

Cherrydale Elementary School  
Principal: Mrs. Scarlet Black

The School District of Greenville County  
Superintendent: Mr. Burke Royster

Action Plan (2013-14 through 2017-18)

March 28, 2014

## **SCHOOL RENEWAL PLANS**

### ***COVER PAGE (Required)***

School Name\_ Cherrydale Elementary School

School Telephone   864-355-3300

School Address   302 Perry Rd.  
                          Greenville, SC   29609

District Contact \_\_\_\_\_ Telephone \_\_\_\_\_

E-mail \_\_\_\_\_

### **Assurances**

The school renewal plan, or annual update of the of the school renewal plan, includes components required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§59-18-1300 and 59-139-10 et seq. (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### **Required Printed Names and Signatures**

#### ***Chairperson, Board of Trustees***

_____ Printed Name	_____ Signature	_____ Date
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#### ***Superintendent***

_____ Printed Name	_____ Signature	_____ Date
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#### ***School Principal***

Scarlet H. Black _____ Printed Name _____	_____ Signature _____	_____ Date _____
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#### ***Chairperson, School Improvement Council***

Joanie Bailey-Land _____ Printed Name _____	_____ Signature _____	_____ Date _____
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## STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS

### (Mandated Component)

List the names of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

	Position	Name
1.	<b>Principal</b>	<u>Scarlet H. Black</u>
2.	<b>Teacher</b>	<u>Ryan Talty</u>
3.	<b>Parent/Guardian</b>	<u>Terrance Savage</u>
4.	<b>Community Member</b>	<u>Tracy Irby</u>
5.	<b>School Improvement Council</b>	<u>Joanie Bailey-Land</u>
6.	<b>Others*</b> (May include school board members, administrators School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

Position	Name
<b>Furman Professor</b> _____	<b>Dr. Harris Heath</b> _____
<b>Local Businessman</b> _____	<b>Nick Stathakis</b> _____
<b>Local Businessman</b> _____	<b>Randy Jackson</b> _____
<b>Agency Representative</b> _____	<b>Dr. Robert Vincent</b> _____
_____	_____
_____	_____

\* **REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

## **ASSURANCES FOR SCHOOL RENEWAL PLANS**

### **(Mandated Component)**

#### **Act 135 Assurances**

Assurances, checked and signed by the principal, attest that the district complies with all applicable Act 135 requirements.



#### **Academic Assistance, PreK–3**

The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).



#### **Academic Assistance, Grades 4–12**

The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).



#### **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.



#### **Staff Development**

The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.



#### **Technology**

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.



#### **Innovation**

The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

**Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk" children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

**Collaboration**

The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

**Developmental Screening**

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

**Half-Day Child Development**

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

**Developmentally Appropriate Curriculum for PreK-3**

The school ensures that the scope and sequence of the curriculum for PreK-3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

**Parenting and Family Literacy**

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their Children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district ensures as much program effectiveness as possible by developing a district wide/school wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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Signature of Superintendent

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Date

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Signature of Principal

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Date

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# Introduction

## Introduction

The self-study (Strategic Plan) begins as soon as PASS results are received by the school. Discussions among administration, instructional leadership team and teaching staff begin analyzing data, looking at strengths and weaknesses. Grade level teams begin their specific analyses once the school report card data becomes available. Staff members in the Special Education areas do the same with the data. They look at their students' results on both MAP and PASS and adapt their curriculum as much as possible to address areas weakness shown in these results. These two teams make up the majority of the Data Analysis committee. The building principal updates the Executive Summary. The committee members comprising the School Profile section are the instructional coach, Title 1 Facilitator, Guidance Counselor and several PTA officers that assist with community changes and groups that are involved in school partnerships. The instructional coach oversees these committees and pulls all the work of the committees together. All committees write their updates and send them electronically to the instructional coach. Charts and graphs reflecting various data are created and inserted where needed. In addition to electronic copies that are sent to the district office, a hard copy is kept on site. This is a year- long process.

### School Portfolio Team members, roles, and committees:

#### School Profile:

Scarlet Black  
Michelle Calwile  
Betsy Poole  
Thaya Posley  
Cazzandra Sawyer  
April Smith  
Daniel Franks

Cazzandra Sawyer  
Steven Thompson  
Carmen Biosca-Baker  
Michelle Camden  
April Smith

#### Teacher Quality Needs:

Scarlet Black  
Joseph Stowe  
Anne Alewine  
Kimberly Black

#### Student Achievement:

Roni Colvard  
Emily Blunk  
Jami Christian  
Cameron Brice  
Lori McAlister  
Ryan Talty  
Corey Ehlenbach  
Shamika Anderson  
Vanessa Anderson  
Corey Ehlenbach

#### School Climate Needs:

Anne Alewine  
Tawio Barksdale  
Kimberly Black  
Scarlet Black  
Michelle Calwile  
Harriett Walker

Along with the committees and members listed above, all faculty and staff participated in the gathering of information and assisted in identifying strengths and weaknesses at Cherrydale. Collectively, all had input in suggesting ways to maintain our increased student achievement and ways to better communicate with parents and the community surrounding Cherrydale Elementary School.

4K: Katie Cooper – Mary Griffin  
Regina Smith – Betsy Poole

LDSC: Michelle Camden – Inclusion  
(4<sup>th</sup> and 5<sup>th</sup> grade)

5K: Sherri Bailey – James Simmons  
Jeanette Bruton-Jamie Ferguson  
Marie Cooper – Angela Bailey  
Melanie Hughey – Jennifer Hill  
Kendra Simpson – 5K  
Para-professional - all  
classes

LD Resource: April Smith –  
(5K- Gr. 3)  
ESOL: Carmen Biosca-Baker

Gifted/Talented: Megan Williams

Related Arts: Kate Bear  
Stephanie Whittenberg  
Elizabeth Watson

Gr. 1: Terrell Brown  
Sabrina Garrison  
Martha Grogan  
Charles Simons  
Angela Walker  
Ashleigh Williams

Speech Therapist: Melanie Wall

Media Specialist: Carolyn Page

Gr. 2: Emily Blunk  
Alona Chastain  
Roni Colvard  
Candace Collins

Writing Process Coordinator: Harriett  
Walker

Math Lab Teacher: Tawio Barksdale  
Computer Lab Instructor: Sandra  
Hammonds (Long-term sub)

Gr. 3: Shamika Anderson  
Cameron Brice  
Jami Chastain  
Emily Izard

Title 1 Facilitator: Michele Calwile  
Title 1 Social Worker: Tony Loftis

Guidance Counselor: Thaya Posley

Gr. 4: Lynn Butler  
Amanda Clements  
Lori McAlister  
Ryan Talty

Instructional Coach: Anne Alewine  
Title 1 Curriculum Coordinator:  
Kimberly Black

Administrative Assistant: Joseph  
Stowe

Gr. 5: Shamika Anderson  
Corey Ehelenbach  
Christopher Medina

Principal: Scarlet H. Black

## Executive Summary

## **Executive Summary**

The current school year marks Cherrydale's ninth year of operation. It is a state-of-the-art facility that utilizes the latest technology and continues to increase the rigor of its instructional program. A single-gender program was introduced at the beginning of the 2008-09 school year. This program was initiated to focus on improving student achievement, increased student attendance, decreased disciplinary referrals, and improved student accountability. Since the entire staff's initial training prior to the beginning of the 2008-09 school year, new staff members have participated in additional training in order to familiarize them with program components enabling them to incorporate single gender strategies in their classroom practices. The single gender program has been implemented in grades four and five with one all male class and one all- female class in each of these grades. Students choosing not to participate in the program are enrolled in one of the two mixed gendered classes on their grade level. The 2010-11 school year saw the program expanding into the third grade to include one all-female third grade class. One positive that we have seen with this program is a decrease in student referrals from our fourth and fifth grade classes. We have also observed increased positive student-to-teacher interactions, increased student attendance, increased student assessment scores, and improved grades among students that participate in this program. We have seen that these results have translated into improved student achievement scores as defined by the state's new accountability assessment entitled SCPASS (South Carolina Palmetto Assessment of State Standards).

Cherrydale Elementary continues to be a data-driven school. For five consecutive years we have made AYP and were rated Average in both our Absolute Rating and Growth Rating for the 2009 – 2011 school years as well as the 2013 school year. Cherrydale received an Absolute Rating of Average and an Excellent Growth Rating. Under South Carolina's new accountability system, Cherrydale received a grade of "A". Our goal for the 2014 report is to see us regain an Excellent in our Growth Rating as well as maintaining Average as our Absolute Rating if not higher. With these ratings in mind, we know that there are areas that where we need to see improvement. We need to consistently maintain higher achievement in all PASS tested grades and in the areas reported. For example, we may see reading and research as an area of strength in one grade, but it may be a weaker area in another grade. The same can be said of writing and math. We must find a way to maintain one area while bringing increased achievement in another.

Cherrydale Elementary received two Silver Palmetto Awards (the first in the school's history) for student achievement in 2011-12. In 2012-13, we received Gold and Silver Palmetto Awards for student achievement. Cherrydale has also

earned star ratings for our energy conservation efforts and has received national certification as Duke Energy Star rated school.

Cherrydale Elementary continues to adopt the district's comprehensive strategic plan, and will continue to move along with the district as we chart "a course for excellence in education". We hope to have each student who walks through the doors of Cherrydale Elementary prepared with the skills and foundation needed for sustained academic success. Our teachers continue to attend numerous professional staff development opportunities inside and outside the school arena, as a way of raising the quality of instruction and implementing best teaching strategies. As a faculty and staff we continue to look for ways to increase the academic literacy rates of our students.

Our mission is simple: "We empower all of Cherrydale's stakeholders to believe and achieve at the highest levels." We close each morning's news program with our motto: "Creating a learning environment where all children are empowered to BELIEVE and ACHIEVE".

We have a current population of approximately 530 students, with a maximum capacity for 650 students. Because of our transient school population our enrollment numbers often fluctuate. The student enrollment consists of 44% Hispanic (an increase of six percent over the previous school year), 18% Caucasian (unchanged from the 2013 school year), 32% African-American (a decrease of five percent) and 6% (a decrease of one percent) other ethnic backgrounds. These numbers tell us that we will most likely continue to see an increase in our Hispanic enrollment, while the Caucasian and African -American enrollments decrease.

Over 98% percent of the students at Cherrydale Elementary School are on free or reduced lunch; therefore, we are a Title 1 funded school qualifying Cherrydale for additional funds. The majority of these funds are used for teaching positions to help keep the student- teacher ratio low and to purchase additional instructional materials for English/Language Arts (ELA) and other content areas as needed.

We continue to show gains in student achievement based on PASS scores as well as gains in the number of students meeting their target growth on MAP. We participate in the required Fall and Spring MAP testing. The building principal chooses to participate in Winter MAP as a means of tracking the progress of our students. Cherrydale also competes in the annual "Battle of the Books" district-wide literacy competition. Our team consists of 4<sup>th</sup> and 5<sup>th</sup> graders who commit to reading a district-adopted list of ten books and then answer questions about the books against another team in the district in live competition. Cherrydale's teams consistently perform well.

The Cherrydale Elementary School Art Program is based on the Common Core and State Art Standards. It promotes Student Directed Learning and Content Integration. The program provides enrichment activities through Art Society and after school assistance. Students participate in juried and non-juried art shows, the Roper Mountain Holiday Postcard display, a variety of art contests, community art (Ken's Plumbing Christmas Cards), and PTA Reflections. In 2013-2014 the students displayed artworks at the MT Anderson Center (February), participated in the YAM Western Region Art Exhibit (March), and Art in the Halls (April) school wide art show at Cherrydale Elementary School. A Cherrydale in-house "Best in the Show" was awarded to a 5<sup>th</sup> grade student at the MT Anderson Center Exhibit (Selected by MT Anderson personnel and visitors). PTA Northwest Council First Place and District PTA Reflections Second Place was awarded to a fifth grade student. Four Reflection artworks advanced to the state judging. Honorable Mention was awarded to a 4<sup>th</sup> grade student at the State PTA Reflections. In addition to the above recognitions, Cherrydale Elementary School is the recipient of a South Carolina Farm-to-School Grant Program by the South Carolina Department of Agriculture in coordination with DHEC, Clemson University and the Office of Health & Nutrition at the South Carolina Department of Education. Through this grant program, Cherrydale Elementary has the distinction of displaying the "*Certified SC Grown!*" logo. The "*Certified SC Grown!*" denotes local produce that supports local farmers and South Carolina's local economy. The food is better tasting and healthier because it spends fewer miles traveling from farm to plate. This initiative is one of several at Cherrydale that promotes healthier eating and lifestyles in reducing childhood obesity. We also are *CATCH* certified. Our physical education teacher has participated in the certification required for this program. Interested students also participate in Jump Rope for Heart. In addition, Cherrydale was recently presented with a check for \$1,000.00 due to our efforts to promote increased physical activity and nutrition. Our school's wellness team spent much time, work and dedication to improving these areas among staff and students.

While promoting healthy eating and lifestyles, Cherrydale Elementary has also embraced energy conservation. Cherrydale is also the recipient of an EPA's ENERGY STAR certification for 2012. This certification is registered nationwide and denotes Cherrydale's efforts towards energy efficiency. Cherrydale is one of the schools in the state of South Carolina to earn this award certification.

In order to strengthen our effectiveness as teachers at Cherrydale, we feel that goal-setting is a very important part of learning and growing. Not only do our students make goals to improve in their behavior, grades, PASS and MAP scores, but the school as a whole makes goals in order to improve our overall school achievement. Cherrydale Elementary has set the following goals to increase student achievement on PASS as follows:

**Goal 1: Student Learning and Achievement – Raise the academic challenge and performance of each student.**

**Performance Objectives**

**1. Meet the state and federal accountability objectives for all students and subgroups in Writing and English Language Arts each year.**

- Increase the percentage of students meeting standard in **Writing** as measured by the Palmetto Assessment State Standards (**PASS**) from 65% in 2013 to 70% in 2018.
- Increase the percentage of students meeting standard in **Reading and Research** as measured by the Palmetto Assessment State Standards (**PASS**) from 75.1% in 2013 to 80.1% in 2018
- By grade band, meet the required annual measurable objectives (**AMOs**) in **English Language Arts** as measured by the Palmetto Assessment State Standards (**PASS**).

**2. Meet the state and federal accountability objectives for all students and subgroups in Mathematics each year.**

- Increase the percentage of students meeting standard in **Math** as measured by the Palmetto Assessment State Standards (**PASS**) from 65.7% in 2013 to 70.7% in 2018.
- By grade band, meet the required annual measurable objectives (**AMOs**) in **Mathematics** as measured by the Palmetto Assessment State Standards (**PASS**).

**3. Meet the state and federal accountability objectives for all students and subgroups in Science each year.**

- Increase the percentage of students meeting standard in **Science** as measured by the Palmetto Assessment State Standards (**PASS**) from 60.7% in 2013 to 65.7% in 2018.
- By grade band, meet the required annual measurable objectives (**AMOs**) in **Science** as measured by the Palmetto Assessment State Standards (**PASS**).



**4. Meet the state and federal accountability objectives for all students and subgroups in Social Studies each year.**

- Increase the percentage of students meeting standard in **Social Studies** as measured by the Palmetto Assessment State Standards (**PASS**) from 71.4% in 2013 to 76.4% in 2018.
- By grade band, meet the required annual measurable objectives (**AMOs**) in **Social Studies** as measured by the Palmetto Assessment State Standards (**PASS**).

**5. Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).**

- Annually meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the Iowa Test of Basic Skills (**ITBS**) in grade 2.

**GOAL 2: Ensure quality personnel in all positions**

**Performance Objectives**

- Recruit contracted teachers so that 100% are highly qualified by June 30, 2014, and that 100% are highly qualified by June 30, 2015.
- Demonstrate that 100% of employee groups participate in an electronic survey by June 30, 2015.

**Goal 3: School Environment: Provide a school environment supportive of learning**

**Performance Objective**

- Achieve an annual student attendance rate of 95%

**Based on outcomes of the annual SC State Department of Education Surveys:**

- Increase the percent of parents who are satisfied with the school environment from 80.1% in 2013 to 85.1% by 2018.
- Increase the percent of students who are satisfied with the school environment from 81% to 86% in 2018.

- Increase the percent of teachers who are satisfied with the school environment from 82.4% in 2013 to 87.4% by 2018.
- Increase the percent of students who feel school is safe from 92.3% in 2013 to 97.3% by 2018.
- Maintain the percent of teachers that feel safe at school at 100% by 2018.

## School Profile

**School Profile**  
**Cherrydale Elementary School**  
**2013-14**

In March of 2003, the Greenville County School district announced that Cone Primary and Sans Souci Intermediate Schools would be combined to form one school. A new building was built on the old Sans Souci Elementary School grounds. With the help of from faculty, staff, students, and community stakeholders, our new school was named Cherrydale Elementary School. This is our ninth year in our current building, under the leadership of Mrs. Scarlet H. Black, Principal.

The area around our school has seen many changes in the past few years. Textile mills, which served as places of employment for many residents around Cherrydale, have long since closed. Once the mills closed, employment was sought elsewhere and in some cases families moved out of the area. However, apartments have been built on the site of the old Cone Elementary School and are within walking distance of the school. The community has seen much commercial growth in recent years that we have been in our current building. The Olive Garden restaurant, Staples, Old Navy, Starbucks, Petco are just a few of the commercial establishments that have recently opened their doors. As commercial growth continues, very little residential growth has taken place in the neighborhoods around our school.

**Parent Involvement:**

Parent involvement at Cherrydale is important and we have set high standards to make all parents and community members feel welcome in our school. We offer a wide variety of activities for parents to participate in and are always looking for new opportunities to bring parents into our school. We communicate and inform parents of school events through newsletters, mailings, e-mail, use of the school messenger system, the school marquee, bulletin boards, notes home and personal phone calls. We try to offer something for everyone. Activities include "Parent Power" meetings, volunteer opportunities, and other school activities to involve parents. In the past, we have sponsored a Multicultural Night and A "Family Fitness Night". Another successful activity is "Family Fitness Night". This is a two-part activity night which begins with a brief warm-up/workout for everyone in attendance. This is followed by the Parents vs. the Faculty Basketball game. We believe that parental involvement at school has a positive impact on the educational progress of their children. Cherrydale students are included as often as possible on the program of our PTA meetings to encourage greater parent attendance. "Cherrydale Idol", while designed to showcase the talent of our students, provides another occasion for parents to come to the school.

