43.8	37.5	6.3	12.5	56.3
Non-LEP	1838	50.6	32.6	8.5	8.2	49.4
Subsidized Meals	1190	59.7	32.8	5	2.4	40.3
Full-Pay Meals	664	34	32.5	14.8	18.7	66

Asian/Pacific Is.	10	10	40	20	30	90
Hispanic	25	20	68	4	8	80
Am. Indian/Alaskan	1					
Disabled	155	79.4	18.7	1.9		20.6
Not Disabled	1697	51	33.9	8	7.1	49
Migrant						
Non-migrant	1852	53.3	32.6	7.5	6.5	46.7
Limited Eng. Prof.	16	31.3	56.3	6.3	6.3	68.8
Non-LEP	1836	53.5	32.4	7.5	6.5	46.5
Subsidized Meals	1186	63.8	29.6	4.6	2	36.2
Full-Pay Meals	666	34.7	38	12.8	14.6	65.3

Grade 8

English/Language Arts

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1746	33.1	42.2	18.4	6.4	66.9
Male	802	36.9	42	16.8	4.2	63.1
Female	939	29.7	42.3	19.8	8.2	70.3
White	339	9.7	32.2	35.7	22.4	90.3
African-American	1362	38.9	45.2	13.7	2.3	61.1
Asian/Pacific Is.	7					
Hispanic	31	38.7	25.8	29	6.5	61.3
Am. Indian/Alaskan	2					
Disabled	68	66.2	26.5	5.9	1.5	33.8
Not Disabled	1678	31.8	42.8	18.9	6.6	68.2
Migrant	1					

Mathematics

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1766	47.3	35	11.2	6.5	52.7
Male	817	49.1	31.9	12.4	6.6	50.9
Female	942	45.9	37.5	10.3	6.4	54.1
White	339	16.2	31.6	29.2	23	83.8
African-American	1378	55.2	36.1	6.7	2	44.8
Asian/Pacific Is.	8					
Hispanic	32	46.9	28.1	15.6	9.4	53.1
Am. Indian/Alaskan	2					
Disabled	81	74.1	21	4.9		25.9
Not Disabled	1685	46.1	35.7	11.5	6.8	53.9
Migrant	1					

Non-migrant	1745	33.1	42.2	18.4	6.4	66.9
Limited Eng. Prof.	17	52.9	35.3	5.9	5.9	47.1
Non-LEP	1729	32.9	42.2	18.5	6.4	67.1
Subsidized Meals	1003	40.7	46.3	11.4	1.7	59.3
Full-Pay Meals	743	22.9	36.6	27.9	12.7	77.1

Science

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1833	52.5	30.7	8.2	8.6	47.5
Male	858	47.9	31.5	8.9	11.8	52.1
Female	966	56.5	30	7.6	5.9	43.5
White	343	17.5	29.2	22.2	31.2	82.5
African- American	1440	61.3	31.1	4.7	2.9	38.7
Asian/Pacific Is.	7					
Hispanic	32	43.8	28.1	12.5	15.6	56.3
Am. Indian/Alaskan	2					
Disabled	151	80.1	16.6	1.3	2	19.9
Not Disabled	1682	50.1	31.9	8.8	9.2	49.9
Migrant	1					
Non-migrant	1832	52.5	30.7	8.2	8.6	47.5
Limited Eng. Prof.	18	66.7	16.7	11.1	5.6	33.3
Non-LEP	1815	52.4	30.8	8.2	8.7	47.6
Subsidized Meals	1064	63.8	29.8	4.3	2.1	36.2
Full-Pay Meals	769	36.9	31.9	13.5	17.7	63.1

Non-migrant	1765	47.3	35	11.2	6.5	52.7
Limited Eng. Prof.	21	66.7	14.3	9.5	9.5	33.3
Non-LEP	1745	47.1	35.2	11.2	6.4	52.9
Subsidized Meals	1015	58.4	34.5	5.6	1.5	41.6
Full-Pay Meals	751	32.4	35.7	18.8	13.2	67.6

Social Studies

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1835	48.8	35.9	8.3	6.9	51.2
Male	858	48.3	33.7	10.3	7.8	51.7
Female	968	49.2	37.9	6.7	6.2	50.8
White	343	17.5	33.2	23.9	25.4	82.5
African- American	1442	56.4	36.9	4.4	2.3	43.6
Asian/Pacific Is.	7					
Hispanic	32	46.9	25	18.8	9.4	53.1
Am. Indian/Alaskan	2					
Disabled	150	78.7	16.7	2.7	2	21.3
Not Disabled	1685	46.2	37.6	8.8	7.4	53.8
Migrant	1					
Non-migrant	1834	48.8	35.9	8.3	6.9	51.2
Limited Eng. Prof.	18	55.6	22.2	16.7	5.6	44.4
Non-LEP	1817	48.8	36	8.3	6.9	51.2
Subsidized Meals	1066	60	34.7	3.9	1.3	40
Full-Pay Meals	769	33.3	37.6	14.4	14.7	66.7

[Site Map](#) | [Link To Us](#) | [www.sc.gov](#) | [Other Agency Web Sites](#) | [Other Links](#) | [Legal](#) | [Privacy](#)

© 2008 South Carolina State Department of Education.

All other trademarks are the property of their respective holders

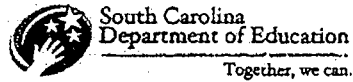
http://ed.sc.gov/topics/assessment/scores/pact/2005/show_district_pact_scores.cfm?ID=4001

2/12/2010

ROA 1370

1141

[Home](#) | [Superintendent](#) | [The Agency](#) | [Login](#)
[Help](#) | [Contact](#)



- [Parents](#)
- [Students](#)
- [Educators](#)

[Home](#) » [Topics](#) » [Assessment](#) » [Scores](#) » [PACT](#) » [2006](#) » [Richland 1](#) » [Richland 1 Scores](#)

Richland 1 - 2006 - PACT

Richland 1 District - 2006 PACT Test Scores -

All Student Scores by Grade

English/Language Arts

Grade	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
3	1674	19.8	38.5	36.3	5.4	80.2
4	1636	23.5	41.6	29.5	5.4	76.5
5	1676	27	48.9	21.7	2.4	73
6	1721	41.8	34.6	17.9	5.7	58.2
7	1848	40	40.2	16.3	3.5	60
8	1723	36.4	45.3	15.3	2.9	63.6

Mathematics

Grade	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
3	1765	34.3	42.7	15.2	7.8	65.7
4	1732	31.6	37.4	19.2	11.7	68.4
5	1751	35	41.9	14	9.1	65
6	1774	32.8	42.1	14.7	10.5	67.2
7	1871	38.3	39.7	13	9	61.7
8	1743	50.3	34.6	8.8	6.4	49.7

Science

Grade	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
3	1828	54.4	31.9	9.5	4.2	45.6
4	1752	53	29.1	10.5	7.4	47
5	1772	56.5	30.4	7.1	6	43.5

Social Studies

Grade	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
3	1841	35.3	43.9	14.4	6.4	64.7
4	1751	39.7	41.7	12.4	6.2	60.3
5	1772	52.8	34.4	6.7	6.2	47.2

6	1835	63.7	21.1	7.7	7.4	36.3	6	1839	42.8	31.6	9.9	15.7	57.2
7	1938	53.8	26.4	10.4	9.4	46.2	7	1937	56	28.8	5.5	9.7	44
8	1798	54.6	30.8	6.2	8.5	45.4	8	1804	42.2	40.1	10.8	6.9	57.8

Scores by Demographic

Grade 3

English/Language Arts

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1674	19.8	38.5	36.3	5.4	80.2
Male	837	24.6	38.6	32.3	4.5	75.4
Female	837	15.1	38.4	40.3	6.3	84.9
White	317	6.9	22.1	54.9	16.1	93.1
African-American	1298	23.2	42.7	31.1	3	76.8
Asian/Pacific Is.	12	8.3	25	58.3	8.3	91.7
Hispanic	32	15.6	43.8	40.6		84.4
Am. Indian/Alaskan	3					
Disabled	161	50.9	32.9	16.1		49.1
Not Disabled	1513	16.5	39.1	38.4	6	83.5
Migrant	27	29.6	55.6	14.8		70.4
Non-migrant	1647	19.7	38.2	36.6	5.5	80.3
Limited Eng. Prof.	45	24.4	35.6	37.8	2.2	75.6
Non-LEP	1629	19.7	38.6	36.2	5.5	80.3
Subsidized Meals	1150	24.1	43	30.9	2.1	75.9
Full-Pay Meals	524	10.5	28.6	48.1	12.8	89.5

Science

Mathematics

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1765	34.3	42.7	15.2	7.8	65.7
Male	909	34.9	41.8	14.9	8.5	65.1
Female	856	33.8	43.6	15.7	7	66.2
White	319	11	35.4	28.5	25.1	89
African-American	1382	40	44.4	11.9	3.7	60
Asian/Pacific Is.	14	28.6	28.6	21.4	21.4	71.4
Hispanic	35	25.7	51.4	20	2.9	74.3
Am. Indian/Alaskan	3					
Disabled	243	60.9	33.3	4.5	1.2	39.1
Not Disabled	1522	30.1	44.2	17	8.8	69.9
Migrant	27	40.7	59.3			59.3
Non-migrant	1738	34.2	42.4	15.5	7.9	65.8
Limited Eng. Prof.	30	20	43.3	23.3	13.3	80
Non-LEP	1715	34.3	42.8	15.2	7.7	65.7
Subsidized Meals	1231	40.9	44.4	11.5	3.2	59.1
Full-Pay Meals	534	19.1	38.8	23.8	18.4	80.9

Social Studies

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard		Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1828	54.4	31.9	9.5	4.2	45.6	All Students	1841	35.3	43.9	14.4	6.4	64.7
Male	945	55	29.7	9.9	5.3	45	Male	953	37.3	42.2	12.9	7.7	62.7
Female	881	53.6	34.4	9	3.1	46.4	Female	886	33	45.8	16.1	5.1	67
White	324	21.6	35.2	26.9	16.4	78.4	White	324	12.3	35.5	29.6	22.5	87.7
African-American	1443	62.4	30.8	5.5	1.2	37.6	African-American	1456	40.6	45.9	10.6	2.9	59.4
Asian/Pacific Is.	12	50	8.3	25	16.7	50	Asian/Pacific Is.	12	25	25	33.3	16.7	75
Hispanic	32	28.1	56.3	9.4	6.3	71.9	Hispanic	32	28.1	50	18.8	3.1	71.9
Am. Indian/Alaskan	3						Am. Indian/Alaskan	3					
Disabled	307	80.8	15.6	2.9	0.7	19.2	Disabled	319	67.4	27	3.8	1.9	32.6
Not Disabled	1521	49	35.2	10.8	4.9	51	Not Disabled	1522	28.5	47.4	16.7	7.4	71.5
Migrant	27	74.1	25.9			25.9	Migrant	27	37	63			63
Non-migrant	1801	54.1	32	9.6	4.3	45.9	Non-migrant	1814	35.2	43.6	14.7	6.5	64.8
Limited Eng. Prof.	37	48.6	24.3	18.9	8.1	51.4	Limited Eng. Prof.	36	41.7	33.3	25		58.3
Non-LEP	1777	54.5	32	9.3	4.2	45.5	Non-LEP	1791	35	44.1	14.3	6.6	65
Subsidized Meals	1283	63.3	30.2	5.1	1.4	36.7	Subsidized Meals	1294	42.1	45.2	10.5	2.2	57.9
Full-Pay Meals	545	33.4	36.1	19.6	10.8	66.6	Full-Pay Meals	547	19	40.8	23.8	16.5	81

Grade 4

English/Language Arts

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1636	23.5	41.6	29.5	5.4	76.5
Male	790	32.2	40.3	23.9	3.7	67.8
Female	843	15.4	42.8	34.8	7	84.6
White	300	6	25	50.3	18.7	94
African-American	1273	27.8	46	24.3	2	72.2

Mathematics

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1732	31.6	37.4	19.2	11.7	68.4
Male	854	33.8	37.4	17	11.8	66.2
Female	873	29.2	37.6	21.5	11.7	70.8
White	310	6.8	22.6	30.3	40.3	93.2
African-American	1350	37.6	41	16.4	4.9	62.4

Asian/Pacific Is.	12		16.7	50	33.3	100
Hispanic	35	28.6	28.6	40	2.9	71.4
Am. Indian/Alaskan	1					
Disabled	118	51.7	39	8.5	0.8	48.3
Not Disabled	1518	21.3	41.8	31.2	5.7	78.7
Migrant	27	22.2	55.6	22.2		77.8
Non-migrant	1609	23.6	41.3	29.6	5.5	76.4
Limited Eng. Prof.	46	30.4	32.6	28.3	8.7	69.6
Non-LEP	1590	23.3	41.8	29.6	5.3	76.7
Subsidized Meals	1122	29.8	45.8	22.3	2.1	70.2
Full-Pay Meals	514	9.9	32.3	45.3	12.5	90.1

Science

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1752	53	29.1	10.5	7.4	47
Male	866	56.4	27.4	8.2	8.1	43.6
Female	881	49.5	30.9	12.8	6.8	50.5
White	311	17.7	29.9	23.2	29.3	82.3
African-American	1374	61.6	28.6	7.6	2.1	38.4
Asian/Pacific Is.	12	8.3	41.7	8.3	41.7	91.7
Hispanic	37	43.2	35.1	13.5	8.1	56.8
Am. Indian/Alaskan	1					
Disabled	228	79.4	17.5	2.6	0.4	20.6
Not Disabled	1524	49	30.8	11.7	8.5	51
Migrant	28	67.9	25	7.1		32.1
Non-migrant	1724	52.7	29.2	10.6	7.5	47.3
Limited Eng. Prof.	25	72	20	4	4	28
Non-LEP	1697	52.9	29.1	10.6	7.4	47.1

Asian/Pacific Is.	17	5.9	29.4	35.3	29.4	94.1
Hispanic	37	24.3	35.1	27	13.5	75.7
Am. Indian/Alaskan	1					
Disabled	198	59.6	29.8	8.6	2	40.4
Not Disabled	1534	28	38.4	20.6	13	72
Migrant	28	35.7	50	14.3		64.3
Non-migrant	1704	31.6	37.2	19.3	11.9	68.4
Limited Eng. Prof.	19	47.4	36.8	10.5	5.3	52.6
Non-LEP	1678	31.6	37.5	19.2	11.7	68.4
Subsidized Meals	1195	38.9	40.3	16	4.9	61.1
Full-Pay Meals	537	15.5	31.1	26.4	27	84.5

Social Studies

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1751	39.7	41.7	12.4	6.2	60.3
Male	866	43.9	38.5	11.1	6.6	56.1
Female	880	35.3	45.1	13.8	5.8	64.7
White	311	10.3	38.9	28.3	22.5	89.7
African-American	1373	46.9	42.5	8.6	2	53.1
Asian/Pacific Is.	12		50	8.3	41.7	100
Hispanic	37	29.7	43.2	16.2	10.8	70.3
Am. Indian/Alaskan	1					
Disabled	227	69.2	24.2	6.2	0.4	30.8
Not Disabled	1524	35.4	44.3	13.3	7	64.6
Migrant	28	42.9	46.4	3.6	7.1	57.1
Non-migrant	1723	39.7	41.6	12.5	6.2	60.3
Limited Eng. Prof.	24	58.3	29.2	4.2	8.3	41.7
Non-LEP	1697	39.8	41.7	12.6	6	60.2