#### Local Business/Development:

Cherrydale Elementary School appreciates the interest local businesses show in tangible support of instructional goals. We are fortunate in having close access to local businesses because of the growth of our area in the last few years. Cherrydale Point, about two blocks from our school, allows us to interact with businesses on a regular basis. Business-school partnerships can help students achieve academic standards in a manner similar to the examples below.

- Expressions Unlimited, a florist in our community, provides flowers, plants and door prizes for special meetings and school sponsored activities. The owner, a school board member, lends support in an effort to keep our parents informed about district concerns.
- Wendy's, Pizza Hut, and other local fast food chains, provide meal coupons for students who are recognized at our monthly Awards Program for perfect attendance, Student of the Month, Terrific Kid, BUG Club (Bringing Up Grades) and A-B Honor Roll.
- Kiwanis Club of Greenville sponsors our Terrific Kids program by donating T-shirts, bumper stickers, pencils, and a cake to those deserving students.

By becoming involved with schools, business people can make personal contributions and become good corporate citizens for their community, which ultimately enhances their public image. The business partnership also gives businesses the opportunity to influence curriculum and attract employees to an area that has quality schools in which business is actively involved.

#### **School Leadership**

##### Building Principal

Mrs. Scarlet H. Black is the principal of Cherrydale Elementary School. She has been with the District for more than 30 years, beginning as guidance counselor at Monaview, Parker and League Middle schools, and also as assistant principal at East North Street Academy. She was named principal of Cone Primary School in 2001. She named principal of Sans Souci Elementary in 2003 while she was still holding the same position at Cone Primary. These two schools were combined the following year and renamed Cherrydale Elementary School. She earned a bachelor's degree from North Carolina Central University, a master's degree from the University of North Carolina-Charlotte, and a master's plus 30 from Clemson University.

Mrs. Black serves as the administrative head of the school and has responsibility for coordination of the total resources of the school and general supervision of all school activities, safety and welfare. The principal's role includes requiring

acceptable conduct among students, maintaining high morale of the faculty and staff, monitoring a program of continuous improvement, and evaluating the effectiveness of all educational activities within the school. Mrs. Black has an open door policy for all staff and parents. She actively seeks input from the PTA and SIC. Mrs. Black also attends our monthly parenting meetings as a way to show her support for our parents' efforts in helping their children achieve in school.

The administrative assistant assumes responsibility for the operation of the school in the absence of the principal, makes classroom visits and observations, confers and counsels students, co-ordinates programs to improve student achievement, supervises extracurricular activities and assumes other duties assigned by the principal.

The Instructional Leadership Team (ILT) consists of the principal, administrative assistant, math lab teacher, instructional coach, Title 1 facilitator, Title 1 Curriculum Specialist and the school's Writing coordinator. The team meets to discuss ways to increase student achievement. All members of the ILT are available to team teach and present model lessons as requested by teachers or as suggested by the school administration. This group collectively plans professional development, developments mock PASS assessments and analyses all MAP and PASS results. Curriculum issues related to grade level standards are often a topic of discussion as well. The ILT is joined by all grade level chairs and others designated by the building principal. This larger group, The Strategic Planning Team, meets monthly to share information from the perspective of the classroom teacher. Summaries of this meeting are taken back to the grade level team to be shared.

Grade level chairpersons are charged with monitoring, reviewing, and evaluating the school curriculum (standards and integration) and the quality of instruction on their grade level; facilitate grade level and vertical team meetings; be proactive on a variety of parent involvement issues; and assist the administration by addressing issues and finding solutions pertaining to diversity and the impact it has on learning. This group has been asked to take an active role in monitoring the work of all teachers on their particular grade level as working to raise the level of student achievement, not only in the PASS tested grades but the primary grades as well.

The Title I planning committee recommends budget expenditures based on input from the entire staff and community members. They are responsible for ensuring that the budget reflects our shared goals, vision and mission.

## **Partnership Development**

Cherrydale Elementary School envisions our families, staff, and community working together to help our children succeed, because "Teamwork equals Achievement." This is a shared responsibility that we value. The faculty at Cherrydale Elementary School is committed to exploring and developing new strategies for our community, parents, and business partners, so that we can work in collaboration to meet the challenges of a fast-paced, ever-changing world.

Recognizing that parental involvement is one of the greatest contributors to student success in school, our staff has dedicated itself to developing strategies to increase parent and community involvement. We have determined, given our community's demographic profile that we need to provide support for our school families so that they, in turn, can support their children's education and become more involved in their community. Our on-going desire is to have a clearly articulated partnership structure for Cherrydale Elementary, so that our partners' efforts directly impact our students' success in school and in life.

At Cherrydale Elementary School the students are our number one priority. We believe that we must have the support from our families in order to truly impact the academic success of students. We believe that communication with all parents is one of the most important steps in getting families involved in their child's education. Some of the strategies our faculty and staff have been that have been found successful include:

- A "Meet the Teacher" ice cream social at the opening of every school year
- Parent teacher conferences in which all teachers are required to have 100% participation
- Weekly classroom newsletters and web pages which are updated regularly
- Regular PTA meetings; good news notes
- Weekly behavior cards for each student
- Assistance Team meetings involving a team of staff members who come together regularly to discuss the academic and behavioral progress of students
- School Improvement Council that meets monthly with elected parents and community leaders. They work together with the officers of PTA and our school staff to work toward goals to help meet the needs of our school family and community
- Monthly Parent Power Meetings where parents have an opportunity to receive helpful information in a relaxed setting with faculty, community agencies, and other parents
- Designated parent and child lunch events

- Home visits are made by teachers, counselors and staff so that all parents are informed of their child's educational progress and any on concerns that may arise.
- The school also utilizes the message system that calls parents to give them an update of current or future school events.

Cherrydale Elementary is proud of our Parent Involvement and was one of the very first elementary schools to receive the National PTA School of Excellence Awards for Parental Involvement. We continue to expand on our current parental involvement activities as well as develop a partnership plan, as part of our comprehensive school improvement plan. We will also ensure that our partners have the opportunity to contribute to and benefit from these endeavors. It is our belief that our students have much to give to, as well as learn from, their community.

### **Business Partnerships**

Our school appreciates the interest local businesses show in tangible support of instructional goals. We are fortunate to have close access to local businesses because of the growth in the areas surrounding Cherrydale. New businesses continue to locate in the area all within a matter of blocks of the school. Business-school partnerships can help students achieve academic standards in a manner similar to the examples below.

- Expressions Unlimited, a florist in our community, provides flowers, plants and door prizes for special meetings and school sponsored activities. The owner, a school board member, lends support in an effort to keep our parents informed about district concerns.
- Papa John's Pizza provides discounts for pizza to be used as rewards for teachers to give out when students accomplish a certain goal.
- Kiwanis Club of Greenville sponsors the "Terrific Kid" program. Cherrydale students are selected based on good citizenship. The Kiwanis Club provides "Terrific Kid" tee shirts, pencils, and bumper stickers. Students are also invited to a "Terrific Kid" celebration.
- Roper Mountain Science Center offers programs, both at Roper Mountain and on site, at discounted cost to Title I Schools such as Cherrydale.
- Pepsi Bottling Company donates banners and drinks to our school for PTA and different school activities.
- The Bank of Travelers Rest provides one silver dollar to each child that has perfect attendance throughout the school year. These silver dollars



are received at our special awards program held at the end of the school year.

- Various community agencies adopt families for Christmas.
- Greenville Mental Health Center offers counseling services to our students on site. They are available during all school hours to our students and parents seeking assistance.
- The Peace Center offers discounted tickets to a variety of performances for our students
- Awards and Sports provides trophies and other items for various recognition programs that are held at Cherrydale.

By becoming involved with schools, business people can make personal contributions and become good corporate citizens for their community, which ultimately enhances their public image. As businesses partner with Cherrydale we offer a variety of incentives that include: Verbal recognition at our PTA meetings, business name will appear as a partner in our PTA newsletter; framed award; business name on outside marquee and an open invitation into our school community. The following list includes our active business partners and their involvement with Cherrydale Elementary School and its students.

### **Community Partnerships**

In addition to local business partnerships, Cherrydale is fortunate to have established partnerships in the community as well. These partnerships consist of organizations, churches, and others that are part of the Greenville County School district .

- The Greenville Alumni Chapter of Kappa Alpha Psi Fraternity, Inc. prides itself in the service it provides for the community and youth. The men of this chapter train high school students for leadership through a program called the Kappa League, which mentor and guide middle school students through their Kappa Knights program. Through their Guide Right Program, Kappa Alpha Psi has established a partnership with Greenville County Schools and Cherrydale Elementary.
- Churches in the area around Cherrydale Elementary provide various supplies for school, Christmas for children, and offer volunteer and food ministries for needy families throughout the school year.
- Red Ribbon Week Drug Prevention Program helps support our health and science curriculum and is supported in part by the National Parent

Teacher Association and local businesses in the community. We have special speakers and school events to support the theme for the week.

- Northwest Crescent Child Development Center offers our students and their family's educational, medical, mental health, and parenting support at a reduced rate according to income. This has been a valuable resource to us as we strive to take care of the many special needs of our school family.
- Zeta Phi Beta Sorority has donated book bags for the students.
- Kappa Alpha Psi fraternity works with Visionary Boys Club.
- The Salvation Army Boys and girls club is an off campus after school program. The boys and girls club provides transportation for Cherrydale students. At the club, students get help with homework, participate in activities, and meet new friends.
- Mt. Calvary Baptist Church provides a release program on Wednesday afternoons. The church comes to our school and picks up the students for after school activities such as homework assistance, athletics, and prayer group one afternoon each week. Mt. Calvary Baptist also delivers an unlimited number of filled Christmas stockings to our needy families during the holiday season. The church also provides clothing and jackets for our students. Mt. Calvary also prepares a special "Back to School" bags for our faculty and staff at the beginning of the school year. Church members also volunteer to help teachers set up their rooms and bulletin boards prior to the beginning of the school year. These volunteers also make themselves available to read to our students during our annual "Literacy Week."
- The Southside High School drill team performs for the Cherrydale students during Red Ribbon Week. They do a special skit for the students and share with them the importance of being drug free.
- The United Way assists in providing health and human services related to academic achievement (glasses, hearing devices, dental care, support groups, etc.).
- Girl Scouts USA provides financial and technical assistance to Cherrydale's troop #151.

- Cherrydale also participates in the Duke Energy Conservation program. This interactive program educates students in ways they can implement energy-saving practices at home.

### **Partnerships with Parents**

The most common type of school partnership is with parents. In spite of this, the two greatest teacher concerns about teaching continue to be—

- Children do not come to school ready to learn or without the literacy background needed to be successful in the early grades
- There is not enough parent involvement in children's learning

There is evidence that parental involvement leads to increased achievement. The key to increasing the amount and quality of parent involvement is to help parents understand what they can do to make a difference and to allow them to contribute in meaningful ways. Cherrydale takes great pride in its efforts to bring parents into the school in a variety of ways. Both our school counselor and Title 1 facilitator spend much time planning meaningful and practical activities that are both fun for the parents and informative. Teachers must take an active role to encourage and motivate parents to get involved in educating their children. Often parents do not feel they have the ability or skills to assist teachers and students at school. It is our responsibility to encourage and promote parent involvement with all our parents and continue to create opportunities for them to come into the school.

The programs below are some of those offered at Cherrydale designed to enable parents to become more involved in their child's education. We also make programs available to parents that will encourage them to become frequent visitors at Cherrydale.

- Quarterly Awards Programs
- Parent Teacher Association Membership drive to encourage all parents and friends of our school to become members and participate in the monthly PTA/Parents Night programs.
- Community Resource/Art/Academic Fair is an opportunity for all parents and students to come to school together to participate in a variety of academic activities throughout the day. Community agencies are set up to provide information about the services available in the community as well as a luncheon for everyone.

- Volunteer training programs for parents to come to school and assist teachers and students.
- Volunteer Luncheon held at the end of the school year to honor our volunteers.
- Open-door policy to visit our school or classrooms. Parents are also encouraged to eat lunch with their children whenever possible.
- Monthly Parent Power meetings that give parents information on a variety of topics that will help them with their children both academically and behaviorally.
- Parent orientation for the following programs: participation in Single Gender classes and Visionary Boys Program
- Our Guidance counselor, Title I social worker and Greenville Mental Health Center are available to all parents and students.
- Assistance with Christmas for parents needing help

### **Higher Education Partnerships**

We are fortunate to be located close to several colleges and universities that take a special interest in providing opportunities for students to be engaged in regular volunteer and service-oriented programs. A partnership with teacher training institutions help both our school and the university in providing the college student with valuable experiences and learning what it takes to become an accredited teacher. This involvement may be for practicum experience, student teaching, field studies or observation for course work for both undergraduate and graduate level studies. It is of utmost importance for our students to have the opportunity to meet and get to know about colleges in our area as well as the students that attend them. This is an educational experience for our students showing them a world and an attainable goal for their future and what can be accomplished with hard work and determination.

### **Summary of Progress**

Student needs are being met through active partnerships with local and community services. Much has been undertaken with the support of our partners. These partnerships have brought more resources to student learning and the school than we imagined possible. We will continue to stay focused on continuing the activities that have created a positive force for the students, the vision, and the academic standards. The most important partnership that has been established is the one with the parents of our students. Parent Power meetings are the mainstay in our efforts to draw as many parents as possible.

The parents of our Hispanic students are consistent and active participants in these meetings. This year some of these meetings were held at night in hopes of drawing in parents that work during the day and unable to attend meetings during the day. We will continue to be aggressive in reaching out to all our parents to strengthen that relationship and encourage increased participation.

### **School Personnel Data**

#### **Cherrydale Elementary School Faculty and Staff**

The staff of Cherrydale Elementary is composed of one principal and 52 full-time teachers and other faculty members. This number includes the following:

- 28 classroom teachers – 4K through grade 5
- 8 certified paraprofessionals
- 4 Curriculum Coaches
- 3 Related Arts teachers
- 1 LD Inclusion teacher – grades 4 and 5
- 1 LD Resource teacher - 5k – grade 3
- 1 ESOL teacher
- 1 Speech teacher – 2 days per week
- 1 Challenge teacher – 1 day per week
- 1 Computer Lab Manager

In addition to these full-time teachers and paraprofessionals, we have a guidance counselor, a Title I facilitator, a Title I social worker which we also share with our feeder middle school, one media specialist, one attendance clerk, one part-time clerk/media assistant, one secretary, one administrative assistant, one ELA/Single Gender Coordinator, six food service workers, one full-time nurse and five custodial workers. Additional support personnel that are available to assist in meeting the needs of Cherrydale Elementary students are one mental health counselor, retired educators, a functional School Improvement Council, active Parent-Teacher Association, and a released-time program with a local business partner.

Our certified (classroom teaching) staff, including the certified paraprofessional staff which have Associate Degrees, Bachelor's degrees, and Master's degrees, consists of: thirty-four females (77%) and six males (14%). These teachers can be further grouped as thirty (20) Caucasians, fifteen (15) African Americans, and two (2) Hispanic staff members. Our full-time teaching staff, paraprofessionals,

curriculum coaches and related arts teachers consist of: forty females (80%) and ten males (20%).

The following chart shows Cherrydale's faculty/staff demographics by ethnicity and gender.

### Cherrydale Teaching Staff Demographics

	Male		Female	
	Black	White	Black	White
4K Teachers				2
Paraprofessionals			1	1
5K Teachers			1	3
Paraprofessionals	1		3	1
Gr. 1	1	1	2	2
Gr. 2			1	3
Gr. 3	1		1	2
Gr. 4		1	1	2
Gr. 5		2	2	
Related Arts				3
Math Lab Teacher	1			
Media Specialist				1
ESOL				1
Special Education				2
Other	1	1	3	2
<b>Total</b>	<b>5</b>	<b>5</b>	<b>15</b>	<b>25</b>

Cherrydale's student to teacher ratio increased from 11:1 to an average of 18:1 for grades one through five. This ratio increased to 28:1 in our kindergarten classes.

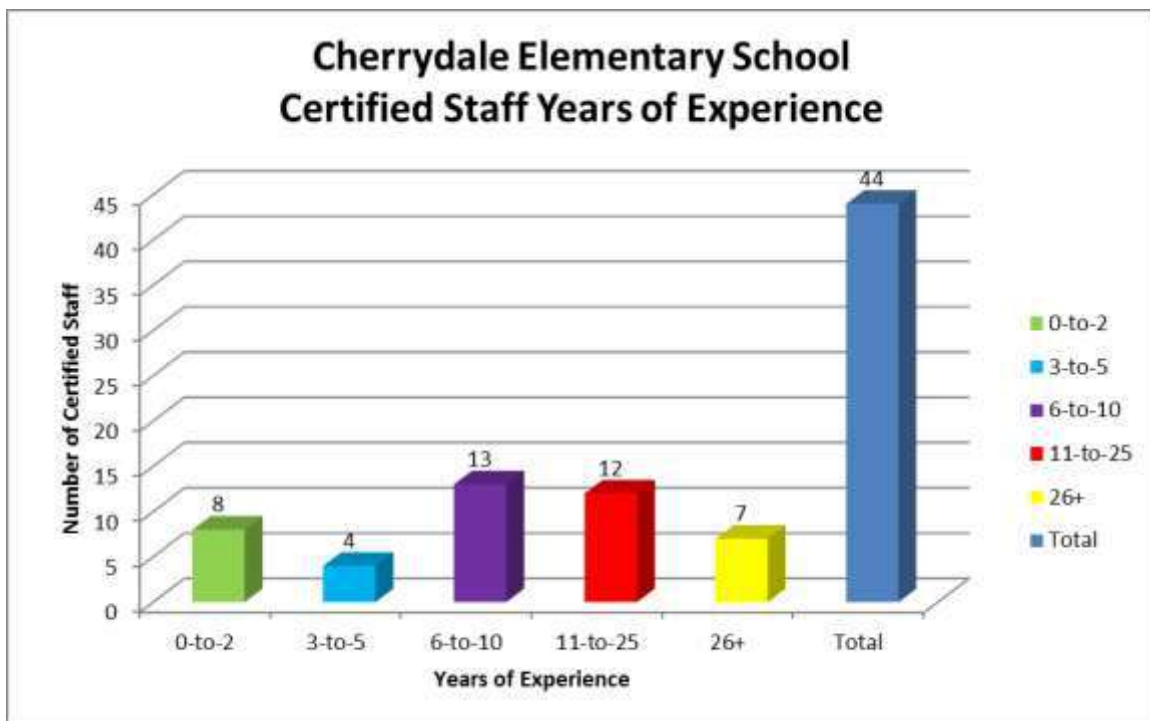
The chart below shows student and teacher attendance rates over time.