Subsidized Meals	1214	62.6	27.9	7.4	2.1	37.4
Full-Pay Meals	538	31.2	32	17.5	19.3	68.8

Subsidized Meals	1213	48	42	7.6	2.4	52
Full-Pay Meals	538	21.2	40.9	23.2	14.7	78.8

Grade 5

English/Language Arts

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1676	27	48.9	21.7	2.4	73
Male	849	34.7	46.2	17.6	1.5	65.3
Female	826	19	51.7	25.9	3.4	81
White	309	8.1	36.2	47.6	8.1	91.9
African-American	1302	31.6	52	15.4	0.9	68.4
Asian/Pacific Is.	10	20	40	30	10	80
Hispanic	42	16.7	52.4	26.2	4.8	83.3
Am. Indian/Alaskan	2					
Disabled	116	69	28.4	2.6		31
Not Disabled	1560	23.8	50.4	23.1	2.6	76.2
Migrant	25	52	44	4		48
Non-migrant	1651	26.6	49	21.9	2.5	73.4
Limited Eng. Prof.	43	34.9	48.8	11.6	4.7	65.1
Non-LEP	1633	26.8	48.9	21.9	2.4	73.2
Subsidized Meals	1134	33.5	51.9	13.8	0.7	66.5
Full-Pay Meals	542	13.3	42.6	38	6.1	86.7

Science

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1772	56.5	30.4	7.1	6	43.5
Male	909	56.9	29.2	7.8	6.2	43.1

Mathematics

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1751	35	41.9	14	9.1	65
Male	905	36.9	40.9	13.3	9	63.1
Female	844	32.8	43	14.8	9.4	67.2
White	311	9.3	36.7	24.8	29.3	90.7
African-American	1367	41.2	42.9	11.3	4.6	58.8
Asian/Pacific Is.	11	9.1	45.5	27.3	18.2	90.9
Hispanic	48	25	47.9	18.8	8.3	75
Am. Indian/Alaskan	2					
Disabled	181	74.6	21.5	2.2	1.7	25.4
Not Disabled	1570	30.4	44.2	15.4	10	69.6
Migrant	26	61.5	30.8	7.7		38.5
Non-migrant	1725	34.6	42	14.1	9.3	65.4
Limited Eng. Prof.	14	28.6	57.1	14.3		71.4
Non-LEP	1701	34.9	41.7	14.2	9.3	65.1
Subsidized Meals	1205	42.7	42.9	10.5	3.9	57.3
Full-Pay Meals	546	18.1	39.6	21.6	20.7	81.9

Social Studies

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1772	52.8	34.4	6.7	6.2	47.2
Male	910	54.1	31.6	7.3	7	45.9

Female	860	56	31.7	6.4	5.8	44	Female	859	51.2	37.4	6.2	5.2	48.8
White	313	17.3	38.7	19.2	24.9	82.7	White	313	18.8	42.8	16	22.4	81.2
African-American	1391	65.6	28.6	4	1.8	34.4	African-American	1391	60.6	32.8	4.2	2.4	39.4
Asian/Pacific Is.	10	20	50	20	10	80	Asian/Pacific Is.	10	30	30	10	30	70
Hispanic	43	51.2	25.6	18.6	4.7	48.8	Hispanic	43	46.5	25.6	23.3	4.7	53.5
Am. Indian/Alaskan	2						Am. Indian/Alaskan	2					
Disabled	206	84.5	12.1	2.4	1	15.5	Disabled	207	80.7	16.4	1.9	1	19.3
Not Disabled	1566	52.8	32.8	7.7	6.6	47.2	Not Disabled	1565	49.1	36.7	7.3	6.8	50.9
Migrant	25	76	24			24	Migrant	26	76.9	23.1			23.1
Non-migrant	1747	56.2	30.5	7.2	6.1	48.8	Non-migrant	1746	52.4	34.5	6.8	6.2	47.6
Limited Eng. Prof.	17	47.1	29.4	23.5		52.9	Limited Eng. Prof.	17	35.3	29.4	17.6	17.6	64.7
Non-LEP	1725	56.3	30.6	7	6.1	43.7	Non-LEP	1725	52.7	34.6	6.6	6.1	47.3
Subsidized Meals	1223	67.1	27.6	3.4	1.9	32.9	Subsidized Meals	1224	63	31	3.7	2.4	37
Full-Pay Meals	549	32.8	36.8	15.3	15.1	67.2	Full-Pay Meals	548	29.9	42	13.5	14.6	70.1

Grade 6

English/Language Arts

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1721	41.8	34.6	17.9	5.7	58.2
Male	841	49.3	32.1	14.4	4.2	50.7
Female	878	34.4	37.1	21.3	7.2	65.6
White	306	11.8	30.1	35.9	22.2	88.2
African-American	1359	49.2	35.5	13.5	1.8	50.8
Asian/Pacific Is.	10	20	30	10	40	80
Hispanic	34	26.5	38.2	32.4	2.9	73.5
Am. Indian/Alaskan	1					

Mathematics

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1774	32.8	42.1	14.7	10.5	67.2
Male	876	38.1	38.7	12.7	10.5	61.9
Female	897	27.6	45.3	16.6	10.5	72.4
White	315	11.7	31.1	21.9	35.2	88.3
African-American	1401	38	44.5	12.8	4.6	62
Asian/Pacific Is.	11		36.4	9.1	54.5	100
Hispanic	36	25	38.9	25	11.1	75
Am. Indian/Alaskan	1					

Disabled	106	76.4	20.8	2.8		23.6
Not Disabled	1614	39.5	35.5	18.9	6.1	60.5
Migrant	1					
Non-migrant	1720	41.7	34.7	17.9	5.7	58.3
Limited Eng. Prof.	27	44.4	44.4	7.4	3.7	55.6
Non-LEP	1694	41.7	34.5	18.1	5.7	58.3
Subsidized Meals	1145	50.4	34.9	12.8	1.8	49.6
Full-Pay Meals	576	24.7	34	28	13.4	75.3

Science

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1835	63.7	21.1	7.7	7.4	36.3
Male	920	63.9	20.3	6.8	8.9	36.1
Female	912	63.5	21.9	8.7	5.9	36.5
White	324	25.9	23.1	20.7	30.2	74.1
African-American	1452	72.6	20.3	4.9	2.2	27.4
Asian/Pacific Is.	10	40	20	10	30	60
Hispanic	36	58.3	27.8	5.6	8.3	41.7
Am. Indian/Alaskan	1					
Disabled	219	88.6	10	0.9	0.5	11.4
Not Disabled	1615	60.3	22.7	8.7	8.4	39.7
Migrant	1					
Non-migrant	1834	63.7	21.2	7.7	7.4	36.3
Limited Eng. Prof.	27	92.6	3.7	3.7		7.4
Non-LEP	1792	63.1	21.5	7.9	7.6	36.9
Subsidized Meals	1232	73.9	19.2	4.9	2	26.1
Full-Pay Meals	603	42.8	25.2	13.6	18.4	57.2

Disabled	156	72.4	23.1	3.2	1.3	27.6
Not Disabled	1617	29	43.8	15.8	11.4	71
Migrant	1					
Non-migrant	1773	32.8	42.1	14.7	10.5	67.2
Limited Eng. Prof.	17	52.9	29.4		17.6	47.1
Non-LEP	1741	32.7	41.9	14.9	10.5	67.3
Subsidized Meals	1189	38.6	45.2	11.7	4.5	61.4
Full-Pay Meals	585	21	35.7	20.7	22.6	79

Social Studies

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1839	42.8	31.6	9.9	15.7	57.2
Male	922	47.8	26.9	8.7	16.6	52.2
Female	914	37.7	36.3	11.2	14.8	62.3
White	324	12.7	20.4	15.4	51.5	87.3
African-American	1456	50.1	33.9	8.5	7.4	49.9
Asian/Pacific Is.	10	10	40	10	40	90
Hispanic	36	30.6	38.9	13.9	16.7	69.4
Am. Indian/Alaskan	1					
Disabled	220	72.3	20.9	3.6	3.2	27.7
Not Disabled	1618	38.8	33.1	10.8	17.4	61.2
Migrant	1					
Non-migrant	1838	42.8	31.6	9.9	15.7	57.2
Limited Eng. Prof.	27	55.6	29.6	7.4	7.4	44.4
Non-LEP	1796	42.7	31.6	9.9	15.8	57.3
Subsidized Meals	1234	51.6	32.8	8.2	7.4	48.4
Full-Pay Meals	605	25	29.1	13.4	32.6	75

ROA1377

1148

Grade 7

English/Language Arts

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1848	40	40.2	16.3	3.5	60
Male	892	47.9	36.3	12.8	3	52.1
Female	956	32.7	43.7	19.7	3.9	67.3
White	369	12.2	31.7	40.9	15.2	87.8
African-American	1430	47.8	42.2	9.8	0.3	52.2
Asian/Pacific Is.	7					
Hispanic	31	25.8	45.2	25.8	3.2	74.2
Am. Indian/Alaskan						
Disabled	83	79.5	15.7	2.4	2.4	20.5
Not Disabled	1765	38.2	41.3	17	3.5	61.8
Migrant						
Non-migrant	1848	40	40.2	16.3	3.5	60
Limited Eng. Prof.	32	46.9	40.6	3.1	9.4	53.1
Non-LEP	1816	39.9	40.1	16.6	3.4	60.1
Subsidized Meals	1122	50	41.4	8.4	0.2	50
Full-Pay Meals	726	24.7	38.2	28.7	8.5	75.3

Science

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1938	53.8	26.4	10.4	9.4	46.2
Male	957	57.9	21.7	9.1	11.3	42.1
Female	981	49.8	30.9	11.7	7.5	50.2
White	377	21	26	19.9	33.2	79
African-American	1510	62.6	26.4	7.8	3.1	37.4

Mathematics

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1871	38.3	39.7	13	9	61.7
Male	907	40.6	36.7	12.3	10.4	59.4
Female	964	36.2	42.4	13.6	7.8	63.8
White	372	10.2	34.7	26.1	29	89.8
African-American	1447	45.9	40.8	9.5	3.7	54.1
Asian/Pacific Is.	7					
Hispanic	36	27.8	44.4	16.7	11.1	72.2
Am. Indian/Alaskan						
Disabled	103	76.7	18.4	2.9	1.9	23.3
Not Disabled	1768	36.1	40.9	13.6	9.4	63.9
Migrant						
Non-migrant	1871	38.3	39.7	13	9	61.7
Limited Eng. Prof.	24	45.8	33.3	16.7	4.2	54.2
Non-LEP	1833	38	39.8	13	9.1	62
Subsidized Meals	1143	48.3	40.1	8.9	2.7	51.7
Full-Pay Meals	728	22.7	39	19.4	19	77.3

Social Studies

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1937	56	28.8	5.5	9.7	44
Male	957	56	26.3	5.1	12.5	44
Female	980	56	31.2	5.8	6.9	44
White	380	22.1	32.6	11.8	33.4	77.9
African-American	1506	65.1	27.7	3.7	3.5	34.9

Asian/Pacific Is.	7					
Hispanic	32	34.4	28.1	18.8	18.8	65.6
Am. Indian/Alaskan	1					
Disabled	169	87.6	7.7	3	1.8	12.4
Not Disabled	1769	50.6	28.2	11.1	10.1	49.4
Migrant						
Non-migrant	1938	53.8	26.4	10.4	9.4	46.2
Limited Eng, Prof.	29	58.6	27.6	6.9	6.9	41.4
Non-LEP	1898	53.5	26.5	10.5	9.4	46.5
Subsidized Meals	1193	65.5	24.4	7.1	2.9	34.5
Full-Pay Meals	745	35	29.5	15.7	19.7	65

Asian/Pacific Is.	7					
Hispanic	32	37.5	34.4	12.5	15.6	62.5
Am. Indian/Alaskan	1					
Disabled	165	85.5	10.9	1.2	2.4	14.5
Not Disabled	1772	53.3	30.5	5.9	10.4	46.7
Migrant						
Non-migrant	1937	56	28.8	5.5	9.7	44
Limited Eng, Prof.	29	72.4	13.8	3.4	10.3	27.6
Non-LEP	1897	55.6	29.2	5.5	9.7	44.4
Subsidized Meals	1192	67.8	25.5	3.4	3.4	32.2
Full-Pay Meals	745	37.2	34.1	8.9	19.9	62.8

Grade 8

English/Language Arts

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1723	36.4	45.3	15.3	2.9	63.6
Male	847	42.9	44.2	11.7	1.3	57.1
Female	876	30.3	46.5	18.8	4.5	69.7
White	350	13.4	36.6	40	10	86.6
African-American	1321	42.3	48	8.9	0.8	57.7
Asian/Pacific Is.	13	23.1	38.5	15.4	23.1	76.9
Hispanic	27	48.1	37	7.4	7.4	51.9
Am. Indian/Alaskan	3					
Disabled	83	81.9	18.1			18.1
Not Disabled	1639	34.1	46.7	16.1	3.1	65.9
Migrant						

Mathematics

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1743	50.3	34.6	8.8	6.4	49.7
Male	862	52.9	33.6	8	5.5	47.1
Female	880	47.6	35.6	9.5	7.3	52.4
White	348	17.2	37.4	21.6	23.9	82.8
African-American	1342	59	34.1	5.4	1.5	41
Asian/Pacific Is.	13	23.1	30.8	23.1	23.1	76.9
Hispanic	28	53.6	28.6	7.1	10.7	46.4
Am. Indian/Alaskan	3					
Disabled	101	91.1	8.9			8.9
Not Disabled	1642	47.7	36.2	9.3	6.8	52.3
Migrant						

Non-migrant	1723	36.4	45.3	15.3	2.9	63.6
Limited Eng. Prof.	34	55.9	26.5	14.7	2.9	44.1
Non-LEP	1689	36.1	45.7	15.3	2.9	63.9
Subsidized Meals	1054	45.8	46.8	6.6	0.8	54.2
Full-Pay Meals	669	21.7	43	29	6.3	78.3

Science

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1798	54.6	30.8	6.2	8.5	45.4
Male	896	52.2	32	6.8	8.9	47.8
Female	901	56.8	29.5	5.5	8.1	43.2
White	352	16.8	35.2	15.6	32.4	83.2
African-American	1394	64.5	29.7	3.5	2.3	35.5
Asian/Pacific Is.	13	23.1	38.5	7.7	30.8	76.9
Hispanic	27	44.4	29.6	18.5	7.4	55.6
Am. Indian/Alaskan	3					
Disabled	166	86.7	12		1.2	13.3
Not Disabled	1632	51.3	32.7	6.8	9.3	48.7
Migrant						
Non-migrant	1798	54.6	30.8	6.2	8.5	45.4
Limited Eng. Prof.	30	60	26.7	10	3.3	40
Non-LEP	1752	54.5	30.9	6.1	8.6	45.5
Subsidized Meals	1112	66.9	28	3.5	1.6	33.1
Full-Pay Meals	686	34.5	35.3	10.5	19.7	65.5

Non-migrant	1743	50.3	34.6	8.8	6.4	49.7
Limited Eng. Prof.	23	47.8	34.8	13	4.3	52.2
Non-LEP	1702	50	34.8	8.8	6.4	50
Subsidized Meals	1068	60.7	33.9	4.1	1.3	39.3
Full-Pay Meals	675	33.8	35.7	16.1	14.4	66.2

Social Studies

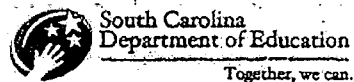
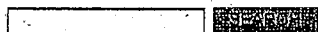
	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1804	42.2	40.1	10.8	6.9	57.8
Male	901	42.4	39.1	10.9	7.7	57.6
Female	902	41.9	41.2	10.6	6.2	58.1
White	352	13.6	33.5	26.7	26.1	86.4
African-American	1399	49.4	42.3	6.3	2	50.6
Asian/Pacific Is.	13	15.4	30.8	38.5	15.4	84.6
Hispanic	27	44.4	29.6	18.5	7.4	55.6
Am. Indian/Alaskan	3					
Disabled	166	77.7	19.3	2.4	0.6	22.3
Not Disabled	1638	38.6	42.2	11.6	7.6	61.4
Migrant						
Non-migrant	1804	42.2	40.1	10.8	6.9	57.8
Limited Eng. Prof.	30	56.7	30	10	3.3	43.3
Non-LEP	1757	41.8	40.5	10.7	7	58.2
Subsidized Meals	1112	53	39.4	5.9	1.7	47
Full-Pay Meals	692	24.9	41.3	18.5	15.3	75.1

[Site Map](#) | [Link To Us](#) | [www.sc.gov](#) | [Other Agency Web Sites](#) | [Other Links](#) | [Legal](#) | [Privacy](#)

© 2008 South Carolina State Department of Education.

All other trademarks are the property of their respective holders

[Home](#) | [Superintendent](#) | [The Agency](#) | [Login](#)
[Help](#) | [Contact](#)



- [Parents](#)
- [Students](#)
- [Educators](#)

[Home](#) » [Topics](#) » [Assessment](#) » [Scores](#) » [PACT](#) » [2007](#) » [Richland 1](#) » [Richland 1 Scores](#)

Richland 1 - 2007 - PACT

Richland 1 District - 2007 PACT Test Scores -

All Student Scores by Grade

English/Language Arts

Grade	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
3	1694	18.4	37.5	37.9	6.3	81.6
4	1640	21.1	43.4	32.4	3.2	78.9
5	1608	29.2	46.5	22.5	1.7	70.8
6	1635	37.6	38.5	17.6	6.3	62.4
7	1736	40.5	38.3	18.1	3.1	59.5
8	1819	36.1	43.8	17.3	2.8	63.9

Mathematics

Grade	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
3	1800	34.9	45.6	12.4	7	65.1
4	1760	31	39.5	15.8	13.8	69
5	1718	34.1	45.5	11.2	9.3	65.9
6	1713	34.4	39.1	15.5	11	65.6
7	1756	36.7	40.5	12	10.8	63.3
8	1843	46.9	40.2	9.3	3.6	53.1

Science

Grade	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
3	902	50	34.1	12.1	3.8	50
4	1764	47.1	29.8	13.5	9.6	52.9
5	859	53.4	30.7	7.7	8.1	46.6

Social Studies

Grade	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
3	891	22.2	51.9	18.3	7.6	77.8
4	1763	36.5	41.9	12.8	8.8	63.5
5	867	46.5	33.4	12.2	7.8	53.5

6	858	56.2	23.1	10.6	10.1	43.8	6	864	32.5	40.7	11.5	15.3	67.5
7	1821	44.3	26.6	13.5	15.5	55.7	7	1816	49.4	29.2	8.9	12.5	50.6
8	947	46.9	34.6	10.5	8	53.1	8	948	40.3	44.6	7.8	7.3	59.7

Scores by Demographic

Grade 3

English/Language Arts

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1694	18.4	37.5	37.9	6.3	81.6
Male	811	24.7	38.6	33	3.7	75.3
Female	878	12.6	36.3	42.4	8.7	87.4
White	320	7.5	17.2	55	20.3	92.5
African-American	1302	21	42.5	33.7	2.8	79
Asian/Pacific Is.	11	9.1	36.4	36.4	18.2	90.9
Hispanic	38	23.7	39.5	34.2	2.6	76.3
Am. Indian/Alaskan	2					
Disabled	155	50.3	33.5	14.8	1.3	49.7
Not Disabled	1539	15.1	37.9	40.2	6.8	84.9
Migrant	35	17.1	51.4	28.6	2.9	82.9
Non-migrant	1659	18.4	37.2	38.1	6.3	81.6
Limited Eng. Prof.	32	28.1	43.8	21.9	6.3	71.9
Non-LEP	1662	18.2	37.4	38.2	6.3	81.8
Subsidized Meals	1200	22.2	43.2	32.3	2.3	77.8
Full-Pay Meals	494	9.1	23.7	51.4	15.8	90.9

Science

Mathematics

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1800	34.9	45.6	12.4	7	65.1
Male	889	39.3	43.8	11.6	5.4	60.7
Female	906	30.8	47.5	13.1	8.6	69.2
White	329	10.9	36.2	28	24.9	89.1
African-American	1394	40.7	47.9	8.5	2.8	59.3
Asian/Pacific Is.	11	18.2	45.5	18.2	18.2	81.8
Hispanic	43	32.6	48.8	16.3	2.3	67.4
Am. Indian/Alaskan	2					
Disabled	250	69.6	26.4	2.8	1.2	30.4
Not Disabled	1550	29.4	48.7	14	7.9	70.6
Migrant	38	42.1	50	5.3	2.6	57.9
Non-migrant	1762	34.8	45.5	12.6	7.1	65.2
Limited Eng. Prof.	35	42.9	37.1	14.3	5.7	57.1
Non-LEP	1765	34.8	45.8	12.4	7	65.2
Subsidized Meals	1286	41.2	47.2	9.1	2.5	58.8
Full-Pay Meals	514	19.3	41.6	20.8	18.3	80.7

Social Studies

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	902	50	34.1	12.1	3.8	50
Male	463	51.2	33.7	10.4	4.8	48.8
Female	437	49	34.3	14	2.7	51
White	155	16.8	32.9	32.9	17.4	83.2
African-American	708	57.9	33.5	7.9	0.7	42.1
Asian/Pacific Is.	7					
Hispanic	24	37.5	58.3	4.2		62.5
Am. Indian/Alaskan						
Disabled	131	79.4	14.5	6.1		20.6
Not Disabled	771	45	37.5	13.1	4.4	55
Migrant	15	46.7	53.3			53.3
Non-migrant	887	50.1	33.8	12.3	3.8	49.9
Limited Eng. Prof.	17	35.3	47.1	17.6		64.7
Non-LEP	885	50.3	33.9	12	3.8	49.7
Subsidized Meals	653	59.1	33.5	7	0.3	40.9
Full-Pay Meals	249	26.1	35.7	25.3	12.9	73.9

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	891	22.2	51.9	18.3	7.6	77.8
Male	421	26.8	48.2	18.1	6.9	73.2
Female	467	18.2	55	18.6	8.1	81.8
White	173	5.8	39.9	31.2	23.1	94.2
African-American	683	26.4	54.6	15.4	3.7	73.6
Asian/Pacific Is.	4					
Hispanic	16	25	56.3	12.5	6.3	75
Am. Indian/Alaskan	2					
Disabled	122	45.9	40.2	9	4.9	54.1
Not Disabled	769	18.5	53.7	19.8	8.1	81.5
Migrant	22	9.1	63.6	22.7	4.5	90.9
Non-migrant	869	22.6	51.6	18.2	7.7	77.4
Limited Eng. Prof.	15	40	40	20		60
Non-LEP	876	21.9	52.1	18.3	7.8	78.1
Subsidized Meals	627	27.3	55.7	13.7	3.3	72.7
Full-Pay Meals	264	10.2	42.8	29.2	17.8	89.8

Grade 4

English/Language Arts

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1640	21.1	43.4	32.4	3.2	78.9
Male	828	24.8	43	29.8	2.4	75.2
Female	812	17.4	43.7	35	3.9	82.6
White	304	6.6	26.6	53.9	12.8	93.4
African-American	1277	24.9	47.1	27.2	0.8	75.1

Mathematics

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1760	31	39.5	15.8	13.8	69
Male	907	32.6	36.6	15.7	15.1	67.4
Female	852	29.2	42.6	15.8	12.3	70.8
White	308	7.5	26.6	18.8	47.1	92.5
African-American	1384	36.4	42.6	14.7	6.2	63.6

Asian/Pacific Is.	10	20	30	40	10	80
Hispanic	33	9.1	54.5	33.3	3	90.9
Am. Indian/Alaskan	1					
Disabled	155	60	30.3	9.7		40
Not Disabled	1485	17	44.7	34.7	3.5	83
Migrant	18	11.1	72.2	16.7		88.9
Non-migrant	1622	21.2	43	32.6	3.2	78.8
Limited Eng. Prof.	29	20.7	41.4	34.5	3.4	79.3
Non-LEP	1611	21.1	43.4	32.3	3.2	78.9
Subsidized Meals	1137	25.4	48.7	25.2	0.7	74.6
Full-Pay Meals	503	11.3	31.2	48.7	8.7	88.7

Science

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1764	47.1	29.8	13.5	9.6	52.9
Male	912	45.8	28.5	14	11.6	54.2
Female	851	48.4	31.1	13	7.4	51.6
White	308	15.3	25	25.6	34.1	84.7
African-American	1393	54.4	30.8	10.8	3.9	45.6
Asian/Pacific Is.	10	20	40	10	30	80
Hispanic	33	39.4	27.3	18.2	15.2	60.6
Am. Indian/Alaskan	1					
Disabled	270	77.4	15.9	4.8	1.9	22.6
Not Disabled	1494	41.6	32.3	15.1	11	58.4
Migrant	19	57.9	31.6	10.5		42.1
Non-migrant	1745	47	29.7	13.6	9.7	53
Limited Eng. Prof.	29	37.9	24.1	13.8	24.1	62.1
Non-LEP	1735	47.3	29.9	13.5	9.3	52.7

Asian/Pacific Is.	12	25	25	25	25	75
Hispanic	36	19.4	38.9	25	16.7	80.6
Am. Indian/Alaskan	1					
Disabled	260	65.4	25.8	6.2	2.7	34.6
Not Disabled	1500	25	41.9	17.5	15.7	75
Migrant	19	15.8	57.9	21.1	5.3	84.2
Non-migrant	1741	31.1	39.3	15.7	13.8	68.9
Limited Eng. Prof.	33	27.3	30.3	24.2	18.2	72.7
Non-LEP	1727	31	39.7	15.6	13.7	69
Subsidized Meals	1238	37.4	42	14.4	6.2	62.6
Full-Pay Meals	522	15.7	33.5	19.2	31.6	84.3

Social Studies

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1763	36.5	41.9	12.8	8.8	63.5
Male	910	37.9	38.4	13	10.8	62.1
Female	852	35.1	45.5	12.6	6.8	64.9
White	308	11.7	33.4	22.4	32.5	88.3
African-American	1392	42.6	43.3	10.6	3.4	57.4
Asian/Pacific Is.	10		50	30	20	100
Hispanic	33	27.3	45.5	12.1	15.2	72.7
Am. Indian/Alaskan	1					
Disabled	270	66.3	26.7	4.4	2.6	33.7
Not Disabled	1493	31.1	44.6	14.3	10	68.9
Migrant	19	36.8	47.4	15.8		63.2
Non-migrant	1744	36.5	41.8	12.7	8.9	63.5
Limited Eng. Prof.	29	17.2	51.7	20.7	10.3	82.8
Non-LEP	1734	36.9	41.7	12.6	8.8	63.1

Subsidized Meals	1243	56.2	29.8	10	4	43.8
Full-Pay Meals	521	25.5	29.6	22.1	22.8	74.5

Subsidized Meals	1242	44.4	42.9	9.3	3.5	55.6
Full-Pay Meals	521	17.9	39.3	21.1	21.7	82.1

Grade 5

English/Language Arts

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1608	29.2	46.5	22.5	1.7	70.8
Male	771	37.5	45.3	16.1	1.2	62.5
Female	837	21.6	47.7	28.4	2.3	78.4
White	303	8.3	34	51.5	6.3	91.7
African-American	1243	34.4	50	15.2	0.5	65.6
Asian/Pacific Is.	11	9.1	18.2	45.5	27.3	90.9
Hispanic	36	33.3	36.1	30.6		66.7
Am. Indian/Alaskan	2					
Disabled	123	71.5	24.4	4.1		28.5
Not Disabled	1485	25.7	48.4	24	1.9	74.3
Migrant	18	33.3	61.1	5.6		66.7
Non-migrant	1590	29.2	46.4	22.7	1.8	70.8
Limited Eng. Prof.	28	35.7	32.1	28.6	3.6	64.3
Non-LEP	1580	29.1	46.8	22.4	1.7	70.9
Subsidized Meals	1090	36.4	48.9	14.2	0.5	63.6
Full-Pay Meals	518	14.1	41.5	40	4.4	85.9

Science

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	859	53.4	30.7	7.7	8.1	46.6
Male	427	56	29.3	7	7.7	44

Mathematics

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1718	34.1	45.5	11.2	9.3	65.9
Male	838	37.5	43.3	10.5	8.7	62.5
Female	880	30.8	47.5	11.8	9.9	69.2
White	314	10.8	36.6	20.1	32.5	89.2
African-American	1338	39.8	48.1	8.7	3.4	60.2
Asian/Pacific Is.	11		18.2	18.2	63.6	100
Hispanic	39	30.8	30.8	23.1	15.4	69.2
Am. Indian/Alaskan	2					
Disabled	227	65.6	30.8	3.1	0.4	34.4
Not Disabled	1491	29.2	47.7	12.4	10.7	70.8
Migrant	20	40	60			60
Non-migrant	1698	34	45.3	11.3	9.4	66
Limited Eng. Prof.	32	31.3	40.6	18.8	9.4	68.8
Non-LEP	1686	34.1	45.6	11	9.3	65.9
Subsidized Meals	1179	40.4	47.3	8.7	3.6	59.6
Full-Pay Meals	539	20.2	41.4	16.7	21.7	79.8

Social Studies

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	867	46.5	33.4	12.2	7.8	53.5
Male	420	48.8	31.2	11.2	8.8	51.2