	2010-11	2011-12	2012-13
<b>Students</b>	96.9%	97.5%	97%
<b>Teachers</b>	96.0%	97.3%	95.5%

Both our student and teacher attendance is very high. There are slight fluctuations from year to year, but they are minimal. Both student and teacher attendance increased from the 2010-11 school year to the 2011-12 school year, showed a slight decrease in 2012-13. Cherrydale students participate in the district-wide Attendance Blitz during the second semester which is a district push to encourage good student attendance across the district while Cherrydale offers further incentives. A contest is held for each quarter during the school year with a different prize incentive for each nine week period. All students that attend

school every day have their name put in a special drawing. At the end of the nine weeks, one name is drawn to receive the prize incentive for that time period. Through the PTA, lucky students have won a bicycle, movie gift packages for their family, and Walmart gift cards. The teacher attendance at Cherrydale is always near the top in the district. Our teacher attendance rate is also among the highest in the school district. There was an increase in teacher attendance rate from the 2010-11 (96%) to 97.3% in 2011-12, but dropped by two percent in 2012-13.

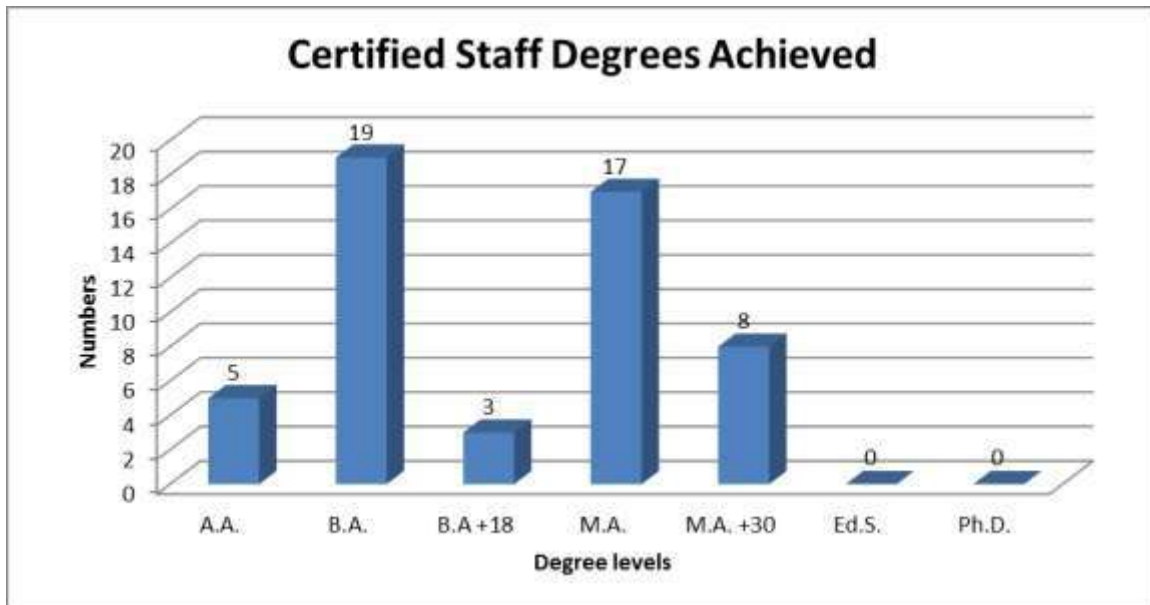
We have a good mix among our faculty and staff of beginning teachers and those with varying years of experience. The new teachers can learn from their more experienced peers and those seasoned veterans can be rejuvenated by the enthusiasm from new teachers and their particular set of skills. Several of our teachers have recently completed higher degrees taking advantage of the opportunities of the many colleges and universities in the area that offer distance learning courses. The following chart indicates the total years of teaching experience of our staff.



The average number of years for our teaching staff is 12.75, or about thirteen years of experience.

The following chart shows the highest degree earned by our classroom teachers and other personnel. Twenty-five of the fifty members of our faculty and staff have achieved a Masters degree. Additional members are in the process of

gaining this advanced degree, while the remaining members of our teaching staff have earned their Bachelors in Arts degree.

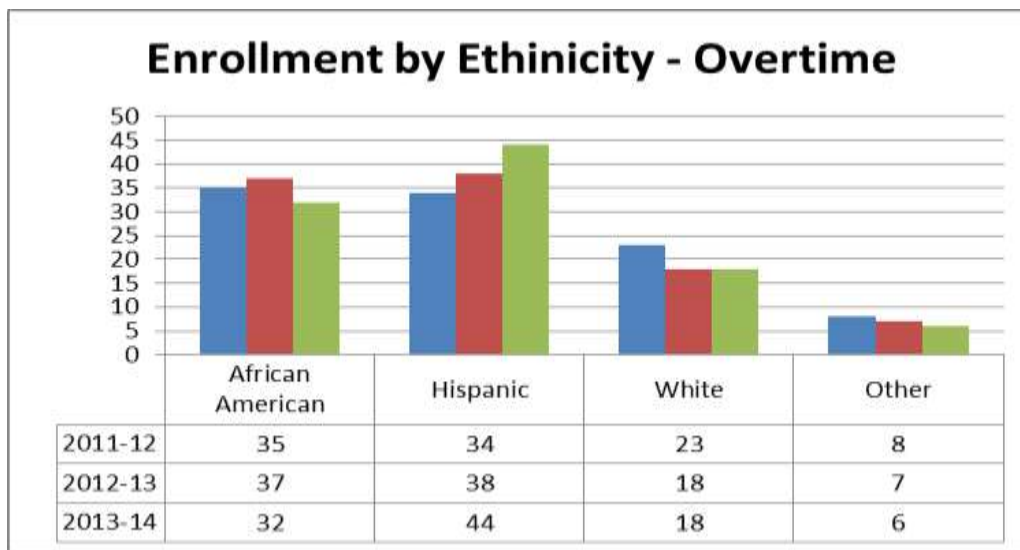


Our building principal believes that the demographics of the faculty and staff should mirror our student demographics. She has made an effort to hire qualified personnel with varied ethnic backgrounds and increase the number of qualified male teachers at Cherrydale to provide a positive role model for our students.

### **Student Population**

Cherrydale Elementary is a Title 1 school with greater than 98 percent of our students receiving Free/Reduced meals and a poverty index above 98 percent as well. There were approximately 480 students enrolled at Cherrydale during the 2011-12 and 2012-13 school years. However, for the 2013-14 school year we experienced an increase over the two previous years. The enrollment for the current school year is approximately 535 students, the highest total we have had at Cherrydale. Due to the transient nature of our student population, we experience fluctuations in our student population from year to year as well as during the school year itself. Changes in the demographics of our enrollment have noticeably changed over the years shown. Four years ago, our enrollment was divided into thirds based on the 3 major ethnicities. However the last two years, our Hispanic enrollment has increased significantly while our White population has decreased, yet has remained constant last year and this year. There have been slight variations in our African American enrollment over the years shown in the graph, but the 2013-14 enrollments has decreased by 5 percentage points. The most noticeable changes have occurred in our Hispanic enrollment as it shows increases from year to year. The number of Hispanic children attending Cherrydale has increased by ten percentage points. The following table shows Cherrydale's enrollment by ethnicity.





The following graph shows our enrollment by ethnicity in Pre-K through grade 5. We have seen an increase in our Hispanic enrollment by 6%, a decrease of 5% in our African American population, while our White enrollment has remained the same from 2012-13 to 2013-14. Six percent of our enrollment is categorized as "Other" Ethnicity which includes two or more races, American Indian/Alaskan Native, or Asian.

<b>ENROLLED</b>	African American	Hispanic	White
4K (40)	13%	70%	15%
5K (108)	37%	37%	28%
Gr. 1 (92)	39%	48%	8%
Gr. 2 (85)	26%	44%	24%
Gr. 3 (75)	36%	27%	21%
Gr. 4 (70)	24%	49%	23%
Gr. 5 (60)	27%	45%	22%

The chart above shows the number of students and the ethnicity groupings of the students enrolled at Cherrydale. The percentages show that our 5K classes have perhaps the most even distribution of African American, Hispanic, and White populations. Our Hispanic enrollment in our 4K program is the highest. Close to one-half of the students enrolled in grades one, two, four, and five are of Hispanic background. We have a similar percentage of African American and White students in 4K as well as grades two, four, and five.

Cherrydale Elementary has always experienced good student attendance. We feel that our school is a place where children want to come and this is reflected in their attendance over the years. Our student attendance rate for the 2011-12 school year was 97.5%. There was a slight decrease in student attendance to 97% for the 2012-13 school year. The attendance thus far for the 2013-14 school year indicates that our student attendance rate will be similar to that for the last two school years.

Cherrydale Elementary's student and teacher attendance met the state objectives for attendance in these areas. The state objective for student attendance was 94%; our student attendance rate was 97% in 2012-13. Our teacher attendance of 95.5% met the state objective as well.

The following table shows the enrollment of our disabled student population by grade level.

	<b>LD: Inclusion Model: Gr. 4 - 5</b>	<b>LD Resource: 5K – Gr. 3</b>	<b>Speech only</b>	<b>ESOL</b>
Grade 5	10			2
Grade 4	9			13
Grade 3		11		8
Grade 2		5	1	15
Grade 1		2	5	8
5K		2	5	
4K		0	2	
<b>TOTAL</b>	<b>19</b>	<b>20</b>	<b>13</b>	<b>46</b>

Cherrydale utilizes the inclusion method in grades 4 and 5 where the inclusion teacher sits alongside her students in the regular classroom assisting as needed. These students spend their day in the classroom with their peers. There are times when our learning-disabled students meet in a small group with their inclusion teacher. Students in 5K through grade 3 receive assistance in the resource classroom. Along with grade level standards, this teacher uses the RTI (AimsWeb) progress monitoring system to track reading progress among her students. We also have one Speech Therapist that is on site two days a week serving students in pre-kindergarten through grade five with the majority of these students being in the primary grades. We also have one Challenge teacher on site every Monday morning.

The following chart shows the gender and ethnicity of our total disabled student population by grade level.

	4K	5K	1st	2nd	3rd	4th	5th	TOTAL
African American Males		0	1		4	1	3	<b>9</b>
African American Females		1	0	2	1	0	1	<b>5</b>
White Males		1	0	1	3	1	2	<b>8</b>
White Females		0	1	1	5	2	1	<b>10</b>
Hispanic Males		0	0	1	0	3	3	<b>7</b>
Hispanic Females		0	0	0	1	2	0	<b>3</b>
Other							1	<b>1</b>
TOTAL		2	2	5	14	9	12	<b>44</b>
<b>Hispanic Males</b>		16	5	12	4	7	6	<b>50</b>
<b>Hispanic Females</b>		14	4	3	4	6	6	<b>37</b>
<b>ESOL totals</b>		<b>30</b>	<b>9</b>	<b>15</b>	<b>8</b>	<b>13</b>	<b>12</b>	<b>87</b>

The largest enrollment in our special needs population is found among our White students following by our African American students, and then Hispanic students. There are more male students enrolled in these classes than females. The majority of students enrolled in Special Education is found in the intermediate grades with thirty-five students. Nine students in the primary grades attend resource class. Third grade students, the highest number enrolled in Special Education at Cherrydale with fourteen students, attend resource daily. Fourth and fifth grade students, a total of 21 students, are involved in the inclusion model.

We are fortunate to have a bi-lingual teacher to work with our Hispanic students in grades one through five. Currently there are forty-six students enrolled in our ESOL program in grades one through five. The majority of these students are 2<sup>nd</sup> graders with fifteen, followed by 4<sup>th</sup> graders with thirteen students. Twenty-four students in the first and second grade are enrolled in the ESOL program. Fifteen 2<sup>nd</sup> graders receive ESOL services along with thirty-one students from grades 3, 4 and 5. Nine of the students enrolled in the ESOL program are 1<sup>st</sup> graders. There is an additional thirty students enrolled from our 5K classes. This group (5K) of students is served by our bi-lingual paraprofessional who works specifically with our 5K classes. The highest number of students identified as needed ESOL services are in our four kindergarten classes followed by 15 second graders, 13 fourth graders, and 12 fifth graders. The remainder is in the third

grade. We serve a greater number of Hispanic males in this program with fifty. There are thirty-seven Hispanic females being served.

Our goal is early identification of students that may be at risk and find ways to help them increase their achievement in the early school grades. Early Reading Intervention and Soar to Success/RTI are two programs endorsed by the school district that we have implemented to address these needs. Cherrydale implements two intervention programs, Early Reading Intervention (ERI) and RTI/Soar to Success. The ERI program is taught by the 5K Paraprofessionals after receiving the district-required training. The 5K paraprofessionals work with identified students with a maximum of 5 students in the group. Early Reading Intervention (ERI) focuses on letter recognition, letter sounds, and letter formation. Students taking part in the program are identified by their teacher after screening at the beginning of the academic year as designated by the school district. These students are identified early so that weak areas can be addressed to avoid placement in disabled classes later. Soar to Success (RTI) is implemented in the first grade. All first grade students are benchmarked three times during the year according to the school district calendar. They are benchmarked in the Fall (September), Winter (January) and in the Spring (May). Students are benchmarked in three areas: Phoneme Segmentation, Nonsense Word Fluency and Reading. The Instructional Coach carries out this identification process for the first grade teachers. The paraprofessionals screen 5K students. The goal of these two intervention programs is early identification and addressing weak areas that may hinder academic progress. To better meet the needs of our ESOL students, other staff members were asked to form RTI groups in second grade classes. This plan was implemented during the second semester to provide additional help to our Hispanic students due to insufficient progress in the Language Arts areas.

### **Instructional and Organizational Effectiveness**

Along with the two programs described earlier (ERI and Soar to Success) Cherrydale Elementary has other programs and practices in place based on our assessments of the needs of our students. We continue to implement the Single Gender program in our intermediate grades with one single gender girls class in grades 3, 4, and 5 along with single gender boys classes in grades 4 and 5. Students participating in the Single Gender program have experienced success in many areas. The building principal plans to continue expanding the program as she finds a good match between the teacher, grade level and students.

Balanced Literacy was fully implemented in all grades this year. All teachers participated in training provided by the school district this past June. Training was also provided during first semester of the current school year. This training was also provided by the school district lead by qualified instructors trained by the program's publishers. Benchmark kits were purchased and teachers received

instructions on benchmarking procedures in order to set their groups at the beginning of the school year. Classroom observations were conducted in January and February. This gave teachers an opportunity to show what they have learned and to receive immediate feedback from the instructor. The Instructional Coach was also a part of these observations. A book room was set up complete with leveled readers organized by Fountas and Pinnell Guided Reading levels. Teachers can check out books they need for their groups. More books will be added as funds become available.

The following sections are a brief description of the programs in which we participate at Cherrydale:

#### **Four- year old and Five-year Kindergarten programs**

Two four-year old pre-kindergarten classes are available for students who qualify and are four years old on or before September 1. Kindergarten students must be five years old on or before September 1 of the school year in which they are enrolling. First grade students must be six years old on or before September 1. A physical examination is strongly suggested when a student enters school for the first time.

Our kindergarten teachers take seriously their charge to prepare students not only for the first grade, but for laying a foundation for their education at Cherrydale. They participate in Every Day Counts Calendar math and Fountas and Pinnell/Balanced Literacy program for delivering reading/language arts and writing instruction. Science instruction is delivered through science kits that are provided by the school district. Kindergarten teachers receive their kits at the beginning of the school year and use them as their units of study aligned with kindergarten science standards. The Social Studies curriculum is delivered through the use of big books and during ELA instruction. Writing instruction is delivered both in large and small group activities. Five- year kindergarten students also participate in related arts classes for thirty minutes each day. The kindergarten teachers also sign up lessons and time to check out books in our library/media center. All instruction in the 5K program is based on South Carolina State Standards and Common Core Standards.

#### **Grades One through Five**

All instruction in grades one through 5 is based on South Carolina State Standards and Common Core Standards. Resources available for teachers are accessible in Rubicon Atlas through the School District of Greenville County. Teachers at Cherrydale implement the Fountas and Pinnell Balanced Literacy Model. All classes implement Every Day Counts Calendar math. New teachers are required to participate in training for this program during Summer Academy classes during the summer. Teachers have Every Day Counts Calendar Math kits that are used with some of the components of the program as well as

Promethean flipcharts for other components. Houghton/Mifflin (Journeys and Go Math) is the district- adopted textbook for both reading and math. Additional resources for teachers are available on Think Central, an online system that teachers can use through Houghton/Mifflin. The Instructional Coach set up accounts for each teacher so that they can access these materials at will. Science instruction is based on the state standards and is supplemented by district-provided science kits. Each grade level receives 3 kits that are based on these science standard strands. The school has the kits for 4 to 6 weeks which gives all teachers on the grade level an opportunity to use the kits. The science lab serves dual purposes. Our leveled book library has been organized and is accessible to teachers in this room. Science materials are also stored there for use by all teachers. All textbooks are aligned with South Carolina State Standards for the grade level. Reading, Science and Social Studies series came with sets of classroom leveled readers which are in the book and leveled according to Fountas and Pinnell. Extra sets of these leveled readers are stored in grade level workrooms. Cherrydale students are assessed in writing using assessments which are outlined in ELA/Rubicon Atlas under each type of writing. Teachers teach Opinion Writing, Narrative Writing, and Explanatory Writing and use the prompt provided at the end of the unit. Rubrics for each type of writing are used to score the writing sample. All grade levels are scheduled for the computer lab once a week for Compass Learning. The computer lab instructor and the classroom teacher assign students lessons based on their needs. Lessons for students in grade 2- 5 are assigned based on MAP test results. The building principal has asked the computer lab instructor and the teachers to assign lessons on the proficient and advanced levels to challenge these students to increase their achievement.

Our second computer lab is available to all grades at all times for use as determined by the teacher. The teacher can reserve this computer lab when all students need access to a computer at once for research or additional time to practice various skills.

### **Educational Models**

In order to support student achievement Cherrydale works with several educational models to help improve student achievement. The programs that are used are the following: Four Blocks Literacy Instruction, Fountas and Pinnell Balanced Literacy model, Every Day Counts Calendar Math (mentioned above), Early Reading Intervention (ERI), Soar to Success (RTI) and Balanced Literacy.