Female	432	50.9	32.2	8.3	8.6	49.1	Female	447	44.3	35.6	13.2	6.9	55.7
White	160	19.4	34.4	16.9	29.4	80.6	White	155	18.1	36.1	20	25.8	81.9
African-American	667	62.5	29.8	5.1	2.5	37.5	African-American	680	54	32.4	10.1	3.5	46
Asian/Pacific Is.	7						Asian/Pacific Is.	4					
Hispanic	15	40	40		20	60	Hispanic	22	22.7	50	18.2	9.1	77.3
Am. Indian/Alaskan	1						Am. Indian/Alaskan	1					
Disabled	117	88	9.4	1.7	0.9	12	Disabled	121	76.9	21.5	1.7		23.1
Not Disabled	742	48	34.1	8.6	9.3	52	Not Disabled	746	41.6	35.4	13.9	9.1	58.4
Migrant	9						Migrant	11	27.3	54.5	9.1	9.1	72.7
Non-migrant	850	53.4	30.7	7.8	8.1	46.6	Non-migrant	856	46.7	33.2	12.3	7.8	53.3
Limited Eng. Prof.	12	41.7	33.3	16.7	8.3	58.3	Limited Eng. Prof.	17	23.5	47.1	17.6	11.8	76.5
Non-LEP	847	53.6	30.7	7.6	8.1	46.4	Non-LEP	850	46.9	33.2	12.1	7.8	53.1
Subsidized Meals	588	63.3	29.4	5.1	2.2	36.7	Subsidized Meals	600	55.3	32	9.5	3.2	44.7
Full-Pay Meals	271	32.1	33.6	13.3	21	67.9	Full-Pay Meals	267	26.6	36.7	18.4	18.4	73.4

Grade 6

English/Language Arts

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1635	37.6	38.5	17.6	6.3	62.4
Male	829	46.3	34.7	14.4	4.6	53.7
Female	806	28.5	42.4	21	8.1	71.5
White	313	9.9	28.8	39.6	21.7	90.1
African-American	1258	44.6	40.9	12	2.5	55.4
Asian/Pacific Is.	7					
Hispanic	45	35.6	37.8	20	6.7	64.4
Am. Indian/Alaskan	2					

Mathematics

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1713	34.4	39.1	15.5	11	65.6
Male	883	40.4	35.4	13.8	10.3	59.6
Female	830	28.1	42.9	17.3	11.7	71.9
White	314	7	27.7	26.4	38.9	93
African-American	1329	41.1	42	12.6	4.3	58.9
Asian/Pacific Is.	9					
Hispanic	49	32.7	36.7	16.3	14.3	67.3
Am. Indian/Alaskan	2					

Disabled	124	75	21	2.4	1.6	25
Not Disabled	1511	34.5	40	18.9	6.7	65.5
Migrant						
Non-migrant	1635	37.6	38.5	17.6	6.3	62.4
Limited Eng, Prof.	31	45.2	38.7	12.9	3.2	54.8
Non-LEP	1604	37.4	38.5	17.7	6.4	62.6
Subsidized Meals	1075	46.6	40.4	11	2	53.4
Full-Pay Meals	560	20.2	35	30.4	14.5	79.8

Science

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	858	56.2	23.1	10.6	10.1	43.8
Male	439	59.2	21	8.7	11.2	40.8
Female	419	53	25.3	12.6	9.1	47
White	163	15.3	26.4	22.1	36.2	84.7
African-American	663	66.1	22.8	7.7	3.5	33.9
Asian/Pacific Is.	3					
Hispanic	23	52.2	13	17.4	17.4	47.8
Am. Indian/Alaskan	1					
Disabled	104	86.5	9.6	1	2.9	13.5
Not Disabled	754	52	24.9	11.9	11.1	48
Migrant						
Non-migrant	858	56.2	23.1	10.6	10.1	43.8
Limited Eng, Prof.	16	75	12.5		12.5	25
Non-LEP	842	55.8	23.3	10.8	10.1	44.2
Subsidized Meals	567	66.7	21.9	7.6	3.9	33.3
Full-Pay Meals	291	35.7	25.4	16.5	22.3	64.3

Disabled	194	76.3	18	4.6	1	23.7
Not Disabled	1519	29.1	41.7	16.9	12.2	70.9
Migrant						
Non-migrant	1713	34.4	39.1	15.5	11	65.6
Limited Eng, Prof.	36	38.9	38.9	16.7	5.6	61.1
Non-LEP	1677	34.3	39.1	15.5	11.1	65.7
Subsidized Meals	1145	40.8	43.4	11.5	4.3	59.2
Full-Pay Meals	568	21.7	30.3	23.6	24.5	78.3

Social Studies

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	864	32.5	40.7	11.5	15.3	67.5
Male	451	37.3	37.3	10.9	14.6	62.7
Female	413	27.4	44.6	12.1	16	72.6
White	154	9.1	18.2	22.7	50	90.9
African-American	677	38.1	45.9	9	6.9	61.9
Asian/Pacific Is.	4					
Hispanic	23	34.8	39.1	4.3	21.7	65.2
Am. Indian/Alaskan	1					
Disabled	109	63.3	24.8	8.3	3.7	36.7
Not Disabled	755	28.1	43	11.9	17	71.9
Migrant						
Non-migrant	864	32.5	40.7	11.5	15.3	67.5
Limited Eng, Prof.	15	40	33.3	13.3	13.3	60
Non-LEP	849	32.4	40.9	11.4	15.3	67.6
Subsidized Meals	589	41.8	45.7	7.6	4.9	58.2
Full-Pay Meals	275	12.7	30.2	19.6	37.5	87.3

Grade 7

English/Language Arts

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1736	40.5	38.3	18.1	3.1	59.5
Male	839	48.2	36	13.5	2.4	51.8
Female	894	33.3	40.4	22.6	3.7	66.7
White	316	16.1	31	39.9	13	83.9
African-American	1367	46.7	40	12.7	0.7	53.3
Asian/Pacific Is.	6					
Hispanic	35	25.7	45.7	25.7	2.9	74.3
Am. Indian/Alaskan	1					
Disabled	155	80.6	14.8	4.5		19.4
Not Disabled	1581	36.6	40.6	19.5	3.4	63.4
Migrant						
Non-migrant	1736	40.5	38.3	18.1	3.1	59.5
Limited Eng. Prof.	22	45.5	40.9	13.6		54.5
Non-LEP	1714	40.4	38.3	18.2	3.1	59.6
Subsidized Meals	1143	48.5	39.4	11.7	0.4	51.5
Full-Pay Meals	593	25.1	36.3	30.5	8.1	74.9

Science

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1821	44.3	26.6	13.5	15.5	55.7
Male	901	48.2	23.2	14	14.7	51.8
Female	916	40.5	30.1	12.9	16.5	59.5
White	323	16.1	18.6	18.9	46.4	83.9
African-American	1442	51.3	28.4	12	8.3	48.7

Mathematics

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1756	36.7	40.5	12	10.8	63.3
Male	860	39.5	37.8	11.4	11.3	60.5
Female	892	33.9	43.3	12.6	10.3	66.1
White	315	13	28.6	22.9	35.6	87
African-American	1384	42.6	43.2	9.5	4.7	57.4
Asian/Pacific Is.	7					
Hispanic	37	21.6	48.6	16.2	13.5	78.4
Am. Indian/Alaskan	1					
Disabled	175	75.4	20	3.4	1.1	24.6
Not Disabled	1581	32.4	42.8	13	11.8	67.6
Migrant						
Non-migrant	1756	36.7	40.5	12	10.8	63.3
Limited Eng. Prof.	25	20	60	4	16	80
Non-LEP	1731	36.9	40.3	12.1	10.7	63.1
Subsidized Meals	1160	42.9	43.4	9.4	4.2	57.1
Full-Pay Meals	596	24.5	34.9	17.1	23.5	75.5

Social Studies

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1816	49.4	29.2	8.9	12.5	50.6
Male	896	49.1	27.8	9.3	13.8	50.9
Female	916	49.6	30.7	8.5	11.2	50.4
White	323	19.5	26.6	13.6	40.2	80.5
African-American	1437	56.6	29.7	7.7	6.1	43.4

Asian/Pacific Is.	6						Asian/Pacific Is.	6						
Hispanic	37	29.7	29.7	24.3	16.2	70.3	Hispanic	37	37.8	37.8	13.5	10.8	62.2	
Am. Indian/Alaskan	1						Am. Indian/Alaskan	1						
Disabled	246	80.5	12.6	3.7	3.3	19.5	Disabled	241	78.4	16.2	2.5	2.9	21.6	
Not Disabled	1575	38.7	28.8	15	17.5	61.3	Not Disabled	1575	45	31.2	9.8	14	55	
Migrant							Migrant							
Non-migrant	1821	44.3	26.6	13.5	15.5	55.7	Non-migrant	1816	49.4	29.2	8.9	12.5	50.6	
Limited Eng. Prof.	22	36.4	31.8	13.6	18.2	63.6	Limited Eng. Prof.	22	40.9	40.9	13.6	4.5	59.1	
Non-LEP	1799	44.4	26.6	13.5	15.5	55.6	Non-LEP	1794	49.5	29.1	8.8	12.6	50.5	
Subsidized Meals	1216	52	29.3	10.9	7.8	48	Subsidized Meals	1211	57.8	30	7.2	5	42.2	
Full-Pay Meals	605	28.9	21.3	18.7	31.1	71.1	Full-Pay Meals	605	32.6	27.8	12.2	27.4	67.4	

Grade 8

English/Language Arts							Mathematics						
	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard		Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1819	36.1	43.8	17.3	2.8	63.9	All Students	1843	46.9	40.2	9.3	3.6	53.1
Male	863	43.7	39.7	14.3	2.3	56.3	Male	883	48.4	36.4	10.6	4.6	51.6
Female	954	29	47.6	20.1	3.2	71	Female	957	45.4	43.9	8	2.7	54.6
White	366	10.4	34.7	44.3	10.7	89.6	White	367	18.5	41.7	25.6	14.2	81.5
African-American	1400	42.8	46.6	10	0.6	57.2	African-American	1419	54.3	39.8	5.1	0.8	45.7
Asian/Pacific Is.	5						Asian/Pacific Is.	5					
Hispanic	36	33.3	38.9	25	2.8	66.7	Hispanic	38	42.1	44.7	7.9	5.3	57.9
Am. Indian/Alaskan	3						Am. Indian/Alaskan	3					
Disabled	115	81.7	16.5	1.7		18.3	Disabled	136	85.3	12.5	2.2		14.7
Not Disabled	1704	33	45.7	18.4	3	67	Not Disabled	1707	43.8	42.4	9.8	3.9	56.2
Migrant							Migrant						

Non-migrant	1819	36.1	43.8	17.3	2.8	63.9	Non-migrant	1843	46.9	40.2	9.3	3.6	53.1
Limited Eng. Prof.	24	45.8	37.5	4.2	12.5	54.2	Limited Eng. Prof.	26	57.7	30.8		11.5	42.3
Non-LEP	1795	35.9	43.9	17.5	2.7	64.1	Non-LEP	1817	46.7	40.3	9.4	3.5	53.3
Subsidized Meals	1133	45.5	44.9	9.3	0.3	54.5	Subsidized Meals	1154	57	38.1	4.2	0.7	43
Full-Pay Meals	686	20.4	42	30.6	7	79.6	Full-Pay Meals	689	29.9	43.7	17.9	8.6	70.1
Science							Social Studies						
		%	%	%	%	%			%	%	%	%	%
	Number Tested	Below Basic	Basic	Proficient	Advanced	Meet Standard		Number Tested	Below Basic	Basic	Proficient	Advanced	Meet Standard
All Students	947	46.9	34.6	10.5	8	53.1	All Students	948	40.3	44.6	7.8	7.3	59.7
Male	468	45.3	32.7	10.7	11.3	54.7	Male	452	42.7	38.1	9.7	9.5	57.3
Female	478	48.3	36.6	10.3	4.8	51.7	Female	495	38	50.7	6.1	5.3	62
White	175	10.9	26.9	29.7	32.6	89.1	White	197	12.7	45.2	16.2	25.9	87.3
African-American	745	56.1	36.5	5.8	1.6	43.9	African-American	724	48.1	44.3	5.5	2.1	51.9
Asian/Pacific Is.	2						Asian/Pacific Is.	3					
Hispanic	18	22.2	33.3	16.7	27.8	77.8	Hispanic	18	33.3	50	5.6	11.1	66.7
Am. Indian/Alaskan	1						Am. Indian/Alaskan	2					
Disabled	108	82.4	13	2.8	1.9	17.6	Disabled	90	76.7	20	2.2	1.1	23.3
Not Disabled	839	42.3	37.4	11.4	8.8	57.7	Not Disabled	858	36.5	47.2	8.4	7.9	63.5
Migrant							Migrant						
Non-migrant	947	46.9	34.6	10.5	8	53.1	Non-migrant	948	40.3	44.6	7.8	7.3	59.7
Limited Eng. Prof.	13	53.8	38.5		7.7	46.2	Limited Eng. Prof.	11	27.3	45.5	9.1	18.2	72.7
Non-LEP	934	46.8	34.6	10.6	8	53.2	Non-LEP	937	40.4	44.6	7.8	7.2	59.6
Subsidized Meals	610	57.9	34.9	5.1	2.1	42.1	Subsidized Meals	586	50.7	43.9	4.3	1.2	49.3
Full-Pay Meals	337	27	34.1	20.2	18.7	73	Full-Pay Meals	362	23.5	45.9	13.5	17.1	76.5

[Site Map](#) | [Link To Us](#) | [www.sc.gov](#) | [Other Agency Web Sites](#) | [Other Links](#) | [Legal](#) | [Privacy](#)

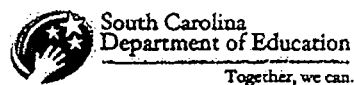
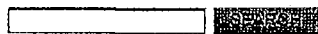
© 2008 South Carolina State Department of Education.