- **Balanced Literacy** – This program is a district initiative that was fully implemented in all elementary schools at the beginning of the 2013-14 school year. This program consists of establishing a beginning reading level for each child based on Fountas and Pinnell Balanced Literacy Benchmark Assessment kits. There are two kits – Primary for 5k through

grade 2 and the Intermediate kit for grades 3 through 5. Results tell teachers an appropriate reading level for each student which enable the teacher to set up reading groups. Each teacher has three to four reading groups. The Balanced Literacy block in the primary grades varies to some degree from the intermediate grades. Literacy Centers are set up in these classes as a rotation for students in the class. This provides opportunities to practice skills and also opportunities to read leveled books daily. The intermediate grades can set up a rotation system of different activities if the teacher so desires. The main parts of the model in the upper grades are Reading Workshop and Writing Workshop. There is an extended amount of time for independent reading to help these students build stamina as readers.

- Every Day Counts Calendar Math – All classrooms display a calendar from their grade level kit. All teachers have been trained in the implementation of this district program. Each teacher also has his/her own kit containing these components as well as Promethean board flipcharts which make the program more interactive for the students.
- Early Reading Intervention (ERI) – This district program is implemented in each 5K classroom and is focused on letter recognition and letter sound recognition. All 5K students are “benchmarked” at the beginning of the school year. Students receiving scores in the “at risk” level are then enrolled in the program. Each 5K paraprofessional has been trained to teach the program and each one works with one group each day with 4-5 students in the group. These students are progress monitored every ten lessons. Results are given to the Instructional Coach who inputs the information into AIMSWeb. Kindergarten students are assessed again in the winter and spring. As students progress toward their targeted goal progress is discussed with the school’s RTI Leadership team and school psychologist and together they determine if the student is able to be dismissed or should continue with intervention.
- Soar to Success (RTI) – This program works much the same way as ERI. However the program introduces vowel patterns, some sight word recognition and builds reading fluency. These students are taught by a trained interventionist in the afternoon. The program consists of a series of thirty leveled books that progress in difficulty. Students enrolled in the program are progressed monitored every ten lessons. All first grade students are benchmarked three times during the year: fall, winter and spring. As with students in the ERI program, students may be dismissed before completing all thirty books based on the progress toward their goal.
- Single Gender – The 2013-14 school year marks the sixth year that Cherrydale Elementary has offered the opportunity to our parents and students to participate in the Single-Gender program. The program was originally offered to boys and girls in grades four and five. In 2010, this

pilot was expanded to third grade girls due to the overwhelming success of the program. A third grade boys' class will be available when the right teacher is in place. In a Single-Gender class, teachers must be aware of and able to teach to the strengths of the boys and the girls. This creates an environment where every child will succeed and learn. The major objectives of Single-Gender classes are to provide students with a rigorous curriculum in all core subjects, to enhance and improve their academic potential to obtain maximum achievement. To assist students in making a smooth transition from elementary school to middle school , as well as serve as a motivation for students to go on to pursue a higher education. The process of implementation of the program's curriculum was research-based strategies utilizing multiple intelligences, gender specific instructional practice and integration of academic content. Because we have seen increased student achievement in these classes and also because of continued interest in the program, it will continue to be implemented at Cherrydale. It should be noted that participation in this program is completely optional and is available to all our stakeholders with students entering grades 3-5. There is also mixed gender classes on each grade level that is available as an option. Parents and students are able to opt out of either type of classroom setting during the school year and move into or out of their current classroom setting.



## Mission, Vision, and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us: they describe what we feel about work and how we think it should operate.

We believe:

- That our students can achieve
- That students will achieve best in a learning-centered environment
- That alternative teaching methods should be implemented as needed
- That data analysis is crucial to our growth as teachers
- That strong home-school communication is essential to the successful growth and development of each student
- That technology is an integral component of a multi-faceted approach to learning
- That strong business, community, and parent partnerships should be mutually beneficial
- That students learn best when they are actively involved in their learning and have hands-on experiences
- That leadership infrastructure allows necessary improvements from within the school and supported outside the school

Our Mission: to provide the best research-based instruction, as the foundation for sustained school success supported through parent involvement and to provide a quality instructional environment with a strong academic foundation that will encourage... *All students to Believe and Achieve.*

# Data Analysis

## **Student Learning Needs and Desired Results**

Many programs have been put into place to improve the quality and effectiveness of instruction in our school community. Again this year, we have been able to utilize Panther PASS for abbreviated periods during both the first and second semesters. Students participating in this after school program were identified based on their fall MAP scores and the previous year's PASS scores for 4<sup>th</sup> and 5<sup>th</sup> graders. These students had made gains toward their target growth but needed an extra push toward that goal. These were also students that scored met or very close to exemplary on the previous year's PASS test. We also continue to sponsor monthly Parent Power programs that help our parents recognize things they can do with their students to help them be successful on this test.

Increasing student achievement school-wide at Cherrydale Elementary continues to be our focus. Although the data we analyze is based on tests taken by our Intermediate grade students, teachers at all grade levels work together to increase student achievement. Our primary teachers do an excellent job of preparing students for the intermediate grades. It is our goal to increase productivity in the classroom and raise student scores on the Palmetto Assessment of State Standards (PASS). We have reviewed our issues, population, and school demographics. The charted data will indicate the areas that need more focus in order to raise the achievement of all students at Cherrydale. Data from both MAP and PASS is analyzed by all stakeholders to ensure that all of our students are prepared to do their best and increase their achievement.

Since 2005-2006, an additional resource for assessment in Greenville County has been used, the Measures of Academic Progress (MAP) test. Cherrydale administers this computerized system of testing, as mandated by the Greenville County School district twice during the school year. We choose to administer this test during the optional Winter window to help us better track the academic progress of our students. The subjects tested are Reading, Language Usage, and Mathematics. MAP correlates with national and state curriculum standards, and is nationally norm-referenced. The difficulty of each test adjusts to individual students' performance; meaning if a student answers a question correctly, the

next question will be more difficult and vice-versa. After a student completes a test, the program reports the student's score which falls into a RIT band score with certain skills attached to it. Unlike the PASS and other standardized tests, MAP reports provide a snapshot of student achievement at intervals throughout the school year. MAP results are regularly being used in our school for curriculum decisions and parent conferences. Discussions with parents during fall conference time gives the teacher the opportunity to share the target score for the year and discuss ways to help the student meet his/her yearly goal.

All faculty and staff members at Cherrydale are practiced at interpreting and analyzing test data. We use MAP data to help identifying weak areas as well as areas of strength that will help prepare our intermediate students for PASS testing in the spring. Cherrydale students in grades two through five participate in Fall, Winter, and Spring MAP. Classroom teachers discuss yearly goals with each student and help them set classroom goals to enable them to meet their MAP goal. Grades 3-5 visit the WAR room in the Fall to place their scores on the Reading and Math boards under the RIT band indicating their score. Their current score is written on the card along with the teacher's name. Each student is assigned a number within his/her class to protect their identity. However some teachers prefer to have the student's name on the card. Students return again after receiving their Winter and Spring scores to move their cards to the next RIT band. This is a big deal as students get to move their cards "up" the RIT bands. There is discussion about who moved their cards forward or backward (in some cases). There is also discussion about the number of points scores increased, how many more points to reach their target for the year, etc. These discussions are lead by the instructional coach and the classroom teacher.

Cherrydale also has its MAP goals to meet. Each teacher in grades 2 -5 is expected to have student results show that at least 70% of the students in the class will meet their target growth goal in both reading and math in the winter and 88% in the spring. These goals set by the building administrator are higher goals than those set by the school district. Each student's yearly growth target is divided by two allowing the student to meet half his/her target in the winter and the yearly target in the spring. The chart below shows the progress that was made.

	Fall 2010 to Spring 2011 Target Met		Fall 2011 to Spring 2012 Target Met		Fall 2012 to Spring 2013 Target		Fall 2013 to Spring 2014 Target	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grade 2	84.5	60.3	55.7	50.8	72.7	62.1	*	*
Grade 3	81.1	54.7	67.9	55.2	74.6	64.2		
Grade 4	88.7	77.4	83.0	72.3	95.1	75.4		
Grade 5	63.3	57.4	72.3	57.4	50.0	48.1		

- The results for Fall 2013 - Spring 2014 were not available prior to the due date of this document.

As indicated in the chart, improvement across grade levels is inconsistent with no detectable trends from one year to the next when looking at subjects or grade levels. Second grade math results for the 2011-12 school year decreased from the previous year's results, but reflected gains for the same time period the following year. Reading results for this grade increased from fall 2012 to spring 2013. Results show that across the years shown in the chart, math is an area of strength across all grade levels. Fourth grade students consistently reach their MAP goals in both areas. Exceptional results were had in the 2012-13 time period. As with other test results, we cannot find consistency among all grades levels, areas tested and from year to year. One year we may see strong results in reading/language usage or math and not reading/language usage. Although progress is made in all grade levels, that progress as observed in the results are weakest in second grade. That said, this grade made gains in the 2012-13 time period after seeing decreased results the previous year. Third grade results, as with the other intermediate grades reached its highest point over the years shown. We saw a decrease in 2011-12 in both reading and math and then observed gains the following year. The percentage of fourth grade students that are meeting their yearly target growth has steadily increased in both Math and Reading. The converse can be said of the Reading scores made by our fifth grade students across the years represented in the chart. This is an area of concern for the faculty and staff.

Our building principal sets yearly goals based on those of the district. For the 2012-13 school year, teachers were challenged to see at least 70% of the students in each MAP tested grade reach their target growth in Reading from Fall to Winter. The target growth for MAP Math was to show 88% of their students reach their yearly growth target in both math and reading on Spring MAP. Our goal is to move up the tiered levels for schools in the district which are based on the percentage of students in the school that meet their MAP target goals. In order to move to the next tier, we must increase the number of students that meet their yearly target goal. The spring MAP data is not yet available so we will have to wait to review that data to see if our progress has continued its upward trend and if our reading growth has improved over the previous years.

### **Cherrydale Elementary School: PASS Results Over-time Comparison to Elementary Schools Statewide**

The Palmetto Assessment of State Standards (PASS) state test includes five subject areas: Writing, English Language Arts (Reading and Research), Mathematics, Science, and Social Studies. PASS scores are reported using three scoring levels: Not Met, Met, and Exemplary. Students scoring Met or Exemplary are considered to have met the state's academic standards. To better prepare all

of our students for participation in PASS testing we have designated each Friday as "PASS Attack Friday". Both 4K 5K students complete their assessments together and are shown on the promethean board and answered together. Parts of the first grade assessments are also completed together while some parts are completed independently. Students in grades two through five are completed independently. The questions are in a similar format that students will see on the PASS test later on. The questions are written using vocabulary from the higher levels found in the new Bloom's taxonomy. Teachers review the results to identify areas that need attention throughout the year and may change as the year progresses. We feel that these weekly "PASS Attacks" are a good way to prepare our students for this high-stakes state test. Since we have implemented these assessments we have seen increased student achievement and have made our Adequate Yearly Progress (AYP).

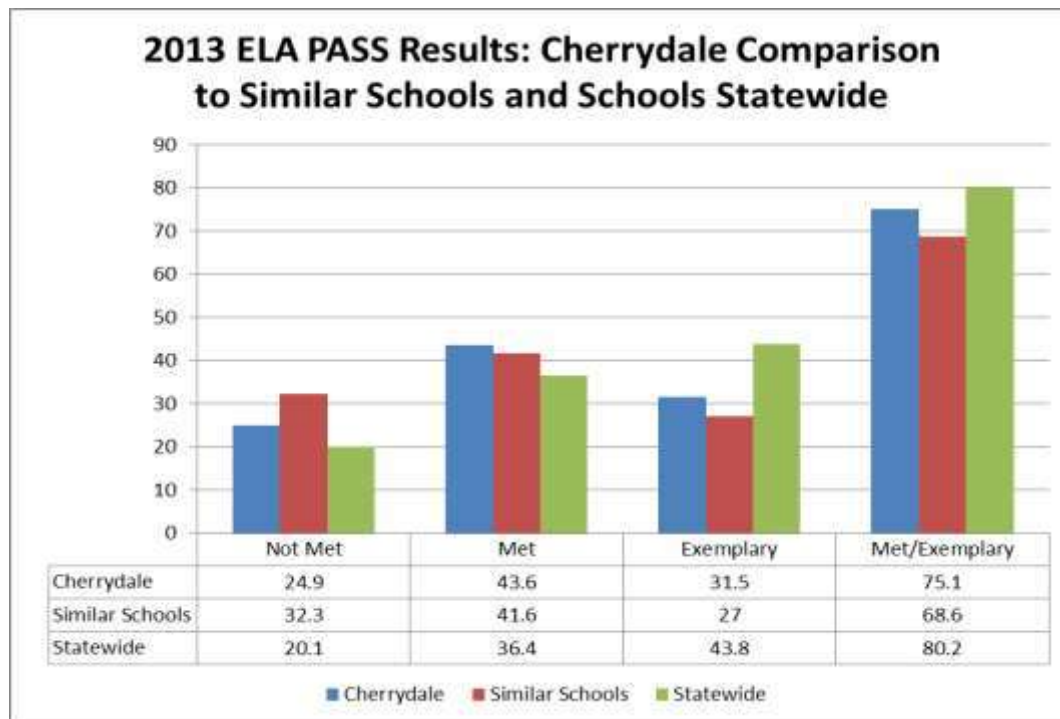
The following chart shows Cherrydale Elementary's overall PASS results from 2013 compared to schools similar to ours across the state and to schools statewide. Writing results reflect grades 3 – 5.

	<b>ELA: Reading/ Research</b>			<b>Math</b>			<b>Writing</b>			<b>Science</b>			<b>Social Studies</b>		
	E	M	Not Met	E	M	NM	E	M	NM	E	M	NM	E	M	NM
Cherrydale	31.5	43.6	24.9	32.6	33.0	34.3	21.3	43.7	35.0	7.4	53.3	39.3	18.5	52.9	28.6
Similar Schools	27.0	41.6	32.3	21.4	38.3	41.2	19.0	40.7	40.9	7.3	45.2	49.2	17.0	47.9	36.5
Schools Statewide	43.8	36.4	20.1	37.5	35.5	26.3	32.5	39.6	28.2	18.7	51.8	30.3	3.5	44.6	22.6

The chart shows the percentage of Cherrydale students scoring Exemplary, Met and Not Met on PASS ELA, Writing, Math, Science and Social studies. The scores by Cherrydale's third through fifth graders exceeded those of the students in Similar Schools in all areas except Math. Our Writing scores fell mostly in the Met category with a smaller number of our students scoring Exemplary compared to those statewide results, surpassing these scores in the Exemplary and Met categories. We are still behind the state in the percentage of students scoring Exemplary in ELA, Science and Social Studies with most of our students scoring in the Met category. The chart also shows that we fewer of our students scored Not Met in ELA, Math, Science and Social Studies when compared to Similar Schools, but more than those in Elementary schools statewide. We compare very well to Similar Schools, the challenge for teachers and students at Cherrydale is to close the gap between ourselves and results from Elementary schools statewide in all areas reported. Our principal has challenged all faculty and staff to

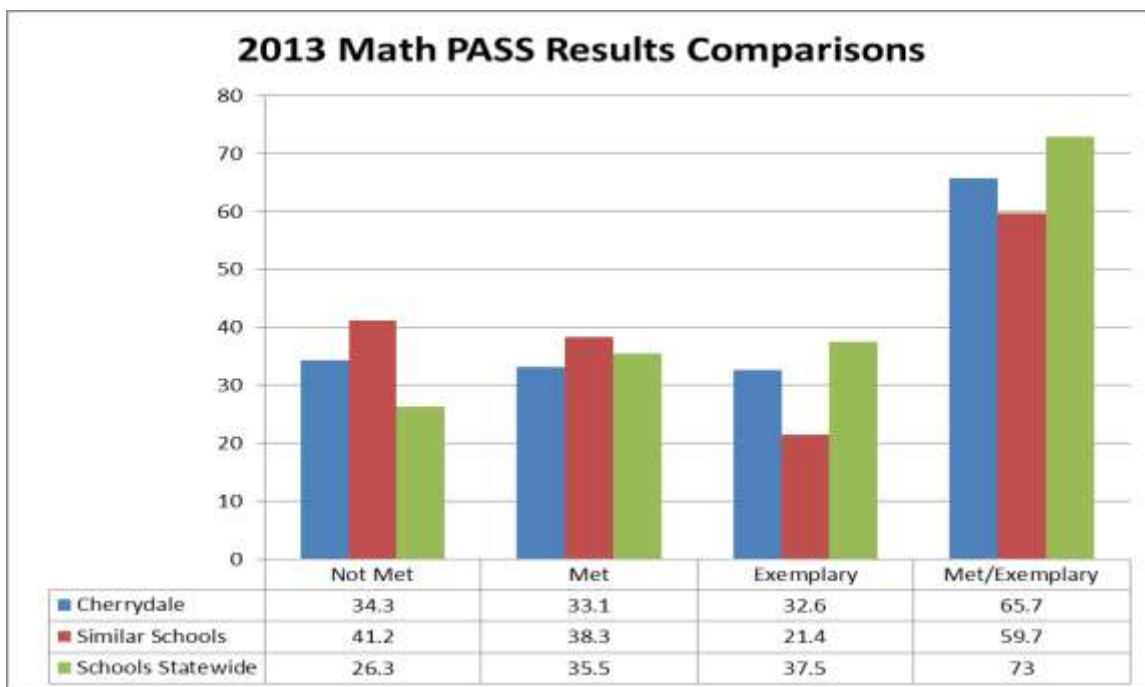
maintain the good scores our students are receiving as well as lowering the percentage of students that score Not Met to percentages in the teens.

The following graphs show the same comparison by each PASS tested area by itself. Results indicate PASS 2013 results.



The graph shows that Cherrydale had more students scoring in the higher categories of PASS when we compare ourselves to schools similar to ours. We lagged behind the statewide percentage of students scoring Exemplary in this area. When the percentages of the Exemplary and Met categories are combined, our percentages were greater than those statewide. Our ELA scores were higher than those of schools like ours. The Exemplary and Met categories were greater and our Not Met category was less than those of elementary schools similar to like ours which is what we would like scores to indicate. The comparison of our overall ELA PASS results is favorable compared to schools similar to ours and are just slightly below the state percentage in combining Met and Exemplary ELA results.

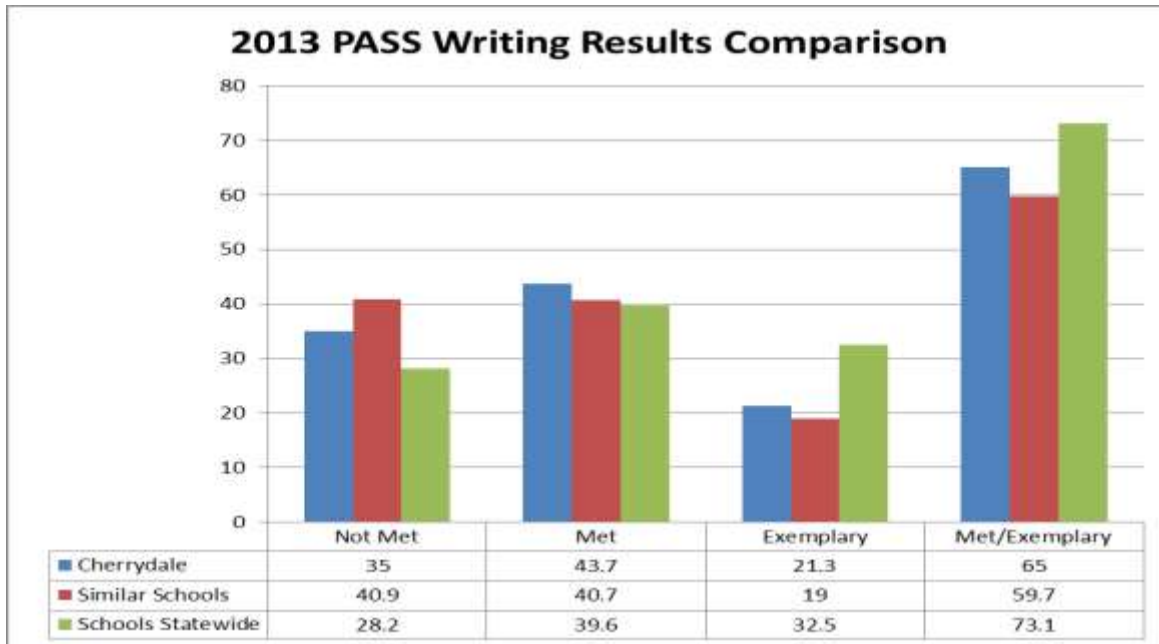
The following graph shows the same comparisons for 2013 Math PASS results.



Comparing our scores to the state and schools similar to ours indicates that Cherrydale's overall Math results showed more students scoring in Met/Exemplary combined was greater than those of elementary schools similar to ours. Cherrydale's results indicate that most of our students scored Met on PASS Math, but only slightly more than those scoring Exemplary. The scores in these two categories show a favorable comparison to Schools Statewide. Cherrydale Elementary students scored quite well overall, showing higher percentages than the other areas of comparison. We need to decrease the number of students that score Not Met while increasing the number of students scoring Met and Exemplary while maintaining a percentage of less than 20% in the number of students scoring Not Met.

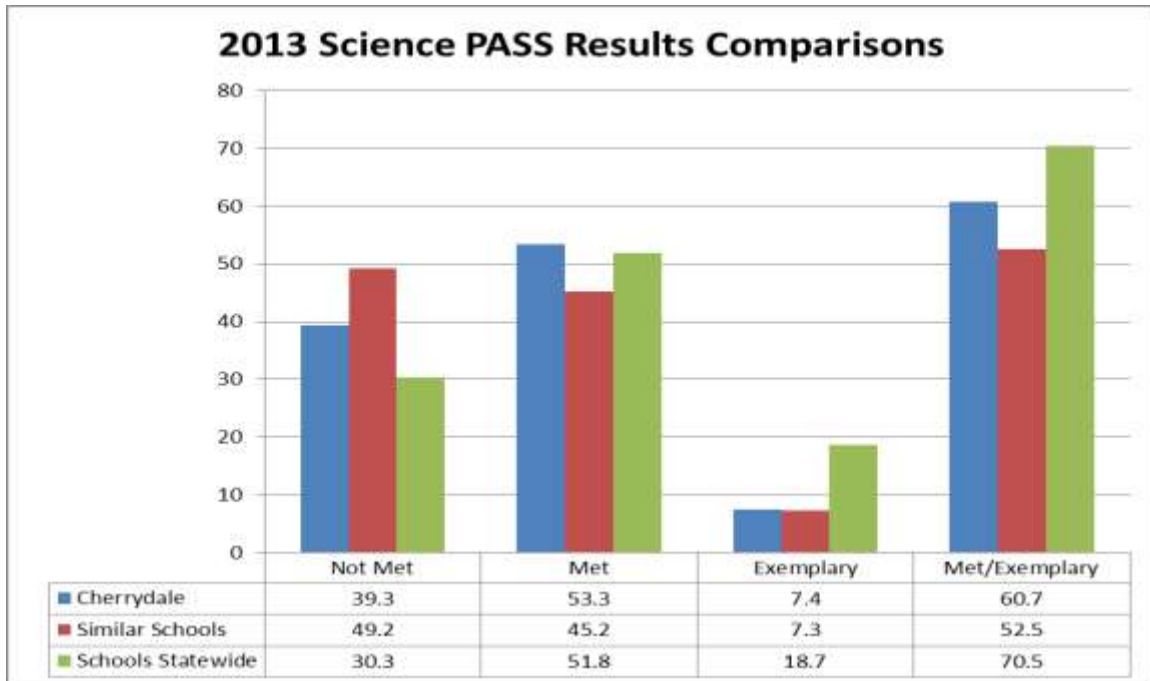


## Comparison of Cherrydale to Schools with students like ours and students Statewide: Writing



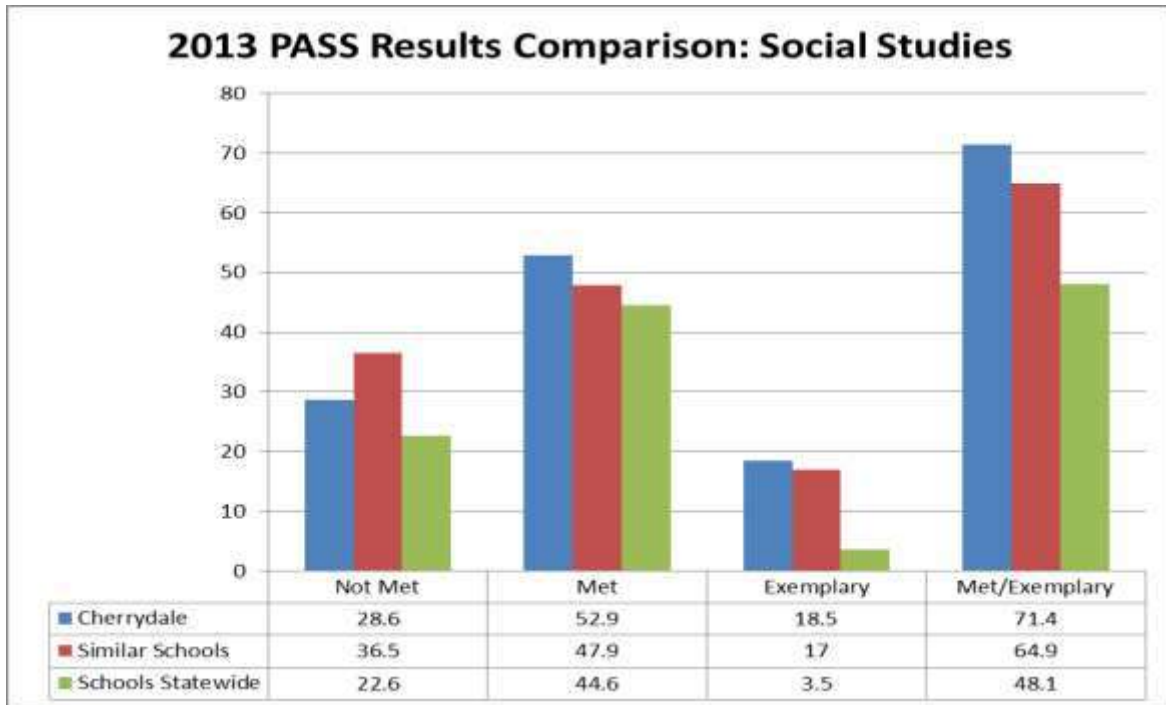
Cherrydale's writing scores compare favorably to those from across the state of South Carolina, including elementary schools like ours. The percentage of Cherrydale students scoring Met on 2013 PASS Writing compared well to results from schools similar to ours and those statewide. The percentage of students scoring Exemplary statewide was greater than those of Cherrydale's fifth graders. We need to increase the percent of students scoring Exemplary, moving more students from Met to Exemplary as well as maintaining the percentage scoring Not Met to less than twenty percent.

The two remaining graphs will show 2013 PASS results on Science and social Studies and will compare Cherrydale's results to Schools with students like ours and Schools Statewide.



The majority of scores in this subject area fall in the Met category, this includes all the cohorts compared. Cherrydale's results were just behind the Schools Statewide scoring Met and higher than those scores by students in Schools Similar to Cherrydale. percentage points behind the percentages statewide in the Met category. While Schools Similar to ours saw increased number of students scoring Not Met and Met, Cherrydale and these schools had almost identical totals scoring Exemplary. Schools Statewide had double the percent of students scoring Exemplary. Our scores lagged behind those comparing scores statewide in the two higher categories and were greater in the Not Met category. Our scores were higher when comparing the scores of Cherrydale students to those of students in elementary schools like ours. Data shows that the number of our students that participated in this particular test scored Met which helped us compare favorably with schools statewide. However we have much to do to raise student achievement in the area of Science.

Comparison of Cherrydale to Schools with students like ours and students Statewide: Social Studies



Cherrydale students participating in the PASS Social Studies test show indicate a fewer percentage of students scoring Not Met than Schools Similar to Cherrydale, but more when compared to students in Schools Statewide. However Cherrydale out-performed students in Schools Similar to Cherrydale as well as those in Schools Statewide in the higher scoring categories. Greater than Seventy-one percent of our students scored Met/Exemplary combined compared to 64.9% in Schools Similar to Ours and 48.1% to Schools Statewide. In fact, both participants at Cherrydale as well as those from students in Similar Schools outperformed students participating in the Social Studies test Statewide. Our scores overall exceed those of elementary students in schools like ours. However Cherrydale demonstrated increased achievement in Social Studies on the 2013 than in past years. We realize that not all students in grades three and five participate along with all fourth graders, those that did participate had increased scores. In fact, the number of students scoring in the higher categories was exceeded only by our ELA (Reading/Research) scores.

To summarize, our scores compare favorably to scores statewide and exceed those of schools having a similar student population across all comparisons in the subjects tested. Results on the 2013 PASS indicate that ELA (Reading/Research) and Social Studies were areas of strength. Looking at our combined Met and Exemplary scores across grade levels, Cherrydale's results were ranged from 60.7% in Science to 75.1% in ELA: Reading/Research. As we have viewed our results over the years, we continue to have difficulty maintaining increased levels of achievement in some areas while increasing achievement in the other areas. It seems that the area(s) of strength and weakness changes from year to year. We

need to continue to close the gap between our scores and scores statewide. As stated above, Science, Math and Writing were areas of weakness at Cherrydale. We must determine that we will raise student achievement in the higher scoring categories in Reading/Research (ELA), Math and Writing while maintaining and increasing our results in the other areas.

**Cherrydale Elementary School:  
Overall PASS 2013 Results: All Students Over-time**

The following table shows overall PASS results in ELA/Research, Math, and Writing, Science and Social Studies over- time for grades 3 – 5.

<b>2011 PASS</b>	<b>ELA/ Research</b>	<b>Math</b>	<b>Writing 5<sup>th</sup> grade</b>	<b>Science</b>	<b>Social Studies</b>
<b>Not Met</b>	24.8	22.9	20	45	27.5
<b>Met</b>	38.2	42.4	55	50.5	57.8
<b>Exemplary</b>	37	29.7	25	4.6	14.7
<b>Met/ Exemplary</b>	75.2	72.1	80	55.1	72.5
<b>2012 PASS</b>	<b>ELA/ Research</b>	<b>Math</b>	<b>Writing 5<sup>th</sup> grade</b>	<b>Science</b>	<b>Social Studies</b>
<b>Not Met</b>	20.9	40.5	10.4	39.4	31.7
<b>Met</b>	39.2	41.8	60.4	50.5	51.5
<b>Exemplary</b>	26.2	39.2	29.2	10.1	16.8
<b>Met/ Exemplary</b>	65.4	81.0	89.6	60.6	68.3
<b>2013 PASS</b>	<b>ELA/ Research</b>	<b>Math</b>	<b>Writing Gr. 3-5</b>	<b>Science</b>	<b>Social Studies</b>
<b>Not Met</b>	24.9	34.3	35	39.3	28.6
<b>Met</b>	43.6	33.1	43.7	53.3	52.9
<b>Exemplary</b>	31.5	32.6	21.3	7.4	18.5
<b>Met/ Exemplary</b>	75.1	65.7	65	60.7	71.4

Our scores do not show consistency across the years. For instance our 2011 ELA (Reading/Research) results were 75.2%, the following year they decreased to 65.4% then showed gains in the combined categories to 75.1% on the 2013 test. Math results were similar: 2011 showed that results in the Met/Exemplary categories were at 75.1% then made gains up to 81% in 2012. Scores in 2013 decreased considerably to 65.7% scoring Met/Exemplary. Writing results in 2011 (80% Met/Exemplary) and 2012 (89.6% Met/Exemplary) reflect fifth grade participation. However, the following year – 2013 – reflect participation of students in grades three through five. These results were greater than 24 percentage points lower than the previous two Science results continue to lag behind those of the other areas tested. These scores, in 2011, were at 55.1% in the two higher scoring categories. These scores did increase in 2012 and 2013, but are still below standard. Social Studies results have fluctuated from 72.5% in 2011, decreased to 68.3% in 2012, then showed an increase in 2013 to 71.4%

scoring combined Met/Exemplary. Across all years shown and all subject areas, the majority of student scores are in the Met category. The expectation and challenge to the faculty and staff is to see scoring percentages below twenty in the Not Met category. That challenge has not been met consistently. With the fluctuations over the years displayed, they have been high enough to meet the state requirements. Students, teachers and support staff have worked very hard to accomplish this goal each year.

### **ELA/Research, Writing, and Math Results By Ethnicity**

The following charts show 2011, 2012 and 2013 PASS results for each subject area tested as Not Met, Met, Exemplary, and Met/Exemplary by ethnicity. The subgroups reported for ethnicity are African Americans, White and Hispanic students.

<b>ELA: Reading /Research</b>	African American			White			Hispanic		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Not Met	28.4	26.6	22.9	21.3	14.3	11.2	24.5	21.8	35.1
Met	35.8	39.1	42.9	38.3	42.9	48.1	40.8	41.8	31.6
Exemplary	35.8	34.4	34.3	40.4	42.9	40.7	34.7	36.4	33.3
Met/Exemplary	82.1	73.5	77.2	83	85.8	88.8	79.6	78.2	64.9

ELA: Reading/Research: Looking at our 2013 results we see the percentage of our African American student scores continued to decrease in the Not Met category while the number of students scoring Met increased. The percent of these students scoring Exemplary has remained fairly consistent from 2011 – 2013. White students out- performed their peers on the Reading/Research test. These results are the highest across the years shown in the table above. The majority of the scores were Met followed by the Exemplary category. Scores among our Hispanic population lagged behind those of our African American and White students. This is due to the fact that most of their scores were in the Not Met category. The scores in the higher categories decreased from the high seventy percent to the mid-sixties scoring in the combined Met/Exemplary category. Scores among our African American and White populations have shown decreases in the Not Met category and increases in the Met and Exemplary categories. We do not see this trend among our Hispanic students. The Reading/Research scores of our African American students were at the highest in 2011 when looking at the results across the years shown. They declined in 2012, but started to improve in 2013. The scores produced by our White students have set an upward trend. While the overall number of our Hispanic student enrollment increases, we will need to seek ways to improve the

Reading/Research scores of this student group. Observing Reading/Research standards to help us identify weaknesses or areas that need to be maintained, results show that, based on 2013 results, Research skills were identified as relative areas of strength. The scores among third grade students indicate that Literary Texts and Informational Texts require more focus during instructional activities. Informational Texts and Vocabulary Building were weak areas among fourth graders participating in the assessment. Fifth graders showed relative strengths in all standards with the percentage identifying weak areas only in the teens. Identifying these weaknesses can help us develop activities to increase student achievement in these areas. Analyzing the results by standard can help us detect trends among grade levels from year to year.

Writing: Results from PASS Writing 2013 reflect those of students in grades 3 -5, unlike those from 2011 and 2012 which was taken by only those students in grade 5. That said African American students have performed well over the years shown in the table. Their results in the combined categories have remained fairly consistent (73.9%, 73.5%, and 71.4%). However, a slight decrease can be seen from 2011 to 2013. This is due to a slight increase in the number of students scoring Not Met and a decrease in the number of students scoring Exemplary. There was also an increase in the over-all percent of White students scoring Not Met (from 14.3% in 2012 to 29.6% in 2013) as well as an increase in the percent of students in the group scoring Met. These two increases caused a decrease in the percent scoring Exemplary; a noticeable decrease from 42.9% in 2012 to 18.5% in 2013. Reading/Exemplary results among our Hispanic population in grades 3 -5, showed a similar trend. This group performed well in 2011 with the majority of scores being in the Met category (73.3%). Interestingly the exact same percentage (13.3%) of Hispanic students scores Not Met as Exemplary. The following year, 2012, these scores decreased in the combined scoring categories, yet the number of students scoring Exemplary increased. There was an increase in the number students scoring Not Met. This trend continued in 2013. We saw decreased scores among our Hispanic students in the Met and Exemplary categories. There was, again, an increase in the number of students scoring Not Met on 2013 PASS Writing. Analyzing Writing results by standard tells us that Voice and Content/Development are areas of weakness among our third grade students, followed by Organization and Conventions (each at 30.1%). There were areas of weakness among fourth and fifth graders as well. Conventions and Organization were weak areas among fourth graders and Content & Organization and Conventions were weaknesses among fifth graders. As one can see, there is not one standard that is consistently a weakness for all three grade levels. The weak areas seem to be grade specific. Due to the fact that third grade has the highest percentages to identify weak areas/standards, it would appear that we need to challenge our students with more intentional instruction to prepare them for the expectations of PASS Writing.