All other trademarks are the property of their respective holders

http://ed.sc.gov/topics/assessment/scores/pact/2007/show_district_pact_scores.cfm?ID=4001

2/12/2010

[Home](#) | [Superintendent](#) | [The Agency](#) | [Login](#)
[Help](#) | [Contact](#)



- [Parents](#)
- [Students](#)
- [Educators](#)

[Home](#) » [Topics](#) » [Assessment](#) » [Scores](#) » [PACT](#) » [2008](#) » [Richland 1](#) » [Richland 1 Scores](#)

Richland 1 - 2008 - PACT

Richland 1 District - 2008 PACT Test Scores -

All Student Scores by Grade

English/Language Arts

Grade	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
3	1679	15.5	36.3	39.0	9.1	84.5
4	1640	22.5	38.0	35.4	4.1	77.5
5	1573	29.6	46.0	22.6	1.8	70.4
6	1539	33.2	36.3	22.4	8.1	66.8
7	1588	34.9	43.5	18.3	3.4	65.1
8	1587	37.3	40.6	17.1	5.0	62.7

Mathematics

Grade	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
3	1800	36.4	43.3	10.9	9.3	63.6
4	1770	31.8	36.3	15.0	16.8	68.2
5	1712	33.6	40.1	15.5	10.8	66.4
6	1621	35.5	34.0	15.9	14.6	64.5
7	1606	31.8	44.0	12.4	11.8	68.2
8	1594	45.4	39.5	8.8	6.3	54.6

Science

Grade	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
3	903	43.7	34.3	15.1	6.9	56.3
4	1779	43.7	33.1	12.5	10.7	56.3
5	861	54.7	25.1	8.6	11.6	45.3

Social Studies

Grade	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
3	903	27.1	46.7	13.7	12.4	72.9
4	1772	32.7	39.4	15.3	12.6	67.3
5	862	46.4	28.8	13.3	11.5	53.6

6	847	57.5	19.1	10.9	12.5	42.5	6	824	29.2	33.0	17.1	20.6	70.8
7	1679	37.0	34.2	11.4	17.5	63.0	7	1672	53.5	25.1	6.9	14.6	46.5
8	855	48.4	28.9	11.6	11.1	51.6	8	849	39.0	40.9	11.4	8.7	61.0

Scores by Demographic

Grade 3

English/Language Arts

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1679	15.5	36.3	39.0	9.1	84.5
Male	811	19.9	38.0	35.0	7.2	80.1
Female	868	11.5	34.8	42.7	10.9	88.5
White	310	5.5	19.4	51.9	23.2	94.5
African-American	1290	18.3	40.5	35.7	5.6	81.7
Asian/Pacific Is.	17		17.6	47.1	35.3	100.0
Hispanic	50	12.0	40.0	44.0	4.0	88.0
Am. Indian/Alaskan						
Disabled	154	35.7	40.9	20.8	2.6	64.3
Not Disabled	1524	13.5	35.9	40.9	9.8	86.5
Migrant	22	27.3	45.5	27.3		72.7
Non-migrant	1657	15.4	36.2	39.2	9.2	84.6
Limited Eng. Prof.	43	11.6	44.2	34.9	9.3	88.4
Non-LEP	1636	15.6	36.1	39.1	9.1	84.4
Subsidized Meals	1190	18.7	42.0	34.3	5.0	81.3
Full-Pay Meals	489	8.0	22.5	50.5	19.0	92.0

Science

Mathematics

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1800	36.4	43.3	10.9	9.3	63.6
Male	893	37.3	41.2	11.4	10.1	62.7
Female	905	35.5	45.4	10.5	8.6	64.5
White	316	9.2	38.9	19.3	32.6	90.8
African-American	1398	42.9	44.3	9.2	3.6	57.1
Asian/Pacific Is.	17	11.8	23.5	11.8	52.9	88.2
Hispanic	54	35.2	48.1	9.3	7.4	64.8
Am. Indian/Alaskan						
Disabled	268	70.1	22.4	5.2	2.2	29.9
Not Disabled	1531	30.5	47.0	12.0	10.6	69.5
Migrant	25	60.0	40.0			40.0
Non-migrant	1775	36.1	43.3	11.1	9.5	63.9
Limited Eng. Prof.	47	36.2	38.3	8.5	17.0	63.8
Non-LEP	1753	36.5	43.4	11.0	9.1	63.5
Subsidized Meals	1290	43.3	43.7	9.1	4.0	56.7
Full-Pay Meals	510	19.2	42.2	15.7	22.9	80.8

Social Studies

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard		Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	903	43.7	34.3	15.1	6.9	56.3	All Students	903	27.1	46.7	13.7	12.4	72.9
Male	455	42.4	32.3	16.3	9.0	57.6	Male	443	27.5	47.9	12.0	12.6	72.5
Female	447	45.0	36.5	13.9	4.7	55.0	Female	458	26.4	45.9	15.5	12.2	73.6
White	147	12.9	21.8	34.7	30.6	87.1	White	169	7.7	30.8	23.7	37.9	92.3
African-American	713	49.9	37.4	10.8	1.8	50.1	African-American	691	32.3	50.5	11.4	5.8	67.7
Asian/Pacific Is.	6						Asian/Pacific Is.	10	10.0	30.0	10.0	50.0	90.0
Hispanic	31	54.8	29.0	9.7	6.5	45.2	Hispanic	23	17.4	60.9	13.0	8.7	82.6
Am. Indian/Alaskan							Am. Indian/Alaskan						
Disabled	137	75.2	20.4	2.9	1.5	24.8	Disabled	144	52.1	36.1	5.6	6.3	47.9
Not Disabled	765	38.0	36.9	17.3	7.8	62.0	Not Disabled	759	22.4	48.7	15.3	13.6	77.6
Migrant	13	53.8	30.8	15.4		46.2	Migrant	12	8.3	75.0	16.7		91.7
Non-migrant	890	43.6	34.4	15.1	7.0	56.4	Non-migrant	891	27.4	46.4	13.7	12.6	72.6
Limited Eng. Prof.	24	58.3	25.0	8.3	8.3	41.7	Limited Eng. Prof.	23	21.7	43.5	8.7	26.1	78.3
Non-LEP	879	43.3	34.6	15.2	6.8	56.7	Non-LEP	880	27.3	46.8	13.9	12.0	72.7
Subsidized Meals	636	50.5	36.2	11.0	2.4	49.5	Subsidized Meals	661	33.0	49.9	10.3	6.8	67.0
Full-Pay Meals	267	27.7	30.0	24.7	17.6	72.3	Full-Pay Meals	242	11.2	38.0	23.1	27.7	88.8

Grade 4

English/Language Arts

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1640	22.5	38.0	35.4	4.1	77.5
Male	773	27.8	37.6	32.1	2.5	72.2
Female	865	17.8	38.3	38.4	5.5	82.2
White	302	7.0	20.5	56.6	15.9	93.0
African-American	1275	26.3	42.1	30.3	1.3	73.7

Mathematics

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1770	31.8	36.3	15.0	16.8	68.2
Male	867	34.6	33.3	16.6	15.5	65.4
Female	900	29.0	39.3	13.4	18.2	71.0
White	312	9.6	19.6	19.9	51.0	90.4
African-American	1387	37.1	39.7	13.9	9.2	62.9

Asian/Pacific Is.	8					
Hispanic	39	25.6	43.6	28.2	2.6	74.4
Am. Indian/Alaskan	3					
Disabled	131	51.9	32.8	15.3		48.1
Not Disabled	1509	19.9	38.4	37.2	4.4	80.1
Migrant	32	9.4	59.4	31.3		90.6
Non-migrant	1608	22.8	37.6	35.5	4.2	77.2
Limited Eng. Prof.	34	38.2	26.5	32.4	2.9	61.8
Non-LEP	1606	22.2	38.2	35.5	4.1	77.8
Subsidized Meals	1151	27.5	42.5	28.9	1.0	72.5
Full-Pay Meals	489	10.6	27.4	50.7	11.2	89.4

Science

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1779	43.7	33.1	12.5	10.7	56.3
Male	873	45.0	32.2	12.1	10.7	55.0
Female	903	42.3	34.1	12.8	10.7	57.7
White	312	13.1	30.1	22.8	34.0	86.9
African-American	1396	50.9	33.6	10.1	5.4	49.1
Asian/Pacific Is.	9					
Hispanic	45	42.2	31.1	17.8	8.9	57.8
Am. Indian/Alaskan	3					
Disabled	258	70.2	22.1	4.7	3.1	29.8
Not Disabled	1521	39.2	35.0	13.9	12.0	60.8
Migrant	37	40.5	40.5	16.2	2.7	59.5
Non-migrant	1742	43.7	33.0	12.5	10.8	56.3
Limited Eng. Prof.	41	46.3	31.7	12.2	9.8	53.7
Non-LEP	1738	43.6	33.1	12.5	10.7	56.4

Asian/Pacific Is.	9					
Hispanic	45	28.9	44.4	15.6	11.1	71.1
Am. Indian/Alaskan	3					
Disabled	248	66.9	22.2	9.3	1.6	33.1
Not Disabled	1522	26.1	38.6	16.0	19.3	73.9
Migrant	36	30.6	47.2	13.9	8.3	69.4
Non-migrant	1734	31.8	36.1	15.1	17.0	68.2
Limited Eng. Prof.	41	31.7	39.0	14.6	14.6	68.3
Non-LEP	1729	31.8	36.3	15.0	16.9	68.2
Subsidized Meals	1253	38.0	40.9	12.6	8.5	62.0
Full-Pay Meals	517	16.8	25.1	20.9	37.1	83.2

Social Studies

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1772	32.7	39.4	15.3	12.6	67.3
Male	869	34.9	36.1	14.7	14.3	65.1
Female	900	30.7	42.7	15.8	10.9	69.3
White	312	12.2	28.2	20.5	39.1	87.8
African-American	1395	37.7	42.4	13.5	6.5	62.3
Asian/Pacific Is.	8					
Hispanic	40	30.0	27.5	27.5	15.0	70.0
Am. Indian/Alaskan	3					
Disabled	258	60.1	26.4	7.8	5.8	39.9
Not Disabled	1514	28.1	41.6	16.6	13.7	71.9
Migrant	37	21.6	56.8	13.5	8.1	78.4
Non-migrant	1735	33.0	39.0	15.3	12.7	67.0
Limited Eng. Prof.	35	31.4	28.6	20.0	20.0	68.6
Non-LEP	1737	32.8	39.6	15.2	12.4	67.2

Subsidized Meals	1261	51.7	32.9	10.4	5.0	48.3
Full-Pay Meals	518	24.1	33.6	17.8	24.5	75.9

Subsidized Meals	1257	39.1	41.9	13.7	5.3	60.9
Full-Pay Meals	515	17.1	33.2	19.2	30.5	82.9

Grade 5

English/Language Arts

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1573	29.6	46.0	22.6	1.8	70.4
Male	791	34.0	44.2	19.8	1.9	66.0
Female	782	25.1	47.7	25.4	1.8	74.9
White	296	9.1	37.5	45.3	8.1	90.9
African-American	1221	34.8	48.2	16.7	0.2	65.2
Asian/Pacific Is.	11	9.1	36.4	45.5	9.1	90.9
Hispanic	34	26.5	44.1	29.4		73.5
Am. Indian/Alaskan	1					
Disabled	133	65.4	28.6	6.0		34.6
Not Disabled	1440	26.3	47.6	24.2	2.0	73.8
Migrant	22	31.8	31.8	36.4		68.2
Non-migrant	1551	29.5	46.2	22.4	1.9	70.5
Limited Eng. Prof.	32	25.0	34.4	37.5	3.1	75.0
Non-LEP	1541	29.7	46.2	22.3	1.8	70.3
Subsidized Meals	1067	36.4	49.2	14.0	0.5	63.6
Full-Pay Meals	506	15.2	39.1	40.9	4.7	84.8

Science

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	861	54.7	25.1	8.6	11.6	45.3
Male	438	55.7	22.8	8.7	12.8	44.3

Mathematics

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1712	33.6	40.1	15.5	10.8	66.4
Male	880	34.1	39.1	13.9	13.0	65.9
Female	830	33.0	41.1	17.3	8.6	67.0
White	307	10.4	29.3	20.5	39.7	89.6
African-American	1343	39.2	43.0	14.1	3.7	60.8
Asian/Pacific Is.	11	9.1	27.3	36.4	27.3	90.9
Hispanic	36	27.8	33.3	19.4	19.4	72.2
Am. Indian/Alaskan	1					
Disabled	263	71.5	20.2	6.1	2.3	28.5
Not Disabled	1449	26.7	43.7	17.3	12.4	73.3
Migrant	23	30.4	65.2	4.3		69.6
Non-migrant	1689	33.6	39.7	15.7	11.0	66.4
Limited Eng. Prof.	35	17.1	34.3	25.7	22.9	82.9
Non-LEP	1677	33.9	40.2	15.3	10.6	66.1
Subsidized Meals	1192	39.8	43.0	13.7	3.4	60.2
Full-Pay Meals	520	19.2	33.3	19.8	27.7	80.8

Social Studies

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	862	46.4	28.8	13.3	11.5	53.6
Male	449	45.0	26.3	14.9	13.8	55.0

Female	421	53.4	27.6	8.6	10.5	46.6	Female	413	47.9	31.5	11.6	9.0	52.1
White	149	19.5	27.5	15.4	37.6	80.5	White	158	19.0	23.4	27.8	29.7	81.0
African-American	678	62.8	24.5	7.1	5.6	37.2	African-American	675	53.0	30.4	9.8	6.8	47.0
Asian/Pacific Is.	7						Asian/Pacific Is.	4					
Hispanic	18	50.0	22.2	11.1	16.7	50.0	Hispanic	18	44.4	27.8	11.1	16.7	55.6
Am. Indian/Alaskan							Am. Indian/Alaskan	1					
Disabled	145	81.4	9.7	6.2	2.8	18.6	Disabled	130	78.5	13.8	5.4	2.3	21.5
Not Disabled	716	49.3	28.2	9.1	13.4	50.7	Not Disabled	732	40.7	31.4	14.8	13.1	59.3
Migrant	13	46.2	38.5	15.4		53.8	Migrant	12	33.3	50.0	16.7		66.7
Non-migrant	848	54.8	24.9	8.5	11.8	45.2	Non-migrant	850	46.6	28.5	13.3	11.6	53.4
Limited Eng. Prof.	21	47.6	23.8	14.3	14.3	52.4	Limited Eng. Prof.	14	35.7	14.3	21.4	28.6	64.3
Non-LEP	840	54.9	25.1	8.5	11.5	45.1	Non-LEP	848	46.6	29.0	13.2	11.2	53.4
Subsidized Meals	600	64.0	24.7	6.5	4.8	36.0	Subsidized Meals	600	55.0	29.8	8.8	6.3	45.0
Full-Pay Meals	261	33.3	26.1	13.4	27.2	66.7	Full-Pay Meals	262	26.7	26.3	23.7	23.3	73.3

Grade 6

English/Language Arts

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1539	33.2	36.3	22.4	8.1	66.8
Male	734	41.7	36.0	17.6	4.8	58.3
Female	805	25.5	36.6	26.8	11.1	74.5
White	289	10.4	24.9	37.7	27.0	89.6
African-American	1198	39.4	39.0	18.5	3.1	60.6
Asian/Pacific Is.	13		15.4	46.2	38.5	100.0
Hispanic	30	20.0	53.3	16.7	10.0	80.0
Am. Indian/Alaskan	1					

Mathematics

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1621	35.5	34.0	15.9	14.6	64.5
Male	790	41.4	32.7	12.5	13.4	58.6
Female	829	29.8	35.3	19.2	15.7	70.2
White	295	9.8	21.4	26.1	42.7	90.2
African-American	1267	42.0	37.1	13.7	7.2	58.0
Asian/Pacific Is.	15	6.7	26.7		66.7	93.3
Hispanic	33	27.3	33.3	18.2	21.2	72.7
Am. Indian/Alaskan	1					

Disabled	94	77.7	17.0	5.3	22.3
Not Disabled	1445	30.3	37.6	23.5	8.6
Migrant					
Non-migrant	1539	33.2	36.3	22.4	8.1
Limited Eng. Prof.	29	27.6	34.5	31.0	6.9
Non-LEP	1510	33.3	36.4	22.3	8.1
Subsidized Meals	1016	41.8	39.7	16.5	2.0
Full-Pay Meals	523	16.4	29.8	33.8	19.9

Science

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	847	57.5	19.1	10.9	12.5	42.5
Male	409	57.7	17.1	11.0	14.2	42.3
Female	437	57.2	21.1	10.8	11.0	42.8
White	152	24.3	19.1	21.7	34.9	75.7
African-American	663	65.8	19.3	8.3	6.6	34.2
Asian/Pacific Is.	11	18.2	18.2	9.1	54.5	81.8
Hispanic	16	62.5	18.8	6.3	12.5	37.5
Am. Indian/Alaskan	1					
Disabled	115	81.7	12.2	5.2	0.9	18.3
Not Disabled	732	53.7	20.2	11.7	14.3	46.3
Migrant						
Non-migrant	847	57.5	19.1	10.9	12.5	42.5
Limited Eng. Prof.	20	45.0	25.0	20.0	10.0	55.0
Non-LEP	827	57.8	19.0	10.6	12.6	42.2
Subsidized Meals	571	67.6	18.9	7.0	6.5	32.4
Full-Pay Meals	276	36.6	19.6	18.8	25.0	63.4