<b>Writing</b>	African American			White			Hispanic		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Not Met	26.1	26.6	28.6	19	14.3	29.6	13.3	21.8	38.6
Met	60.9	39.1	51.4	33.3	42.9	51.9	73.3	41.8	31.6
Exemplary	13	34.4	20	47.6	42.9	18.5	13.3	36.4	29.8
Met/ Exemplary	73.9	73.5	71.4	81	85.8	70.4	86.7	78.2	61.4

Math: African American scores decreased in the percent of students scoring in the higher categories of PASS. The number of students in this group that scored Met was substantially decreased while the number of students scoring Exemplary doubled in 2012 compared to 2011. We saw the largest increase in the percent of White students scoring Exemplary (2012), showing an increase each year (2011 and 2012) only to see them decrease on Math PASS 2013. There was an increase in the percentage of White students scoring Not Met. Scores in the Met category was at its highest in 2013, but the lowest in the number of students scoring in the Exemplary category. Again, scores in 2011 and 2012 were at a higher level among Hispanic students as they were among the other two groups. However in 2013 there was an increase in the number of results in the Not Met category, a decrease in the number of students scoring Met, but a slight increase in the number of students scoring Exemplary. Looking at weaknesses identified by the standards, Algebra and Measurement skills were weaknesses among third and fifth graders. Weaknesses among fourth graders were Measurement and Data Analysis & Probability. In order to raise the performance of our students on PASS Math, we will need to focus on identified areas of weakness while maintaining consistent skills in the areas not identified as weaknesses, but still require practice.

<b>MATH</b>	African American			White			Hispanic		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Not Met	26.1	34.8	33.3	19	13.6	22.2	13.3	16.7	35.6
Met	60.9	39.1	33.3	33.3	22.7	37	73.3	44.4	25.4
Exemplary	13	26.1	33.3	47.6	63.6	40.7	13.3	38.9	39
Met/ Exemplary	73.9	65.2	66.6	81	86.3	77.7	86.7	83.3	64.4



## Science and Social Studies Results Over time

Science: The first of the following charts show Science results for students making up our three major ethnic groups.

Science	African American			White			Hispanic		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Not Met	**	58.8	30.4	22.2	18.8	13.6	45.9	26.9	41.5
Met	**	35.3	56.5	74.1	62.5	50	43.2	61.5	51.2
Exemplary	**	5.9	13	3.7	18.8	35.4	10.8	11.5	7.3
Met/Exemplary	**	41.2	69.5	77.8	81.3	85.4	54.1	73.0	64.5

\*\* This group of students was not a subgroup for PASS 2011

The students making up our African American group have not performed especially well on this test. The majority of scores in 2012 were found in the Not Met category. The percentage of scores in the two higher categories was only at 41.2%. These scores were slightly improved the following year (2013). There was a decrease in the number of students scoring Not Met, an increase in the number of students scoring either Met or Exemplary allowing the combined percentage to increase by greater than twenty-five percentage points. Seventy-four percent of the scores among or White students scored Met, twenty-two percent scored Not Met, but just over three percent scored Exemplary. However the performance of this groups was greatly improved in 2012. Less than 20% of the students participating in PASS Science scored Not Met. Still the majority of these scores fell in the met category, but there was an increase in the percent of students scoring Exemplary. Combining these two higher categories shows that over 80% of students scored Met/Exemplary. Science PASS results among White students continued to increase in 2013. Fewer students scored Not Met as well as Met resulting in an increase in the Exemplary category indicating increased student achievement among this group. Our Hispanic population showed good progress in Science from 2011 to 2012. However their performance decreased in 2013. Over 41% of their scores were in the Not Met category, an increase of about fifteen points over the previous year. The number of students scoring Met also decreased from sixty-one to fifty-one percent. The number of students Exemplary was decreased as well.



Social Studies	African American			White			Hispanic		
	2011	2012	2013	2011	2012 (16)	2013	2011	2012 (24)	2013
Not Met	28.4	36.4	30.4	21.3	25	13.6	33.3	25	25.6
Met	35.8	48.5	56.5	38.3	62.5	50	59.3	62.5	50.5
Exemplary	35.8	15.2	13	40.4	12.5	35.4	7.4	12.5	14
Met/Exemplary	71.6	63.7	69.5	83	75	85.4	66.7	75	64.5

Social Studies: The results from all groups show fluctuations from year to year. This is a trend that has been consistent among all groups and grade levels. African American students showed good achievement on 2011 Social Studies PASS. An equal number of African American students scored Met as did those scoring Exemplary. These scores resulted in combined results of over 71%. However these scores declined in 2012 to over 63% scoring Met/Exemplary. This was due to an increase in the number of students scoring Not Met, an increase in the number of students scoring Met and a decrease in the number scoring Exemplary. African American results were slightly increased in 2013 with fewer students scoring Not Met and an increase in those scoring Met. The percentage of students scoring Exemplary was at the lowest among this group over the years shown. The achievement demonstrated among White students participating in PASS Social Studies was strongest among the three groups. Still their results vary from year to year as well. On PASS 2011, most of the scores were in the Exemplary category. However the following years show that the majority of scores among our White students was in the Met category. 2013 results show just over 13% of these students scored Not Met, 50% scored Met and 35% scored Exemplary. When these two higher scoring categories are combined we find that 85% demonstrated a high level of achievement. Interestingly, the scores among both White and Hispanic students were identical in 2012, but the number of students in each groups were different. Scores on Social Studies PASS 2013 indicate that about twice as many Hispanic students scored Met than Not Met. The number of students scoring Exemplary was also increased from the previous two years.

Results show that we are doing a better job with Social Studies instruction when comparing these results with those in Science. While we see mostly decreases in the Not Met category, there is still much room for improvement in the higher scoring categories of PASS, especially among our African American and Hispanic students. Our Hispanic population received more scores in the Met area while our White population group had the greatest number of students scoring Exemplary. African American results were highest in 2011, decreased in 2012 and then showed increased achievement the following year, 2013. The challenge will be for faculty and staff to help White students maintain their progression toward

higher achievement as we prepare our African American and Hispanic students to increase their level of achievement.

### **PASS: Free/Reduced Meals and LEP Results Over time**

The following chart shows the performance of our students on subsidized meals and those of our Limited English Proficient (LEP) students. We do not have enough students labeled "Disabled" to make up a sub group; therefore they are not included in these groupings. Although the majority of our student enrollment qualifies for Free/Reduced meals, results from just this group compared to all students participating in PASS show their scores to be slightly lower.

<b>PASS 2011</b>	<b>ELA/ Reading &amp; Research</b>		<b>Writing</b>		<b>Math</b>		<b>Science</b>		<b>Social Studies</b>	
	<b>Free/ Reduced</b>	<b>LEP</b>	<b>Free/ Reduced</b>	<b>LEP</b>	<b>Free/ Reduced</b>	<b>LEP</b>	<b>Free/ Reduced</b>	<b>LEP</b>	<b>Free /Reduced</b>	<b>LEP</b>
<b>Not Met</b>	24.5	40	20	12.5	28.4	26.5	44.3	47.2	27.4	31
<b>Met</b>	38.8	35.6	55	75	42	34.7	51.9	41.7	57.5	58.6
<b>Exemplary</b>	36.7	24.4	25	12.5	29.6	38.8	3.8	11.1	15.1	10.3
<b>Met and Exemplary</b>	81.5	79.6	80	87.5	84	85.7	55.7	52.8	72.6	69
<b>PASS 2012</b>	<b>ELA/ Reading &amp; Research</b>		<b>Writing</b>		<b>Math</b>		<b>Science</b>		<b>Social Studies</b>	
	<b>Free/ Reduced</b>	<b>LEP</b>	<b>Free/ Reduced</b>	<b>LEP</b>	<b>Free/ Reduced</b>	<b>LEP</b>	<b>Free/ Reduced</b>	<b>LEP</b>	<b>Free /Reduced</b>	<b>LEP</b>
<b>Not Met</b>	21.8	23.1	35.3	11.1	25	19.9	37.5	44.1	28.2	33
<b>Met</b>	39.1	39.1	41.4	62.2	37	41.7	52.5	47.1	57.7	52.8
<b>Exemplary</b>	39.1	37.8	23.3	26.7	38	38.5	10	8.8	14.1	14.2
<b>Met and Exemplary</b>	78.2	76.9	64.7	88.9	75	80.2	62.5	55.9	71.8	67
<b>2013</b>	<b>ELA/ Reading &amp; Research</b>		<b>Writing</b>		<b>Math</b>		<b>Science</b>		<b>Social Studies</b>	
	<b>Free/ Reduced</b>	<b>LEP</b>	<b>Free/ Reduced</b>	<b>LEP</b>	<b>Free/ Reduced</b>	<b>LEP</b>	<b>Free/ Reduced</b>	<b>LEP</b>	<b>Free /Reduced</b>	<b>LEP</b>
<b>Not Met</b>	25.6		35.7	30.3	34.2	28.3	42.7	35.9	23	
<b>Met</b>	43.3		40.9	45.5	29.1	31	47.6	52.6	58.6	
<b>Exemplary</b>	31.1		23.5	24.2	36.8	40.7	9.8	11.5	18.4	
<b>Met and Exemplary</b>	74.4		64.4	69.7	65.9	71.7	57.4	64.1	77.0	

Sufficient gains were made by these two subgroups allowing us to meet the objectives for ELA/Reading and Research and Math. The majority of our students are on subsidized meal plans. The students making up the LEP group have been attending our school for at least three years and are doing a good job of mastering the English language. If we are to continue to make gains on PASS we will need to see the percent of students scoring Not Met decrease while increasing the Met and Exemplary categories. Our Limited English proficiency

students achieved higher levels of achievement in Writing and Math, especially on PASS 2011 and 2012. Both groups and across all areas, lowered scores were evident in 2013. Still, the school was able to make the required gains to achieve Adequate Yearly Progress and meet our objectives for student achievement. The largest difference in the scores of these groups is in Writing where we see our LEP student group receiving significantly more scores in the higher categories across the years shown. The high number of Not Met in Science is an area of concern for all groups. We are without the assistance of a science lab instructor, so teachers have to be creative in ways to bring up performance in this area and take full advantage of the Science kits provide by our school district.

### Overall results by Gender Over time

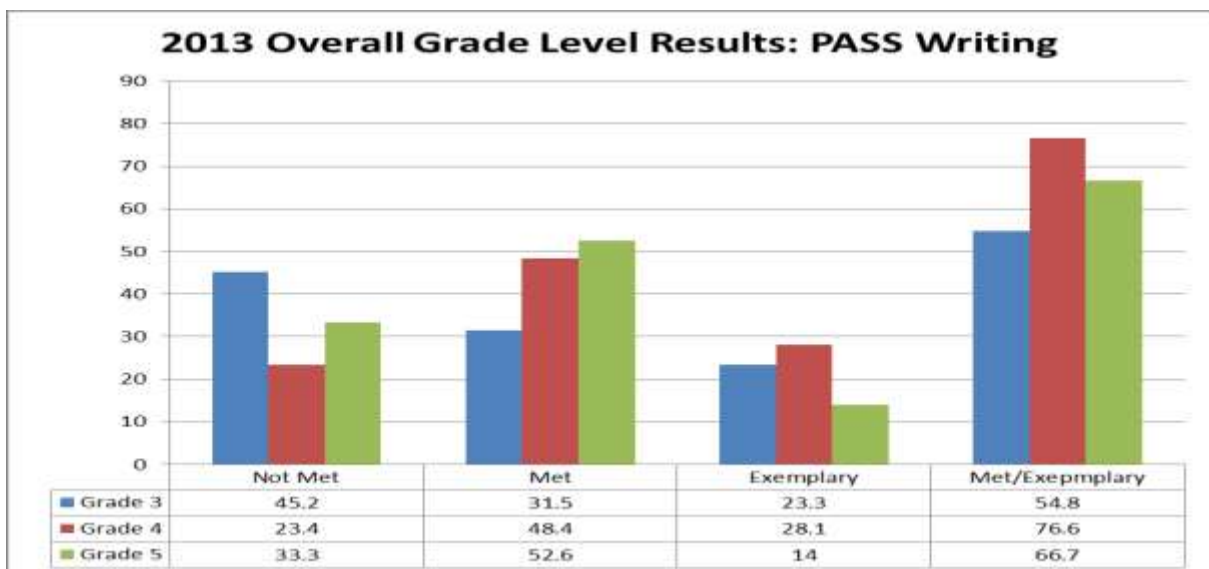
Female students in grades 3 through 5 out performed male students in all areas except in the number of students scoring Exemplary on the Social Studies portion of the test. Our results show that more male students (overall) scored Exemplary on most of these tests. Although female students at Cherrydale had more scores in the Met and Exemplary categories, the results for these groups were close, being separated by only a few points. We see a large difference in the percent of female students scoring Met/Exemplary in Writing across the three years shown. The gap was especially noticeable on PASS Writing 2011. It should be noted that only 5<sup>th</sup> grade students participated in the Writing test in 2011 and 2013. All students in grades 3 through 5 participated in 2013. Perhaps surprisingly, female students achieved a higher level of performance on the Science PASS in 2013. Other show that although female students out -performed their male classmates, the difference in percentage points of ten or less.

PASS 2011	ELA/Reading & Research		Writing		Math		Science		Social Studies	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Not Met	24.8	19.2	32.4	3.8	27.6	28.2	43.9	**	28.1	26.9
Met	38.2	34.6	52.9	57.7	40.2	44.9	47.4	**	57.9	57.7
Exemplary	37	46.2	14.7	38.5	32.2	26.9	8.8	**	14	15.4
Met and Exemplary	81.8	89.7	67.6	96.2	85.1	83.3	56.1	**	71.9	73.1
PASS 2012	ELA/Reading & Research		Writing		Math		Science		Social Studies	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Not Met	25.3	19	26.9	16.7	27.8	23.7	35.9	40	30.6	25.6
Met	32.9	45.2	39.4	34.3	25.9	45.8	51.3	53.3	52.8	62.8
Exemplary	41.8	35.7	33.7	49	46.3	30.5	12.8	6.7	16.7	11.6
Met and Exemplary	74.7	80.9	73.1	83.3	72.2	76.3	64.1	60.0	69.5	74.4
PASS 2013	ELA/Reading & Research		Writing		Math		Science		Social Studies	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Not Met	29.2	25.5	40.3	27.5	37.5	26.4	44.7	35.7	23.2	22.2
Met	37.5	37.3	33.3	52.9	22.2	39.6	46.8	52.4	55.4	63.9
Exemplary	33.3	37.3	25.4	19.6	40.3	34.0	8.5	11.9	21.4	13.9
Met and Exemplary	70.8	74.6	58.7	73.5	62.5	73.6	55.3	64.3	76.8	77.8

Social Studies results among our male students participating in PASS show steady increases in the number of students scoring Exemplary Math over the years displayed in the chart. The scores of our female students increased nicely from 2009 to 2010 and continued to increase in 2011, however only slightly. Writing scores continue to increase from year to year among both males and female. Both male and females participating in PASS Social Studies in 2011 showed the highest gains across the years displayed in the chart. Overall our female students out-performed their male classmates in all five areas of PASS throughout the years depicted in the chart except in Math from 2010 to 2011. Although we have achieved at a higher level over time, we will need to increase our efforts to continue the trend as expectations are set a higher levels. We will have to be creative in ways to raise the achievement of our third through fifth grade male students. Boys may need to be encouraged to use manipulatives in math and plan more hands on activities for girls in science. Teachers will need to explore new ways of teaching concepts to their students that will lead to a better understanding of grade level concepts. We can also adjust instruction to meet the varied learning styles of our students.

### 2013 PASS Overall Grade Level Results

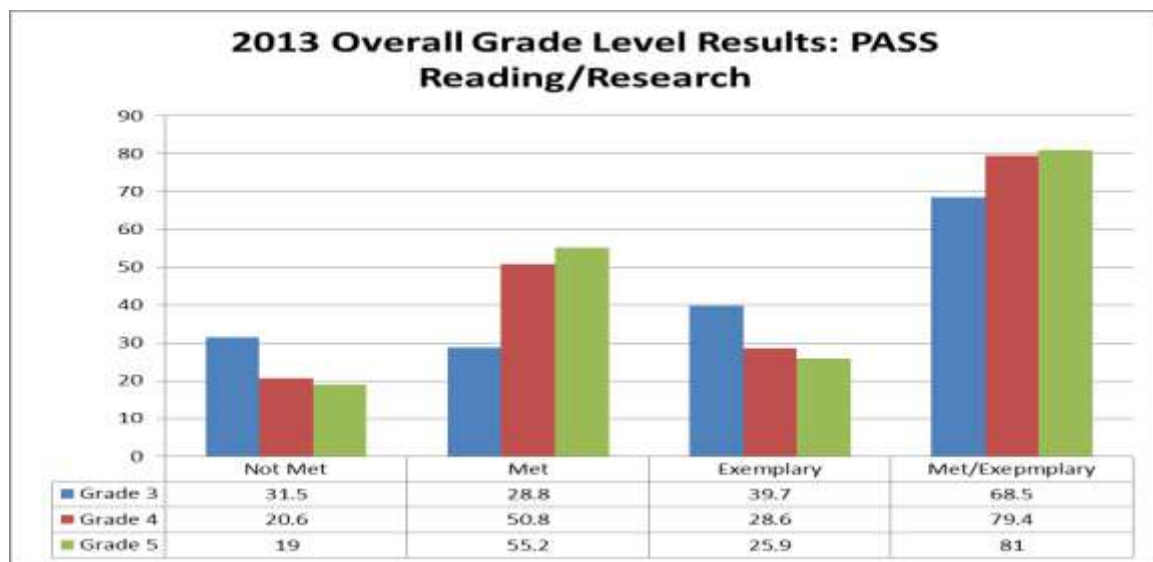
The following graphs show 2013 overall PASS results comparing grade levels on each subject area tested. Individual grade level results will follow.



The majority of scores for all grades fell into the Met category. More third graders scored Not Met on 2013 PASS Writing. Fourth grade students had the lowest percentage of students scoring in this category and the highest percentage of scores in the Exemplary category. Their combined Met/Exemplary scores were the highest among the PASS tested grades. Fifth graders had the highest percentage of scores in the Met category. Their combined totals were

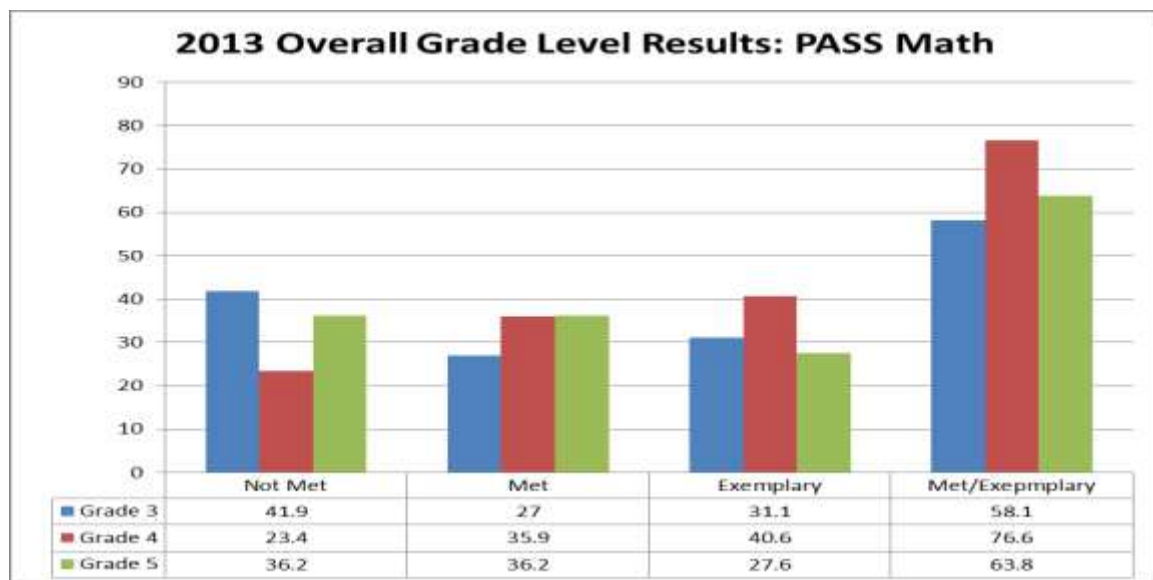
about ten percentage points less than fourth grade. Third grade had the second highest number of scores in the Exemplary category. This grade's combined scores in the higher categories was twelve percentage points less than fifth grade and twenty-two points less than fourth grade. When combining the Met and Exemplary categories, we see that our students did quite well on 2013 PASS writing. Upon further analysis of the standards assessed on 2013 PASS Writing indicates that writing conventions and content/development was a weakness among 5<sup>th</sup> grade students; conventions and organization was a weakness among 4<sup>th</sup> graders. Percentages in these categories ranged from 21% to 25%. Further analysis of 3<sup>rd</sup> grade scores tells us that thirty to forty-five percent of them have weaknesses in all areas assessed: content/development, organization, voice and conventions. These results tell us that we need to start preparing our third graders well before they are scheduled to participate in PASS Writing. We will need to focus our attention on developing writing skills among our second grade students to preparation for PASS Writing in the third grade.

The following graph shows overall 2013 Reading/Research PASS results.



Third grade results were similar to those in PASS Writing in that the majority of their scores were in the Not Met category. The percentage of 3<sup>rd</sup> grade results in the Met category was just below 29%. Third graders did have the highest percentage of scores in the Exemplary category. However their combined Met/Exemplary scores were behind those of fourth and fifth graders' scores due to the fact that third graders' scores were high in the Not Met category. Results by fourth and fifth graders were comparable. Fourth grade scores in the Not Met category were at 20.6% while fifth grade scores in this category were at 19%. Scores in the Met category were similar with fifth grade scores being five percentage points higher. There were more 4<sup>th</sup> grade scores in the Exemplary category and the combined scores show that 5<sup>th</sup> grade results were slightly

higher. Upon further analysis we found that ELA (Reading/Research) results tell us that Literary and Informational texts were weak areas for third graders while an area of strength was Building Vocabulary followed by Research Skills. Informational texts and Vocabulary Building were areas of weakness among fourth graders with Literary Texts and Research Skills as areas of relative strength. Fifth grader scores indicate that this tested area of PASS is also a relative area of strength overall for this grade level. Literary Texts, Informational Texts, Building Vocabulary and Research Skills had percentages in the teens, which tells us that these areas are not especially weak areas, but will need to be reviewed so that students will maintain their skills in each standard. The following graph shows Math results on the 2013 PASS.

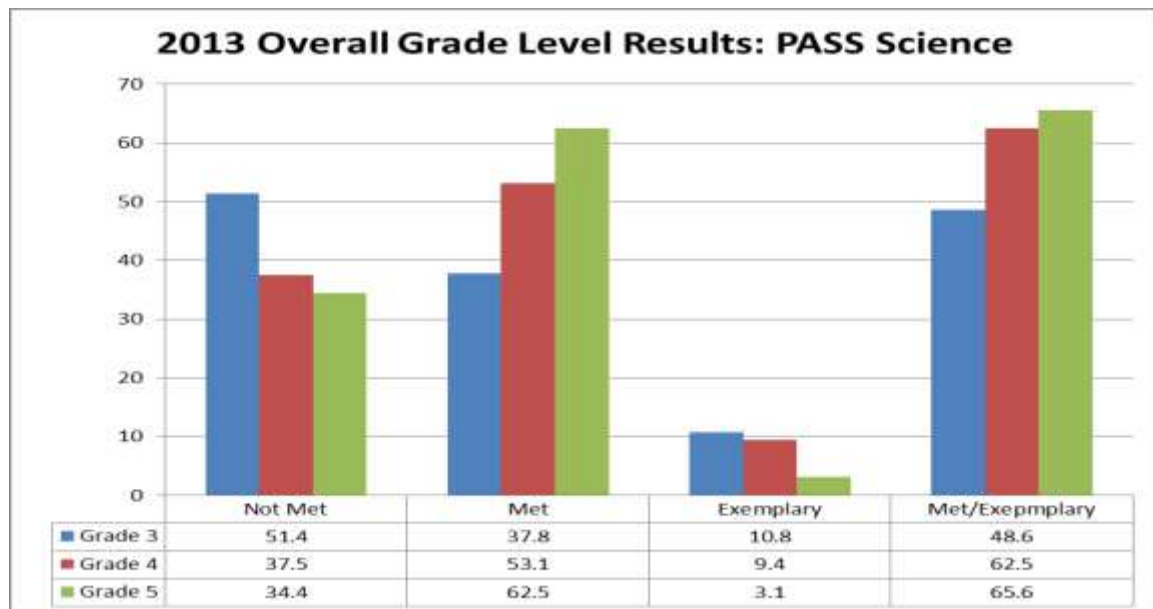


Third grade performance on 2013 PASS Math was not as strong as the performance of our 4<sup>th</sup> and 5<sup>th</sup> graders participating in the test. We see the greatest number of students scoring Not Met. The combined scores of the higher categories was below that of the other two graders. However 31.1% of 3<sup>rd</sup> graders scores Exemplary compared to 27.6% of fifth graders. There was an equal percent of Not Met and Met scores among fifth graders. Their combined Met/Exemplary scores was 63.8% although the percent of Exemplary scores alone was below that of the other two grades. Fourth grader performance was at a higher level when compared to the third and fifth grade results, especially those of the third grade students. Just over twenty-three percent on these students scored in the Not Met category with almost forty percent scoring in the Met category. We see the highest percent of 4<sup>th</sup> grader scores in the Exemplary category. These scores combined with those in the Met category gave this grade level the highest combined totals on this test. In order to increase the achievement on this area of PASS, instruction will need to focus on Measurement and Algebra in fifth grade, Measurement in fourth grade. Geometry was an area



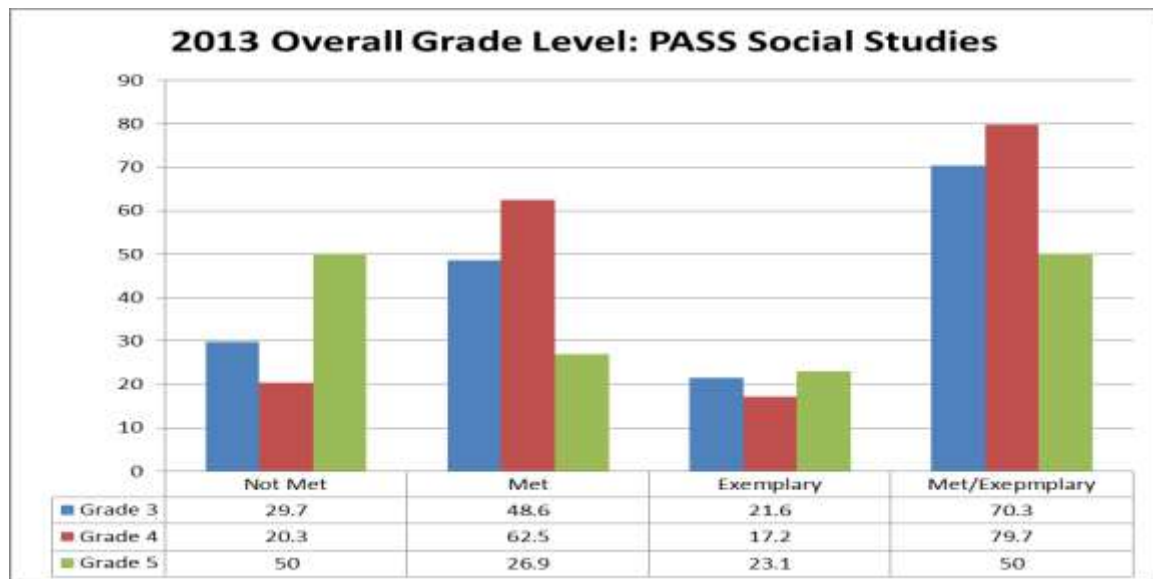
of strength among third graders. Algebra, Measurement, and Data Analysis and Probability were areas that require more focus in third grade.

The following graph shows 2012 Science PASS results.



Although these results are not counted toward Adequate Yearly Progress, they are results that we receive to see how we are students are learning and how we are teaching these standards. Science results show that we have much room for improvement in this particular subject area among all three grades. Only a small number of students in each grade level scored Exemplary. The majority of third grade scores were in the Not Met category; however more students scored Exemplary than the fourth and fifth grades. These two grades had fewer students scoring in this category. The majority of PASS Science were in the Met category among 4<sup>th</sup> and 5<sup>th</sup> graders. When combining the scores of two higher categories, fifth grade shows a slightly higher percentage of students scoring in these categories. The weakest area among the thirty-two fifth graders taking this test was Forces and Motion. Scores from one-quarter of these students indicate that Landforms & Oceans as well Properties of Matter were also skills standards that require additional instructional activities. Organisms & their Environment was an area of strength for 4<sup>th</sup> graders, all of whom participated in this test. Weather was a weakness as well as Astronomy and Properties of Light and Electricity were also areas of concern. The results from all students taking this test show that Scientific Inquiry was an area of weakness. Third grade results show that Earth's Materials & Changes, Heat & Changes in Matter followed by Motion and Sound are weaknesses. In order to improve our science scores, better use of the science kits will need to take place along with better integration of science across the curriculum.

The last graph shows overall Social Studies 2012 PASS results across grade levels.



Social Studies results were much improved over those from previous years. As with PASS Science, randomly selected third and fifth graders participated in Social Studies PASS 2013 along with all 4<sup>th</sup> graders. One half of the fifth graders taking the test scored Not Met. The combined Met and Exemplary totaled another fifty percent. Less than 30% of the third grade scores were Not met with just under 50% scoring Met. Just over twenty-one percent scored Exemplary. These results totaled slightly above 70% Met/Exemplary. The majority of our fourth graders scored in the Met category (62.5%) bringing the combined total of these two categories to 79.7%. In order to improve Social Studies achievement we need to further analyze these results. Third grade will need to focus more in the area of the American Revolution and the New Nation. Additional focus will also be required in the standard Places, Regions & Human Systems in South Carolina. An area of strength was the Civil War and Reconstruction. Fourth grade teachers did a good job of teaching the standards for their grade level. Colonial Conflict is an area that may require additional activities. An area of requiring more focus among fifth graders is Westward Expansion and The Cold War. Standards related to The 1920's – 1940's and Developments since 1989 were perceived as areas of strength.

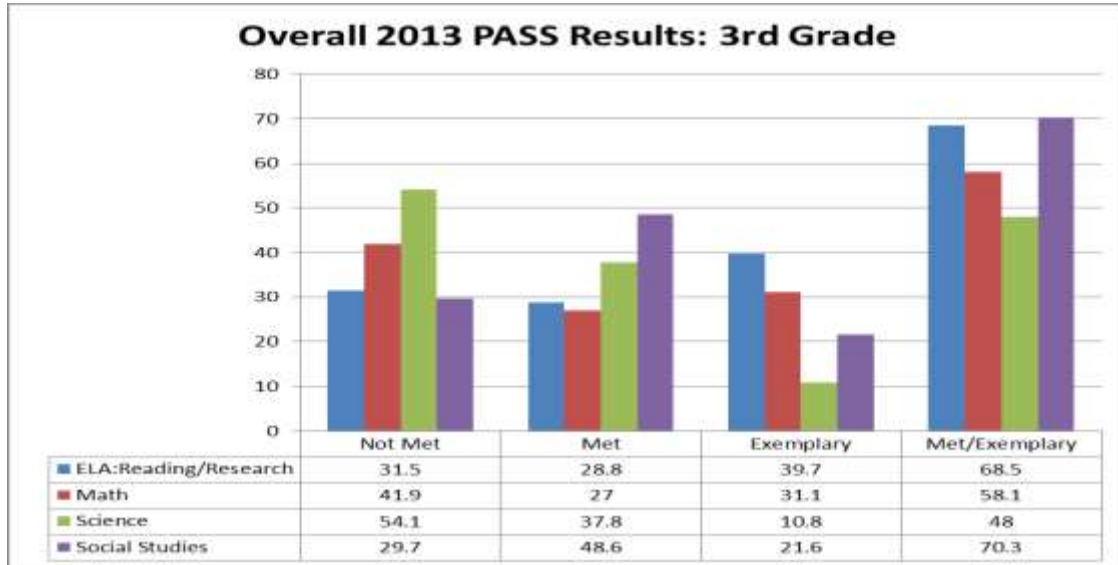
Overall the results from 2013 PASS did not reflect the higher achievement that we have seen in the past. However the achievement we observed was strong enough for use to meet all of our objectives as reported for Adequate Yearly Progress, we will need to look at all groups involved as well as results by standard and demographic groups. The following pages contain the analysis of results from each grade level.



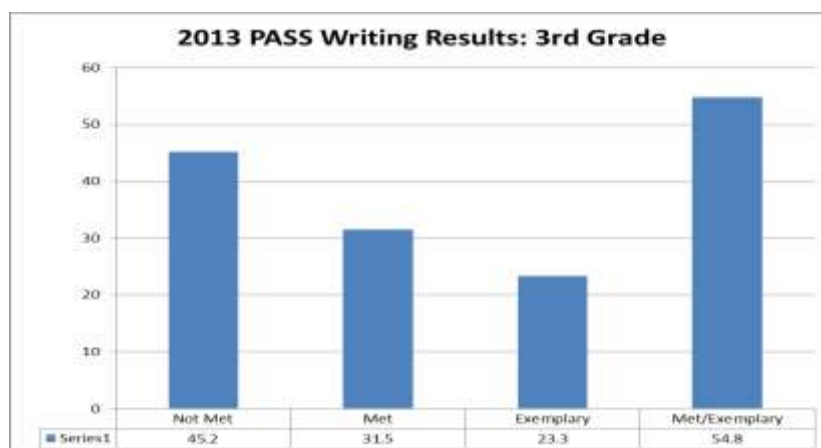
## Grade Level Results 2011 - 2013 PASS

### Grade 3 Results: PASS 2011, 2012, 2013

The following graph shows overall results from 3<sup>rd</sup> grade on PASS 2013.



In 2011, fifty-six third graders participated in the PASS assessments; sixty-four students third grades participated in 2012. In 2013, seventy-three third grade students participated in the SC PASS assessment. The following graphs show the grade level for the areas of PASS in which all students participated. Third grade students who scored in the category of Met or Exemplary went from 76.8% to 76.6% from 2011 to 2012. The percentage of third grade students scoring Met/Exemplary increased significantly from 53.6% to 75% from 2011 to 2012. From 2012 to 2013, the students scoring Met/Exemplary decreased from 75% to 54.8%. Students showed the highest achievement in Social Studies, followed by ELA: Reading/Research, Math and finally Science. The highest number of students scoring in the Exemplary was on the ELA: Reading/Research assessment. However with the high number of students scoring Not Met the overall results on this test were not completely satisfactory. Over one-half of the 37 students that participated in the Science test scored Not Met while almost one-half of the 37 students participating in the Social Studies scored Met. Students showed the lowest performance on the Math assessment. Over 41.9% of 3<sup>rd</sup> graders scored Not Met. There were a higher number of students scoring in the Exemplary category than Met category. However these scores combined represented slightly above 58%.



The graph on the previous page shows third grade results from the 2013 PASS Writing assessment. Combined scores in the higher categories show that 54.8% scored Met/Exemplary indicating that the remainders of the scores were in the Not Met category (45.2%). These results tell us that there is much work to be done to raise the writing achievement among our third grade students.

The following table shows third grade results by Ethnicity and Gender for each of the PASS tests in which all third graders participated: ELA/Research.

2011 ELA	African American	White	Hispanic	Male	Female
Not met	31.6	33.3	10.5	19.2	26.7
Met	15.8	40.0	47.4	42.3	26.7
Exemplary	52.6	26.7	42.1	38.5	46.7
Met/Exemplary	68.4	66.7	89.5	80.8	73.3
2012 ELA					
Not met	24.0	15.4	26.1	32.4	13.3
Met	36.0	23.1	13.0	17.6	30.0
Exemplary	40.0	61.5	60.9	50.0	56.7
Met/Exemplary	76.0	84.6	73.9	67.6	86.7
2013 ELA	African American	White	Hispanic	Male	Female
Not met	30.8	7.7	40	32.6	30
Met	23.1	53.8	23.3	30.2	26.7
Exemplary	46.2	38.5	36.7	37.2	43.3
Met/Exemplary	69.2	92.3	60.0	67.4	70

African American students improved their scores from 2011 to 2012. From 2012 to 2013, African Americans declined in this area. The White students declined from 2010 to the 2011. They increased dramatically from 2011 to 2012 in the Met/Exemplary categories. In 2013, the whites continued to increase. Hispanic students improvement on the 2011 assessment; however their scores decreased from the 2011 to the 2012 school in the Met/Exemplary categories. This trend continued in 2013. Female students' scores declined from the 2010 to the 2011 school years; however they improved from the 2011 to the 2012 in the Met/Exemplary categories. In 2013, the female scores declined. Male students'

scores declined from the 2011 to the 2012 in the Met/Exemplary categories. In 2013, the male scores stayed the same.