Disabled	171	76.0	19.3	3.5	1.2	24.0
Not Disabled	1450	30.8	35.7	17.4	16.1	69.2
Migrant						
Non-migrant	1621	35.5	34.0	15.9	14.6	64.5
Limited Eng. Prof.	33	30.3	33.3	15.2	21.2	69.7
Non-LEP	1588	35.6	34.0	15.9	14.4	64.4
Subsidized Meals	1077	44.4	35.8	13.4	6.4	55.6
Full-Pay Meals	544	18.0	30.3	21.0	30.7	82.0

Social Studies

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	824	29.2	33.0	17.1	20.6	70.8
Male	412	35.9	29.6	14.3	20.1	64.1
Female	411	22.4	36.5	20.0	21.2	77.6
White	150	8.0	15.3	19.3	57.3	92.0
African-American	646	34.4	37.6	16.3	11.8	65.6
Asian/Pacific Is.	4					
Hispanic	18	22.2	27.8	22.2	27.8	77.8
Am. Indian/Alaskan						
Disabled	106	60.4	30.2	7.5	1.9	39.6
Not Disabled	718	24.7	33.4	18.5	23.4	75.3
Migrant						
Non-migrant	824	29.2	33.0	17.1	20.6	70.8
Limited Eng. Prof.	14	42.9	21.4	14.3	21.4	57.1
Non-LEP	810	29.0	33.2	17.2	20.6	71.0
Subsidized Meals	548	38.0	38.3	14.6	9.1	62.0
Full-Pay Meals	276	12.0	22.5	22.1	43.5	88.0

ROA1397

1168

Grade 7

English/Language Arts

		%	%	%	%	%
	Number Tested	Below Basic	Basic	Proficient	Advanced	Meet Standard
All Students	1588	34.9	43.5	18.3	3.4	65.1
Male	804	41.0	41.8	14.9	2.2	59.0
Female	782	28.5	45.1	21.7	4.6	71.5
White	309	8.1	36.6	44.0	11.3	91.9
African-American	1204	41.4	45.6	11.8	1.2	58.6
Asian/Pacific Is.	10	40.0	30.0	30.0		60.0
Hispanic	51	43.1	33.3	15.7	7.8	56.9
Am. Indian/Alaskan	4					
Disabled	124	74.2	20.2	4.8	0.8	25.8
Not Disabled	1464	31.6	45.4	19.4	3.6	68.4
Migrant						
Non-migrant	1588	34.9	43.5	18.3	3.4	65.1
Limited Eng. Prof.	37	56.8	29.7	8.1	5.4	43.2
Non-LEP	1551	34.4	43.8	18.5	3.4	65.6
Subsidized Meals	1007	44.7	45.1	9.6	0.6	55.3
Full-Pay Meals	581	17.9	40.6	33.2	8.3	82.1

Science

		%	%	%	%	%
	Number Tested	Below Basic	Basic	Proficient	Advanced	Meet Standard
All Students	1679	37.0	34.2	11.4	17.5	63.0
Male	860	40.8	31.5	9.3	18.4	59.2
Female	816	32.8	37.0	13.6	16.5	67.2
White	316	9.8	21.8	15.5	52.8	90.2
African-American	1281	43.6	37.4	10.7	8.3	56.4

Mathematics

		%	%	%	%	%
	Number Tested	Below Basic	Basic	Proficient	Advanced	Meet Standard
All Students	1606	31.8	44.0	12.4	11.8	68.2
Male	819	34.8	41.5	10.6	13.1	65.2
Female	784	28.4	46.8	14.3	10.5	71.6
White	308	5.5	29.2	24.0	41.2	94.5
African-American	1218	38.8	47.7	9.4	4.1	61.2
Asian/Pacific Is.	10	40.0	20.0	20.0	20.0	60.0
Hispanic	55	27.3	47.3	10.9	14.5	72.7
Am. Indian/Alaskan	4					
Disabled	135	71.1	24.4	2.2	2.2	28.9
Not Disabled	1471	28.2	45.8	13.3	12.6	71.8
Migrant						
Non-migrant	1606	31.8	44.0	12.4	11.8	68.2
Limited Eng. Prof.	41	36.6	48.8	7.3	7.3	63.4
Non-LEP	1565	31.7	43.9	12.5	11.9	68.3
Subsidized Meals	1025	41.1	47.2	8.7	3.0	58.9
Full-Pay Meals	581	15.5	38.4	18.9	27.2	84.5

Social Studies

		%	%	%	%	%
	Number Tested	Below Basic	Basic	Proficient	Advanced	Meet Standard
All Students	1672	53.5	25.1	6.9	14.6	46.5
Male	855	53.9	22.2	7.1	16.7	46.1
Female	814	52.9	28.0	6.6	12.4	47.1
White	313	20.1	28.4	11.8	39.6	79.9
African-American	1278	61.7	24.3	5.5	8.5	38.3

Asian/Pacific Is.	10	30.0	30.0	40.0	70.0
Hispanic	56	39.3	33.9	5.4	21.4
Am. Indian/Alaskan	5				
Disabled	216	72.2	21.3	3.2	3.2
Not Disabled	1463	31.8	36.1	12.6	19.5
Migrant					
Non-migrant	1679	37.0	34.2	11.4	17.5
Limited Eng. Prof.	40	52.5	27.5	7.5	12.5
Non-LEP	1639	36.6	34.4	11.5	17.6
Subsidized Meals	1090	46.7	36.1	9.4	7.9
Full-Pay Meals	589	19.0	30.7	15.1	35.1

Asian/Pacific Is.	10	50.0	20.0	10.0	20.0	50.0
Hispanic	55	60.0	18.2	10.9	10.9	40.0
Am. Indian/Alaskan	5					
Disabled	214	85.0	10.7	1.4	2.8	15.0
Not Disabled	1458	48.8	27.2	7.7	16.3	51.2
Migrant						
Non-migrant	1672	53.5	25.1	6.9	14.6	46.5
Limited Eng. Prof.	39	69.2	12.8	12.8	5.1	30.8
Non-LEP	1633	53.1	25.4	6.7	14.8	46.9
Subsidized Meals	1086	63.9	23.1	5.3	7.6	36.1
Full-Pay Meals	586	34.1	28.7	9.7	27.5	65.9

Grade 8

English/Language Arts

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1587	37.3	40.6	17.1	5.0	62.7
Male	767	44.1	38.5	13.8	3.7	55.9
Female	817	31.0	42.6	20.2	6.2	69.0
White	304	14.1	32.2	34.9	18.8	85.9
African-American	1221	43.9	42.3	12.3	1.5	56.1
Asian/Pacific Is.	5					
Hispanic	35	22.9	45.7	31.4		77.1
Am. Indian/Alaskan	3					
Disabled	107	73.8	20.6	5.6		26.2
Not Disabled	1480	34.7	42.1	17.9	5.3	65.3
Migrant						

Mathematics

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	1594	45.4	39.5	8.8	6.3	54.6
Male	772	46.4	38.0	9.3	6.3	53.6
Female	819	44.3	41.1	8.3	6.2	55.7
White	306	19.6	36.6	19.9	23.9	80.4
African-American	1223	52.1	40.5	5.6	1.9	47.9
Asian/Pacific Is.	6					
Hispanic	36	44.4	33.3	19.4	2.8	55.6
Am. Indian/Alaskan	4					
Disabled	115	76.5	21.7	0.9	0.9	23.5
Not Disabled	1479	43.0	40.9	9.4	6.7	57.0
Migrant						

Non-migrant	1587	37.3	40.6	17.1	5.0	62.7
Limited Eng. Prof.	23	26.1	56.5	17.4		73.9
Non-LEP	1564	37.5	40.4	17.1	5.1	62.5
Subsidized Meals	1019	45.8	42.6	10.4	1.2	54.2
Full-Pay Meals	568	22.0	37.1	29.0	11.8	78.0

Science

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	855	48.4	28.9	11.6	11.1	51.6
Male	443	50.6	26.4	12.4	10.6	49.4
Female	409	46.0	31.5	10.8	11.7	54.0
White	148	18.9	23.0	17.6	40.5	81.1
African- American	670	54.9	30.6	10.0	4.5	45.1
Asian/Pacific Is.	2					
Hispanic	22	45.5	22.7	18.2	13.6	54.5
Am. Indian/Alaskan	3					
Disabled	109	83.5	14.7		1.8	16.5
Not Disabled	746	43.3	31.0	13.3	12.5	56.7
Migrant						
Non-migrant	855	48.4	28.9	11.6	11.1	51.6
Limited Eng. Prof.	13	46.2	30.8	15.4	7.7	53.8
Non-LEP	842	48.5	28.9	11.5	11.2	51.5
Subsidized Meals	565	56.5	30.4	9.0	4.1	43.5
Full-Pay Meals	290	32.8	25.9	16.6	24.8	67.2

Non-migrant	1594	45.4	39.5	8.8	6.3	54.6
Limited Eng. Prof.	24	37.5	54.2	8.3		62.5
Non-LEP	1570	45.5	39.3	8.8	6.4	54.5
Subsidized Meals	1026	54.7	38.8	5.1	1.5	45.3
Full-Pay Meals	568	28.7	40.8	15.5	15.0	71.3

Social Studies

	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Meet Standard
All Students	849	39.0	40.9	11.4	8.7	61.0
Male	398	40.2	37.7	11.6	10.6	59.8
Female	450	37.8	43.8	11.3	7.1	62.2
White	166	10.2	31.9	22.9	34.9	89.8
African- American	654	47.4	42.7	8.0	2.0	52.6
Asian/Pacific Is.	4					
Hispanic	14	21.4	57.1	21.4		78.6
Am. Indian/Alaskan	1					
Disabled	121	73.6	22.3	2.5	1.7	26.4
Not Disabled	728	33.2	44.0	12.9	9.9	66.8
Migrant						
Non-migrant	849	39.0	40.9	11.4	8.7	61.0
Limited Eng. Prof.	11	18.2	36.4	45.5		81.8
Non-LEP	838	39.3	40.9	11.0	8.8	60.7
Subsidized Meals	556	48.9	42.8	6.3	2.0	51.1
Full-Pay Meals	293	20.1	37.2	21.2	21.5	79.9

[Site Map](#) | [Link To Us](#) | [www.sc.gov](#) | [Other Agency Web Sites](#) | [Other Links](#) | [Legal](#) | [Privacy](#)

© 2008 South Carolina State Department of Education.

All other trademarks are the property of their respective holders

~/pdf/070597.pdf

Office of Motor Vehicle Hearings

Tuesday, January 05, 2010

Search: **SC Administrative Law Court Decisions**PDF **CAPTION:**

Lee County School Board Board of Trustees vs. Mary L. Dinkins Higher Learning Academy

AGENCY:

Lee County School Board

PARTIES:**Appellant:**

Lee County School Board Board of Trustees

Respondents:

Mary L. Dinkins Higher Learning Academy

DOCKET NUMBER:

07-ALJ-30-0597-AP

APPEARANCES:

Lee County School Board Board of Trustees:

Charles J. Boykin, Esquire

Kenneth A. Davis, Esquire

Deidre D. Hill, Esquire

Mary L. Dinkins Higher Learning Academy:

Kirby D. Shealy, III, Esquire

Samuel M. Mokeba, Esquire

ORDERS:**ORDER****STATEMENT OF THE CASE**

This matter is before the Administrative Law Court ("ALC" or "Court") pursuant to S. C. Code Ann. §§ 59-40-10 et seq., the South Carolina Charter Schools Act of 1996 ("Act"). The Lee County School Board of Trustees ("School Board") filed an appeal with the ALC on November 29, 2007, seeking review of the State Board of Education's ("State Board") decision dated October 30, 2007. In its decision, the State Board reversed the decision of the School Board to revoke the charter of Mary L. Dinkins Higher Learning Academy ("MLD Academy"). After timely notice to the parties, a hearing was held at the ALC in Columbia, South Carolina on May 20, 2008, at which time the parties presented arguments on their respective positions. After a review of the Record on Appeal and careful consideration of the parties' arguments, the Court affirms the State Board's decision.

FACTUAL AND PROCEDURAL BACKGROUND

MLD Academy filed a charter school application ("Application") on June 1, 2004. It was denied by the School Board on July 20, 2004. MLD Academy appealed the denial to the State Board which reversed the School Board's decision. The State Board's decision effectively granted the charter to MLD Academy and required the School Board to serve as MLD Academy's sponsor. Thereafter, the School Board appealed the State Board's decision to circuit court, which affirmed the State Board's decision.^[1] Subsequently, the School Board appealed to the South Carolina Court of Appeals and filed a Petition for Supersedeas with the South Carolina Supreme Court. On July 6, 2005, the Supreme Court granted certiorari.

ROA 1401

ALC Rules
& Publications
Decisions
Contact Us
What's New
Judges
Appellate Court Rules
Links
FAQs
Location
Disclaimer
Home

During the pendency of the initial appeal, MLD Academy became operational and opened on September 1, 2005. Beginning September 1, 2005, the School Board began making monthly payments to MLD Academy based upon its requests. On February 1, 2006, Dr. Lloyd Hunter, Superintendent for the Lee County School District ("School District"), notified MLD Academy that the School District would evaluate its performance for the 2005-2006 school year. The School District's evaluation team conducted an evaluation on April 27, 2006; however, MLD Academy did not permit the evaluation team to observe instruction, interview core area teachers, or examine school records. Additionally, on July 27, 2006, the landlord terminated the lease on MLD Academy's facility.

On August 1, 2006, the School Board adopted a motion to initiate revocation proceedings against MLD Academy's charter because of MLD Academy's failure to employ a certified administrator with experience in school administration as required by the Application, the School District's inability to fully evaluate MLD Academy in April 2006, and the proposed lease termination. [2] However, the School Board held the revocation in abeyance pending a ruling on its appeal to the South Carolina Supreme Court regarding the Application, improvement of the conditions on which its revocation determination was based, or further action by the School Board, whichever occurred earliest. On January 29, 2007, the Supreme Court affirmed the State Board's decision which granted the charter to MLD Academy.

On February 20, 2007, less than one month after the Supreme Court's decision, Dr. Hunter wrote MLD Academy, offering it the opportunity to demonstrate that the issues cited in its 2006 revocation determination had been remedied. Further, the School District notified MLD Academy that it wished to complete its evaluation. On March 20, 2007, Dr. Hunter notified MLD Academy that the School District would appoint an evaluation team ("team") to evaluate MLD Academy's performance for the 2006-2007 school year and MLD Academy was given the opportunity to make recommendations for members of the team. In response, MLD Academy questioned the School District's authority to conduct an evaluation and did not recommend any members for the team. Thereafter, the School District appointed Dr. Yvonne Barnes and Titus Duren to serve as the evaluation team; neither were employees of the School District.

Prior to the on-site evaluation, Dr. Barnes met with Bonita Dinkins-Robinson, the director of MLD Academy, to discuss the evaluation tool the team would utilize. Subsequently, the team conducted an evaluation on May 16, 2007 and May 21, 2007. [3] During the evaluation, MLD Academy refused permission for the team to observe instructional delivery and methodology, interview core area teachers, and examine individual student records.

The team submitted its formal report detailing its findings to the School District on May 24, 2007. It was accepted by the School Board at a meeting on June 14, 2007. The findings noted that MLD Academy "met" 29 of the 32 areas observed, but only "partially met" the other three. After considering the report, the School Board voted on June 27, 2007 to notify MLD Academy of its intent to revoke its charter. It stated that the revocation was due to MLD Academy's failure to fully cooperate with the evaluation team and because of its poor grades on its 2006 Annual School Report Card.

After it had been notified of the School Board's revocation determination, MLD Academy requested a hearing. The School Board held a hearing on July 20, 2007, and on August 6, 2007, it revoked the charter. In its written Order ("School Board Order") dated August 7, 2007, the School Board made the revocation effective on September 1, 2007 and concluded that:

(1) the Supreme Court's decision dated January 29, 2007 effectively made it the sponsor of MLD Academy;

(2) Section 59-40-110(A) provided that the School District, as sponsor of MLD Academy, must annually evaluate the conditions outlined in subsection (C) thereof in making a

ROA 1402

determination for the nonrenewal or revocation of its charter;

(3) Section 59-40-110 (C) requires that a school district revoke a charter if it determines that the school committed a material violation of the conditions, standards, or procedures provided for in its charter application or failed to meet or make reasonable progress, as defined in its application, toward pupil achievement standards identified therein;

(4) MLD Academy failed to cure several material violations remaining from the 2006 evaluation, i.e. not offering evidence of its implementation strategies, methodologies, techniques, and practices with respect to curriculum and instruction as required by its Application, which constituted a material violation of its Application;

(5) MLD Academy materially violated its Application by failing to fully cooperate with the 2007 evaluation team during its evaluation by: (a) prohibiting it from reviewing its practices and techniques with respect to its curriculum and instruction; (b) not providing it with any evidence of its implementation strategies, methodologies, techniques and practices with respect to its curriculum and instruction; and (c) refusing to allow the team to observe instruction being delivered by its teachers or to speak with its teachers in core instructional areas;

(6) MLD Academy's instruction and curriculum implementation failed to meet pupil achievement standards specified in its Application as measured by its 2006 Annual School Report Card and constituted a material violation of Section 59-40-110(C)(2);

(7) MLD Academy did not meet the adequate yearly progress established in the No Child Left Behind Act;

(8) MLD Academy, by failing to provide evidence of proper documentation of student records, or by refusing to allow the evaluation team to review the records, committed a material violation of its Application and of Section 59-40-110(C)(1); and

(9) MLD Academy's failure to demonstrate community involvement in the governance and operation of the school, or by refusing the evaluation team the opportunity to speak with parents or teachers who could verify community involvement with school activities, constituted a material violation of Section 59-40-110(C)(1). [4]

MLD Academy appealed the School Board's Order to the State Board which held a hearing on October 10, 2007. On October 30, 2007, the State Board issued its Order ("State Board Order"), reversing the School Board's decision. On November 29, 2007, the School Board filed an appeal with the ALC.

On December 10, 2007, MLD Academy filed a Petition for Writ of Mandamus with the South Carolina Supreme Court, requesting it to exercise its original jurisdiction and order the School Board to continue providing funding to MLD Academy during the pendency of the appeal to the ALC. On December 14, 2007, the Supreme Court denied MLD Academy's Petition for Writ of Mandamus. On December 19, 2007, MLD Academy filed a Petition for Writ of Mandamus, or in the alternative, a motion for a Lift of Stay with the ALC. After conducting a telephonic hearing, this Court issued an order on December 28, 2007, which lifted the stay and ordered the School Board to continue funding MLD Academy during the pendency of this appeal.

JURISDICTION AND STANDARD OF REVIEW

S.C. Code Ann. § 59-40-110(C) provides that a sponsor must revoke a school's charter if it determines that the charter school:

(1) committed a material violation of the conditions, standards, or procedure provided for in the charter application;

(2) failed to meet or make reasonable progress, as defined in the charter application, toward

pupil achievement standards identified in the charter application;

(3) failed to meet generally accepted standards of fiscal management; or

(4) violated any provision of law from which the charter school was specifically exempted. [5]

Section 59-40-110(A) requires the sponsor to annually evaluate the conditions outlined in § 59-40-110(C) and to use those evaluation results in making a determination for nonrenewal or revocation of the charter. If a sponsor decides to revoke a charter, it must notify the charter school's governing body in writing and in reasonable detail of the grounds for the proposed termination at least sixty days prior to termination of the charter. § 59-40-110(D). A charter school's governing body may then request, in writing, a hearing before the sponsor within fourteen days of receipt of the notice of termination of the charter. § 59-40-110(F). After receipt of a timely request for a hearing by a charter school governing body, the sponsor shall conduct a hearing prior to taking final action. § 59-40-110(F). A final decision of the sponsor to revoke a charter may then be appealed to the State Board pursuant to the provisions of §§ 59-40-90 and 59-40-110(H). [6]

Appeals from a decision by a local school board must be filed with the State Board within 10 days of the school board's decision. § 59-40-90 (B); see also Reg. 43-600. Pursuant to § 59-40-90(C) and 24 S.C. Code Ann. Reg. 43-600(I)(G), the State Board must, within 45 days after receipt of the Notice of Appeal and, after reasonable public notice, conduct a public hearing to consider the appeal. Each party to the appeal is authorized to make an oral argument at the hearing addressing the issues on appeal, and the State Board may, at its discretion, allow public comments addressing the issues on appeal. Within 20 days of the public hearing, the State Board must issue a final written order. Reg. 43-600(I)(D) provides that the State Board's review will be limited to the record on appeal and that it will not consider any fact that does not appear in the record on appeal. Further, Reg. 43-600(I)(E) provides that the standard of review to be applied by the State Board in its appellate review mirrors the limited standard of review contained in the South Carolina Administrative Procedures Act ("APA"); Beaufort County Bd. of Educ. v. Lighthouse Charter School Comm., et al., 335 S.C. 230, 234, 516 S.E. 2d 655, 657 (1999); S.C. Code Ann. § 1-23-380(5) (as amended 2008). [7]

A final order by the State Board may be appealed to the ALC as provided in § 1-23-600(D) and (E) (as amended 2008). See § 59-40-90(D). The ALC has authority to review the final order of the State Board as an appeal under § 1-23-380(5), which provides for reversal only if its findings are:

(a) in violation of constitutional or statutory provisions;

(b) in excess of the statutory authority of the agency;

(c) made upon unlawful procedure;

(d) clearly erroneous in view of the reliable, probative and substantial evidence on the whole record; or

(e) arbitrary or capricious or characterized by abuse of discretion or clearly unwarranted exercise of discretion.

In applying this scope of review, the reviewing court may not substitute its judgment for that of the agency as to the weight of the evidence on questions of fact, but may reverse where the decision is affected by an error of law. Liberty Mutual Ins. Co. v. S.C. Second Injury Fund, 363 S.C. 612, 611 S.E.2d 297 (Ct. App. 2005). This Court reviews the findings of the School Board to determine if its findings of fact or conclusions of law are based on substantial evidence contained in the whole record. The South Carolina Supreme Court in Porter v. South Carolina Public Service Commission, 333 S.C. 12, 20-21, 507 S.E.2d 328, 332 (1998)

ROA 1404

defined the substantial evidence standard of review:

Substantial evidence is relevant evidence that, considering the record as a whole, a reasonable mind would accept to support an administrative agency's action. Substantial evidence exists when, if the case were presented to a jury, the court would refuse to direct a verdict because the evidence raises questions of fact for the jury. It is more than a mere scintilla of evidence, but is something less than the weight of the evidence. Furthermore, the possibility of drawing two inconsistent conclusions from the evidence does not prevent a court from concluding that substantial evidence supports an administrative agency's finding.

The Supreme Court found "[t]his deferential standard of review does not mean, however, the Court will accept an administrative agency's decision at face value without requiring the agency to explain its reasoning." *Id.* at 21, 507 S.E.2d at 332. Further, the agency "must fully document its findings of fact and base its decision on reliable, probative, and substantial evidence on the whole record." *Id.* "An administrative body must make findings, which are sufficiently detailed to enable this Court to determine whether the findings are supported by the evidence and whether the law has been applied properly to those findings." *Id.* And if "material facts are in dispute, the administrative body must make specific, express findings of fact." *Id.*

DISCUSSION

Appellant raises the following issues on appeal:

1. Whether the State Board erred in finding that the School Board's decision was not supported by substantial evidence when the record included admissions that MLD Academy failed to meet its specified academic performance standards and failed to cooperate fully with the statutory annual evaluation?
2. Whether the State Board erred by substituting its judgment for that of the School Board in ignoring the School Board's reliance on specific findings from the evaluation team?
3. Whether the State Board erred in substituting its judgment for that of the School Board by concluding that MLD Academy's failure to cooperate with the evaluation of its instructional delivery was not a material breach of the terms of the school's charter application?
4. Whether the State Board erred in reversing the School Board's decision by concluding that MLD Academy's failure to provide student records was not a material breach of the terms of the school's charter application?
5. Whether the State Board erred in reversing the School Board's decision by concluding that MLD Academy's refusal to provide access to student records was immaterial because most of the information listed under VI(A) of the School Board's Monitoring Tool is information that is uploaded in SASI and maintained on the School District level?
6. Whether the State Board erred in reversing the decision of the School Board in finding that there was adequate support from parents in the community, when no surveys were returned by any parents to the State Board?
7. Whether the State Board erred in reversing the School Board's decision after MLD Academy failed to meet the instructional standard specified in its application for a charter school?

Instructional Delivery

In its Order, the School Board found that MLD Academy materially violated the Application because it did not fully cooperate with the School Board's 2007 annual evaluation of instructional delivery and offered no evidence of its "implementation strategies, methodologies, techniques and practices with respect to curriculum and instruction as required by the charter school application." (R. at 192). In addition, it found that MLD Academy failed to fully cooperate with the 2006 annual evaluation of instructional delivery.

[8] The State Board reversed this finding, concluding that MLD Academy's failure to fully cooperate with an annual evaluation by itself is not among the specifically enumerated statutory reasons to justify revocation of a school's charter. In addition, the State Board found there was not substantial evidence in the record to support the conclusion reached by the School Board that MLD Academy materially violated its application.

There were lengthy communications between the parties concerning the 2007 revocation.^[9] In addition, MLD Academy responded to each concern about the 2006 revocation^[10] and invited Dr. Hunter to visit with its Board of Trustees and attend a parent meeting, which he subsequently refused to attend. Notwithstanding all the communications in both 2006 and 2007, the School District selected a team to conduct an on-site evaluation of MLD Academy in 2007, and although MLD Academy had concerns about the legality of the on-site visit, it cooperated with the team and made available for its review many of its records.

On appeal to this Court, the School Board asserts there is substantial evidence in the record to support its finding that MLD Academy's failure to fully cooperate with the team's annual evaluation of instructional delivery constituted a material violation of the Application. It asserts that the State Board erred in reversing that finding and that the State Board substituted its judgment for the School Board in determining that MLD Academy's failure to cooperate with the evaluation, by itself, was not a sufficient ground of revocation pursuant to § 59-40-110(C).

Section 59-40-110(A) provides that "[t]he sponsor annually shall evaluate the conditions outlined in subsection (C). The annual evaluation results must be used in making a determination for nonrenewal or revocation."^[11] Further, Section 59-40-110(C)(1) provides that a charter must be revoked or not renewed by the sponsor if the sponsor determines that the charter school "committed a material violation of the conditions, standards, or procedures provided for in the charter application."

Section 59-40-110(C) specifically defines the grounds for which a charter can be revoked. The failure to cooperate with an evaluation is not listed as a specific ground in subsection (C) and a School Board cannot revoke a charter based solely upon a lack of cooperation by the charter school. However, the School Board asserts that it did not rely solely on MLD Academy's failure to cooperate as the reason for revoking the charter. Rather, it argues that because the Act permitted evaluations and MLD Academy contracted to "report at least annually to its sponsor...all information required by the sponsor," MLD Academy's failure to cooperate fully in the annual evaluation of instructional delivery and its failure to provide all requested information together constituted a material violation of the conditions, standards or procedures provided for in the Application. (R. at 655); see § 59-40-140(H). Also, the School Board determined that MLD Academy's actions or inactions constituted a material violation of the Application because it failed to fully cooperate with evaluations of its instructional delivery for two consecutive years (evaluations during the 2005-2006 and the 2006-2007 school years).^[12]

Since the Application constitutes a contract between MLD Academy and the School District, ^[13] it must be read in conjunction with Sections 59-40-110 and 59-40-140 (H). Item N of the Statement of Assurances in the Application provides that MLD Academy will report at least annually to its sponsor, i.e. the School Board, and to the Department of Education "all information required by the sponsor and by the Department, including, at a minimum, the number of students enrolled in the charter school, the success of students in achieving the specific educational goals for which the charter school was established, and the identity and certification status of the teaching staff." ^[14] (R. at 655) (emphasis added). Therefore, to be in compliance with § 59-40-140(H) and Item N, the school only need report these three pieces of information. Notwithstanding, as stated by the State Board in its order, the failure to cooperate with an evaluation team and process can certainly have a negative impact on the evaluation results. Further, a failure to provide the team with on-site access to requested information can result in the evaluation team determining that the school did not meet the requirements of its contract.

The School Board conducted an evaluation of MLD Academy in 2007. Prior to conducting the evaluation in 2007, the evaluation team informed MLD Academy of the thirty-two (32) criteria/standards it would be evaluating. For each criterion identified, the team determined whether there was evidence that MLD "met" or "partially met" the criterion or whether evidence of that criterion was "absent" in their review. The team addressed each criterion separately in its evaluation report and found that MLD Academy "met" twenty-nine (29) of the

ROA 1406

separately in its evaluation report and found that MLD Academy "met" twenty-nine (29) of the criteria and "partially met" three (3) others; however, the team did not conclude that there was an absolute absence of any of the criteria.^[15] Notwithstanding, in its order the School Board found that the three (3) criteria MLD Academy "partially met" constituted sufficient grounds for revocation of the charter.

One of the criteria the team found that MLD Academy "partially met" was Standard II(A). For this criterion, the team evaluated whether MLD Academy's "educational program and instructional methodology are consistent with the approved charter application." In its report, the team commented as follows:

Resources and excellent instructional materials were available for review; however, the team was unable to observe instruction being delivered, or have an opportunity to speak with teachers of core instructional areas. Instructional methodology was not observable. The team could not therefore substantiate the following charter school program reference: "The program offered school-wide, progressive, holistic education, child-centered, small class size, and small school size." Based on enrollment numbers the teams surmised that the small school and class size components were feasible. (Methodology could not be reviewed.)

(R. at 209).

The School Board asserts that because MLD Academy refused to allow observation of instructional delivery, the team was unable to determine whether the students at MLD Academy were receiving a quality education, were achieving the specific educational goals for which the school was established, and whether the teachers were providing instruction to students based on the South Carolina Academic Standards for all subjects. However, the team was provided access to MLD Academy's curriculum materials and found them to be excellent. Further, the team did not find an absolute absence of evidence for Standard II.A. in their review. Therefore, a review of the record does not support the School Board's determination that MLD Academy failed to provide evidence of its "implementation strategies, methodologies, techniques and practices with respect to curriculum and instruction as required by the charter school application." (R. at 192).

Accordingly, I find that there is not substantial evidence in the record to support the School Board's determination that MLD materially violated its charter school application by failing to allow observation of instructional delivery. MLD Academy attempted to comply with all requests for information made by the School Board and permitted on-site evaluations in both 2006 and 2007. Furthermore, MLD Academy provided the team with the success of its students in achieving the specific educational goals for which the school was established, thereby meeting the requirements of Item N of the Statement of Assurances and Section 59-40-140(H). Moreover, the refusal by MLD Academy to allow the evaluation team to sit in its classrooms and observe instruction, which is not required by any of the applicable statutes, regulations or the Application, does not amount to a material violation of the Application. Therefore, the State Board's determination on this issue is affirmed.

Pupil Achievement Standards and the Annual Report Card

The School Board asserts that there is substantial evidence in the record to support its determination that MLD Academy materially violated the Application in that its instruction and curriculum implementation failed to meet pupil achievement standards specified in the Application as measured by its 2006 Annual School Report Card^[16] and it did not meet the adequate yearly progress ("AYP") established in the No Child Left Behind Act of 2001 ("NCLB"), 20 U.S.C.A. § 6301, *et seq.* Further, it asserts that the State Board, in reversing this finding, erred in substituting its judgment for that of the School Board because it ignored the School Board's reliance on specific findings from the 2006 Annual Report Card.

Section 59-40-110(C)(2) provides that a charter must be revoked or not renewed by the sponsor if the sponsor determines that the charter school "failed to meet or make reasonable progress, as defined in the charter application, toward pupil achievement standards identified in the charter application." In the Application, MLD Academy stated that it expected its students to meet the AYP established in NCLB^[17] and agreed to use

students' yearly progress would meet the AYP established in NCLB [17] and agreed to use as an indicator of student achievement those testing models utilized by the District, which were primarily PACT. However, MLD Academy qualified that assertion by stating that it would "adhere to all federal guidelines with regard to the amount of time that schools have in order for students to be performing at the required grade level." (R. at 637). In fact, NCLB does not require that all students reach proficiency until 2013-2014. 20 U.S.C.A. § 6311(b)(2)(F).

In its Order, the State Board noted that although MLD Academy did not meet AYP, as evidenced by its 2006 Report card, it did meet seven of the thirteen objectives that applied to it. Further, it commented that it is unreasonable to expect every school to reach AYP in its first year because it takes time for students to reach the goals of NCLB. Additionally, it noted that under the federal guidelines regarding Title I schools and AYP, there is no legal implication for those schools not meeting AYP for one year because a school must fail to make AYP for two consecutive years before becoming "newly identified." [18] (R. at 16). Therefore, in its order the State Board found it unreasonable to use the first year's report card rating as a trigger for revocation. It remarked that such rating should be used as the "base" from which improvement and failure can be determined and that an "[a]nalysis of subsequent year's report cards will allow a clearer view of how that school is performing." (R. at 16).

Additionally, the State Board noted that a charter school's application contains timelines for meeting long-term performance goals and the requirements of NCLB. Furthermore, at the time of the Application, MLD Academy anticipated that there would be children in need of assistance and that it would take time for the students to be assisted sufficiently to reach a point of proficiency, or the federal standard. In fact, in its Application MLD Academy stated that it "aim[ed] to provide a net for those students who have previously or are in danger of falling behind," and that it would provide tutoring during lunch and after school, extra assignments, and computer-based instruction to assist students who performed below acceptable levels of proficiency on PACT. (R. at 637).

It is apparent to this Court that the State Board read the record carefully and noted the many difficulties, struggles and problems the parties had working with each other. The creation of the charter school would take funds away from School District which it could use in its public schools, and there is a history of litigation involving the parties, including the issue of the grant of the original charter which was ultimately decided by the South Carolina Supreme Court. This court has reviewed the record carefully and also is aware of the funding issues MLD Academy had to overcome. Therefore, the Court finds that the State Board correctly addressed this issue and adopts its analysis. The School Board misapplied § 59-40-110(C) which amounted to an error of law, as Section 59-40-110(C)(2) does not require a charter school to meet its stated pupil achievement standards, only that "reasonable progress" be made. Accordingly, the decision of the State Board with regard to this issue is affirmed.

Access to Student Records

With regard to access to student records, the School Board argues that there is substantial evidence in the record to support its determination that the refusal by MLD Academy to provide access to student records during the 2006 and 2007 annual evaluations constituted a material violation of the Application, and that the State Board erred in reversing that finding. Further, the School Board argues that the State Board erred in concluding that MLD Academy's refusal to provide access to student records was immaterial because most of the information listed under VI(A) of the School Board's Monitoring Tool is information that is uploaded in SASI and maintained on the District level. Expressly, in its order, the School Board found that because MLD Academy did not allow the evaluation team access to student records in 2006 or 2007, it failed to provide evidence that its student records contained appropriate documentation and that this amounted to a material breach of its Application.

As stated earlier herein, the failure to cooperate with the evaluation team and process can certainly have a negative impact on the evaluation results. Likewise, the failure to provide the team with access to information can result in the team determining that the school does not

ROA 1408

meet the requirements of its contract. However, the failure to cooperate with the evaluation team, by itself, is not specific grounds for revocation.

As previously noted, Item N of the Statement of Assurances in the Application states that MLD Academy will report at least annually to its sponsor, "all information required by the sponsor... including at a minimum... the success of students in achieving the specific educational goals for which the charter school was established." (R. at 655). Prior to conducting its evaluation in 2006 and 2007, the School Board notified MLD Academy that it would be reviewing student records to ensure that they contained certain required documentation. Specifically, the team evaluated whether "[e]ach permanent record contains appropriate documentation of the following: academic placement, grades, and credits; standardized test scores; attendance; required immunizations; and emergency contact information." (R. at 214). In its 2007 report, the team found that MLD Academy "partially met" this criterion and included the following narrative:

Based on a review of the information provided, the program appears to be implementing the required guidelines and keeping appropriate records. The team could not, however, indicate that each permanent record contained the appropriate documentation because it did not have access to the records (even to select randomly) for review. A folder was pulled for the team to review. That folder did contain the required information. The team felt that under "[Family Educational Rights and Privacy Act]" in its position as Officials for audit or evaluation purposes it should have had access to the records. (Cumulative Folders).

(R. at 214).

The team was allowed to review one folder and found that it contained all necessary documentation. However, it was not allowed to review any other student folders, even at random, to determine that the majority of MLD Academy's student records contained the appropriate documentation. MLD Academy asserted that it was prohibited from allowing the team to review student records without parental permission pursuant to the Family Educational Rights and Privacy Act ("FERPA").

FERPA provides, in pertinent part:

No funds shall be made available under any applicable program to any educational agency or institution which has a policy or practice of permitting the release of education records... of students without the written consent of their parents to any individual, agency, or organization, other than the following - (A) other school officials... who have been determined by such agency or institution to have legitimate educational interests, including the educational interests of the child for whom consent would otherwise be required.

20 U.S.C.A. § 1232g(b)(1)(A). MLD Academy asserts that because the members of the team were not employees of the Lee County School District, but those of other school districts, they were not "other school officials" within the meaning of FERPA. Further, MLD Academy asserted that it did not receive any notice of an advance determination from the School Board that the team had legitimate educational interests in MLD Academy's student records. The State Board declined to rule on the interpretation of FERPA, and the Court finds it unnecessary to address this issue. As the State Board correctly found in its order, the issue is whether the failure to provide access to those records and the resultant finding by the team that the standard was "partially met," is ground for revocation of the charter. (R. at 12). The team was given access to one student record and found that it contained all necessary documentation. In addition, folders containing Individualized Education Plans were made available and the team found that MLD Academy "met" Standard VI(B), with regard to student records containing Individualized Education Plans and/or 504 Plans. (R. at 214). Furthermore, the majority of the student information the team sought to review under Standard VI(A) is maintained in SASI so it can be uploaded and maintained at the District level.

Accordingly, the Court finds that there is not substantial evidence in the record to support the School Board's determination with regard to student records. Furthermore, a failure by MLD Academy to provide student records to the team to evaluate when they were available to the School District at its office is not a material violation of the Application and MLD Academy's

contract with the School District. Therefore, the ruling by the State Board on this issue is affirmed.

Parental and Community Involvement

The School Board argues that there is substantial evidence in the record to support its determination that MLD Academy materially breached the terms of the Application by failing to demonstrate community involvement in the governance and operation of the school, and that the State Board erred in reversing that finding. The School Board based its decision in part upon the fact that the evaluation team was unable to speak with parents or teachers who could verify community involvement with school activities and the fact that none of the evaluation surveys provided to students, teachers and parents as part of the Annual School Report Card process were returned.

In its Application, MLD Academy included a section on "family involvement" which states that it "expect[s] parental involvement and will work with parents.... At a minimum, we expect parents to be involved with their child's daily and weekly homework assignments" and to be "involved as volunteers at all levels: in the classroom, on the Parent/Teacher/Student Council, on all-school committees, and on the Board of Directors." (R. at 641). Additionally, MLD Academy's Application provides that it "will expect parents and community members to be active[ly] involved in all aspects of the school life." (R. at 623). MLD Academy also had an "Open Door Policy" which invited parents to be active participants in the school. (R. at 959).

In its Order, the State Board concluded that "[t]he fact that the evaluation team did not speak to parents and teachers, alone, is not under any reasonable reading of the charter school law valid ground for revocation of a charter." (R. at 12). I agree. Although the team did not speak to parents and teachers, MLD Academy had invited school district officials and its superintendent to a parent meeting on March 22, 2007. Additionally, the record shows that the team did evaluate whether "[p]arental, professional educator, and community involvement in the governance and operation of the school is consistent with the approved charter application" and found that MLD Academy "partially met" this criteria. (R. at 217). In its report, the team found that documentation was provided which showed that the board's make-up consisted of the categories identified. Further, other information was included in the record which evidenced parental and community involvement, including the agendas and attendance sheets of participation by parents at parents meetings, parent surveys, community meetings, author's teas, Mornings with Moms announcements, and open houses.

Therefore, I find that there is not substantial evidence in the record to support the School Board's conclusion that MLD materially violated its charter school application by failing to demonstrate parental and community involvement in the operation and governance of the school. Accordingly, the State Board's determination on this issue is affirmed.

ORDER

Based upon the foregoing, it is hereby

ORDERED that the State Board's Order dated October 30, 2007 is affirmed.

AND IT IS SO ORDERED.

Marvin F. Kittrell

Chief Judge

August __, 2008

Columbia, South Carolina

ROA 1410

[1] Prior to the enactment of Act 387, appeals from the State Board were made to the circuit court. Act 387 of 2006 effectively changed the appeals process and made all appeals from the State Board to the ALC.

[2] The Notice of Violation and Revocation was signed on August 3, 2006.

[3] The School District attempted to contact MLD Academy about dates for the 2007 evaluation beginning in March 2007. In response, MLD Academy questioned whether the School District was authorized to conduct an evaluation and noted that "the timing is bad, as it is coming at the time of PACT testing, when the school really does not have time to gather information." However, PACT testing was not scheduled to begin until May 7, 2007, approximately six weeks later, with five potential weeks within which to conduct the evaluation, excluding spring break. Subsequently, MLD Academy suggested that the evaluation take place in June 2007, after the school year had ended. The evaluation was finally conducted on May 16, 2007 and May 21, 2007, and although there was PACT testing at the school on the dates the evaluation was finally conducted, it was concluded each morning by 10:00 a.m.

[4] The School Board explained in its order that many of these findings resulted from the evaluation team's inability to observe instruction or speak with core area teachers, have access to student records, or speak with parents and teachers who could verify community involvement with school activities.

[5] The only grounds for revocation of a charter are those contained in § 59-40-110(C), S.C. Code Ann. § 59-40-110(E).

[6] Effective May 21, 2008, Act No. 239, § 4 (2008) changed the appeals process to provide that all appeals from final decisions by local school boards are made directly to the ALC.

[7] The APA was recently amended by R.413, H.3575, 117th Sess. (S.C. 2008); Act No. 334 of 2008, § 5 (effective June 16, 2008).

[8] The specific grounds for revocation in 2006, as stated in Finding of Fact #13 in the School Board's Order and in a letter from Dr. Hunter to MLD Academy dated February 20, 2007, were: (1) failure to employ a certified administrator who had experience in school administration; (2) failure to cooperate with the evaluation team, i.e. offering no evidence that it had complied with student enrollment procedures, student discipline procedures, student records, and employee evaluations, as well as offering no evidence of its implementation strategies, methodologies, techniques and practices with respect to curriculum and instruction; and (3) failing to secure an alternate facility. (R. at 188, 260-261).

[9] When the second evaluation was performed in 2007, several of the concerns held over from 2006 had been resolved. The evaluation report provided that MLD Academy had hired a certified administrator and had secured a facility that would enhance its ability to meet the needs of its students. According to the School Board's Order, other concerns had been resolved as well, except the issue of the "failure to cooperate."

[10] See Letter dated July 7, 2006. (R. at 270-316).

[11] To ensure compliance with the Act, the General Assembly clearly mandated that charter schools be evaluated annually by their sponsors. However, it is noteworthy that although it was specific in providing that a charter school must report at least annually to its sponsor all information required by the sponsor, the General Assembly did not specifically provide for on-site inspections. No statute or regulation specifically requires an on-site evaluation; neither does the instant Application. Therefore, it is unclear whether a charter school is subject to an on-site evaluation.

[12] In its Order of Revocation, the Board noted that although MLD Academy had corrected most of the deficiencies noted during the 2006 evaluation, MLD Academy's failure to cooperate was a serious violation of the charter application that had not been corrected.

[13] See § 59-40-60(F).

[14] Item N in the Statement of Assurances mirrors Section 59-40-140(H).

[15] The criteria are broken down in 13 subheadings: I. Personnel, II. Curriculum and Instruction, III. Enrollment Procedures, IV. School Calendar and Student Attendance, V. Student Discipline Procedures, VI. Student Records, VII. Health, Safety, Civil Rights, and Disability Rights, VIII. Transportation, IX. Financial Audit, X. Insurance, XI. Governance, XII. Employee Evaluation and XIII. Grievance and Termination Procedures.

[16] On its Annual Report Card issued for the 2006 school year, MLD Academy received "Unsatisfactory" scores in its "Absolute Rating" and "Improvement Rating." Further, the Report Card stated that they did not meet adequate yearly progress. (R. at 327-333). Based upon this report card, the School Board determined that MLD Academy materially violated its charter because its "instruction and curriculum implementation failed to meet pupil achievement standards specified in the charter school application."

[17] NCLB provides that each state plan shall demonstrate what constitutes adequate yearly progress of the state and of all public elementary schools toward enabling all public elementary and secondary school students to meet the state's student academic achievement standards. 20 U.S.C.A. § 6311(b)(2)(B). South Carolina determines adequate yearly progress through established, annual measurable objectives. The annual measurable objectives are evaluated each school year and each school receives a South Carolina Annual School Report Card.

[18] The Court takes note, as did the State Board, that MLD Academy is not a Title I school. However, it finds these guidelines are helpful in analyzing the arguments presented with regard to AYP as established in NCLB.