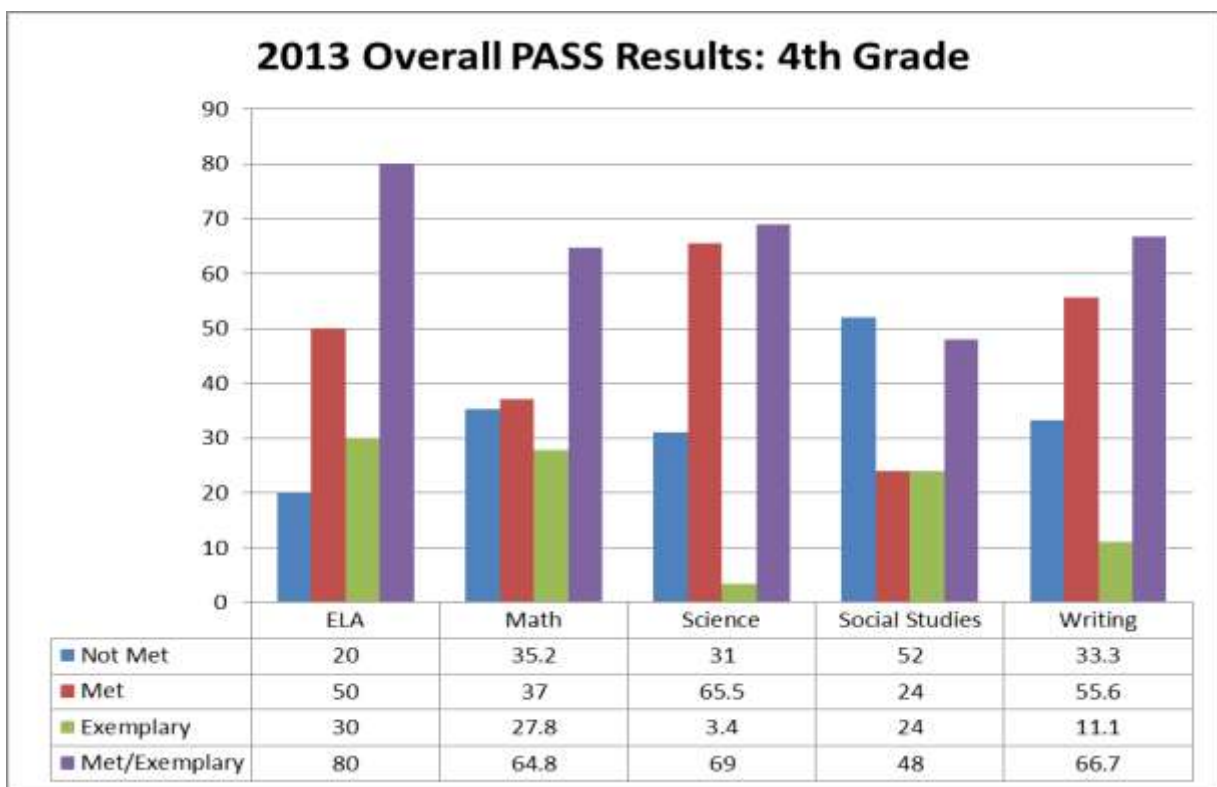
For the 2013 school year, the table also shows that the third grade girls outperformed third grade boys in the Met/Exemplary categories. This table also shows that White students outperformed African American and Hispanic students with a higher percentage of students scoring Met/Exemplary.

For the 2013 PASS in ELA/Research, the areas with the highest scores are Literary Texts and Building Vocabulary. In Literary Texts, only 21.9% students whose test performance shows weaknesses, 39.7% of students tested showed they could use some additional activities that focused on that domain, and 38.4% of students tested showed strengths in the domain. In Building Vocabulary, 9.6% students whose test performance shows weaknesses, 49.3% of students tested showed they could use some additional activities that focused on that domain and 41.1% of students tested showed strengths in the domain.

The two weaker areas were, Information Text and Research. In Informational Text, 21.9% students showed weaknesses, 46.6% of students tested showed they could use some additional activities that focused on that domain and 31.5% of students tested showed strengths in the domain. In Research, 11.0% students showed weakness, 54.8% of students tested showed they could use some additional activities that focused on that domain and 34.2% of students tested showed strengths in the domain.

## Grade 4 Results: PASS 2011, 2012, and 2013

The following graph shows overall PASS performance for fourth grade 2011. The scores made by the student groups making up our objectives did well. However, science is low compared to the others. The numbers of met and exemplary in social studies also needs to be brought up. The percentage of students scoring not met in ELA was too high. That percentage needs to be reduced considerably down to the low teens. Fourth grade students' best results were in Mathematics for the 2<sup>nd</sup> year in a row. Progress is being made in the areas of ELA/Research. Social studies needs to have a lower percentage of Not Met students. Science is the lowest area of all. Teachers must integrate science and social studies daily into math and ELA to expose students to the content as much as possible. Our goal is see greater results in all areas as we have more students scoring Met or Exemplary. The percentage of not met for ALL areas needs to be reduced considerably down to the low teens.



The following tables will show fourth grade results from the 2011, 2012 and 2013 PASS results for ELA/Research, and Math. Overall results will be disaggregated by ethnicity and gender in all areas. The numbers in the tables represent where the percentage of students' scores fell into a particular category.

<b>2011 ELA</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>	<b>Male</b>	<b>Female</b>
<b>Not met</b>	23.8	22.2	37.5	30.0	20.7
<b>Met</b>	47.6	27.8	43.8	46.7	41.4
<b>Exemplary</b>	28.6	50.0	18.8	23.3	37.9
<b>Met/Exemplary</b>	76.2	77.8	62.5	70.0	79.3
<b>2012 ELA</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>	<b>Male</b>	<b>Female</b>
<b>Not met</b>	31.8	16.7	29.4	28.0	23.3
<b>Met</b>	45.5	50.0	52.9	40.0	50.0
<b>Exemplary</b>	22.7	33.3	17.6	32.0	26.7
<b>Met/Exemplary</b>	68.2	83.3	70.6	72.0	76.7
<b>2013 ELA</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>	<b>Male</b>	<b>Female</b>
<b>Not met</b>	17.4	7.7	30.4	23.5	17.2
<b>Met</b>	69.6	46.2	34.8	50	51.7
<b>Exemplary</b>	13	46.2	34.8	26.5	31
<b>Met/Exemplary</b>	82.6	92.3	69.6	76.5	82.8

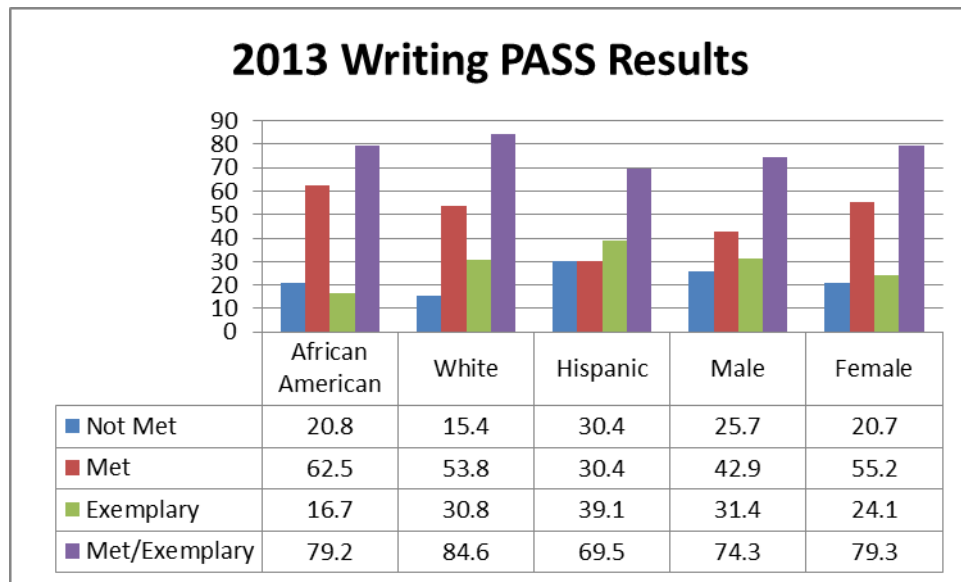
The ELA/Research results show that White students, African American students, and Female students had high numbers of students scoring Met and Exemplary. African American and White student population groups show gains in the combines scoring categories each year shown in the chart. Results from out Hispanic students show that there was a slight decrease in the Met/Exemplary category by one percentage point. Results among our male students show continuous increased achievement each year from 2011 through 2013. Results by our female students decreased from 79.3% in 2011 to 76.7% in 2012, however gains were made in 2013 that show results at their highest over the years shown. The higher combined scores are largely due to an increase of scores in the Met category by our African American students. White students and Hispanic students had the same percentage of scores in the Met and Exemplary categories on the ELA PASS test in 2013. Each group and across all years shown show the majority of scores in the Met category. The scores of all students in the Exemplary category are increasing, but still need to decrease the percentage of scores in the Not Met category decrease.

The 2012 data shows that the number of African American students scoring Not Met has increased from 23.8 to 31.8, but was noticeably decreased to 17.4 in 2013. The number of white students scoring Not Met is down from a 22.2 to a 16.7 in 2012 to 7.7% in 2013. This is excellent movement. The number of Hispanic students scoring a Not Met has decreased from 37.5 to 29.4. but was up slightly (one percentage point) in 2013. The 4<sup>th</sup> grade continues to improve in this area.

The following chart shows PASS Math results from 2011, 2012 and 2013.

<b>2011 Math</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>	<b>Male</b>	<b>Female</b>
<b>Not met</b>	19.0	5.6	12.5	20.0	6.9
<b>Met</b>	52.4	55.6	50.0	40.0	65.5
<b>Exemplary</b>	28.6	38.9	37.5	40.0	27.6
<b>Met/Exemplary</b>	81.0	94.4	87.5	80.0	93.1
<b>2012 Math</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>	<b>Male</b>	<b>Female</b>
<b>Not met</b>	31.8	16.7	5.9	16.0	20.0
<b>Met</b>	40.9	8.3	35.3	28.0	36.7
<b>Exemplary</b>	27.3	75.0	58.8	56.0	43.3
<b>Met/Exemplary</b>	68.2	83.3	94.1	84.0	80.0
<b>2013 Math</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>	<b>Male</b>	<b>Female</b>
<b>Not met</b>	42.4	22.2	33.9	23.5	23.3
<b>Met</b>	24.2	40.7	35.5	29.4	43.3
<b>Exemplary</b>	33.3	37	30.5	47.1	33.3
<b>Met/Exemplary</b>	57.5	77.7	66.0	76.5	76.7

Math PASS scores from 2011 were excellent among all subgroups. Our PASS goal is to have the percentage of scores in the Not Met category to be in the low-twenties to the teens. We successfully met this goal in 2011. The results among all subgroups in 2011 saw scores from 40% to 65.5% in the Met range. Combined scores from the two higher categories ranged from 28.6% to 40%. The data shows that Math PASS scores from 2012 were excellent. The only major concern is that the number of African Americans that scored a Not Met increased over eleven percentage points in 2013. This led to a decrease in the Met and Exemplary categories. The 4<sup>th</sup> grade needs to work harder with our African American students on mathematical concepts and the PSA method. The results among our white students have continued to decrease from the 94.4% in 2011 to 83.3% in 2012 to 77.7% in 2013 that scored Exemplary is up from 38.9% (2011) to 75.0% (2012), but . This is a tremendous increase. The number of male students that scored Exemplary has increased 16%. The number of female students that scored Exemplary has increased from 27.6% to 43.3%. The number of Hispanic students that scored Exemplary has increased from 37.5 to 58.8 % in 2012, but decreased to slightly more than thirty percent in 2013. Fourth grade results were at a high point in 2011. They have continued to decrease in the two years since then. Fourth grade needs to continue to move students into the Exemplary category which means decreasing the percent of scores that are in the Not Met category.

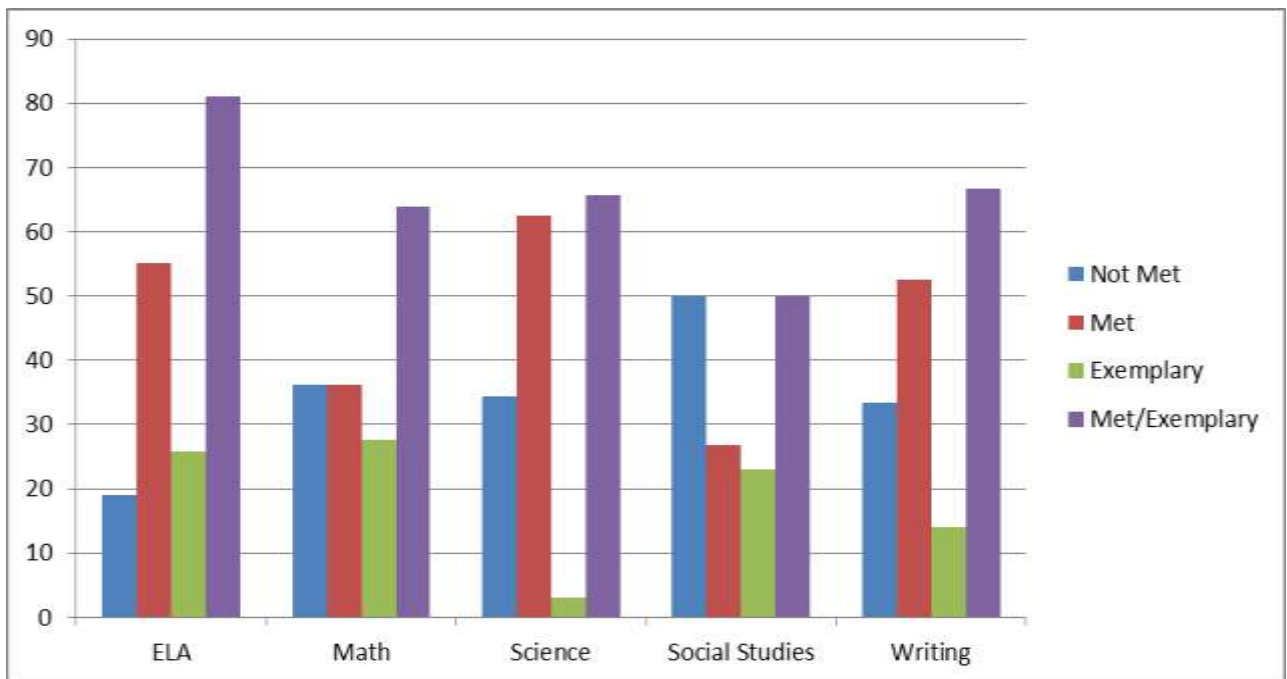


Fourth grade students participated in PASS Writing in 2013. The graph above shows the results by subgroup. We can see that the level of achievement among fourth grade Hispanic students was less than the other groups participating in the assessment. There was an equal percentage of Hispanic students scoring in the Not Met and Met categories. However this group had the highest number of students scoring Exemplary. All other groups' results fell in the Met category. Results among the White student population were at the highest point among all 4<sup>th</sup> grade groups. African American and all female students had almost equal percentages in the higher scoring categories. Fourth grade students are making gains toward the goal of having a reduced number of students scoring in the Not Met category. With the goal of these percentages in the low twenties to the teens in mind, we are making progress with the exception of our Hispanic students. But with intentional and inventive activities in cooperation with our ESOL teacher, progress will be made.

## Grade 5 Overall Results: 2011, 2012 and 2013

The following graph shows overall fifth grade results. 57 fifth graders participated in the 2013 PASS ELA/Research, Mathematics, and Writing tests. Students scored well enough AYP because of the combined scores from the Met and Exemplary categories. There were more scores in the Not Met category than we would like to see. As expectations rise and the percentage of students in the higher scoring categories increase, we must see more scores in the Met and Exemplary range. The following graph shows results for all areas tested in fifth grade 2013 PASS.

### 2013 PASS Results



Fifth grade students tested average in Writing and ELA/Research. Still, there were many students scoring Not Met across all tests: Writing – 33.3%, ELA – 19%, Math – 36.2, Science – 34.4%, Social Studies – 50%. Fifth grade's combined scores in Met and Exemplary were adequate because of the number of students meeting Met standards. There were 32 students participating in 2013 Science and 26 students took the Social Studies test. The results in these two areas were less than pleasing. Although these scores are not included in those calculated for AYP, we do not want to continue seeing scores such as these. Much attention was given during the current school year to integrate ELA and Social Studies along with Math and Science. This will continue as we progress. Time will also be spent this summer in planning common assessments and curriculum mapping on all grade levels.



All students in fifth grade participated in these three tests. There was an insufficient number of fifth grade Hispanic students that participated in PASS for the 2011-2012 PASS tests. For that reason, results were included as a separate group. The first of these charts will show Writing results over time.

<b>2011 Writing</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>	<b>Male</b>	<b>Female</b>
<b>Not met</b>	34.8	18.2	N/A	32.4	6.9
<b>Met</b>	47.8	31.8	N/A	51.4	55.2
<b>Exemplary</b>	17.4	50.0	N/A	16.2	37.9
<b>Met/Exemplary</b>	65.2	81.8	N/A	67.6	93.1
<b>2012 Writing</b>					
<b>Not met</b>	14.3	7.7	N/A	7.7	13.8
<b>Met</b>	52.4	53.8	N/A	61.5	62.1
<b>Exemplary</b>	33.3	38.5	N/A	30.8	24.1
<b>Met/Exemplary</b>	85.7	92.3	N/A	92.3	86.2
<b>2013 Writing</b>					
<b>Not met</b>	57.1	20	20	39.1	29.4
<b>Met</b>	33.3	60	66.7	56.5	50
<b>Exemplary</b>	9.5	20	13.3	4.3	20.6
<b>Met/Exemplary</b>	42.9	80	80	60.9	70.6

The lowest percentages in scores among combined categories were found in fifth grade males' scores. The number of males scoring Exemplary in 2011 and 2013 were the lowest among those groups displayed in the chart, however they were the highest in 2012. The combined total of students scoring Met and Exemplary decreased in 2013.

<b>2011 ELA</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>	<b>Male</b>	<b>Female</b>
<b>Not met</b>	30.4	14.3		34.2	10.7
<b>Met</b>	47.8	42.9		39.5	42.9
<b>Exemplary</b>	21.7	42.9		26.3	46.4
<b>Met/Exemplary</b>	69.6	85.7		65.8	89.3
<b>2012 ELA</b>					
<b>Not met</b>	27.3	7.7		14.8	24.1
<b>Met</b>	36.4	53.8		40.7	55.2
<b>Exemplary</b>	36.4	38.5		44.4	20.7
<b>Met/Exemplary</b>	72.7	92.3		85.2	75.9
<b>2013 ELA</b>					
<b>Not met</b>	26.1	13.3	20	29.2	11.8
<b>Met</b>	60.9	53.3	60	45.8	61.8
<b>Exemplary</b>	13	33.3	20	25	26.5
<b>Met/Exemplary</b>	73.9	86.7	80	70.8	88.2

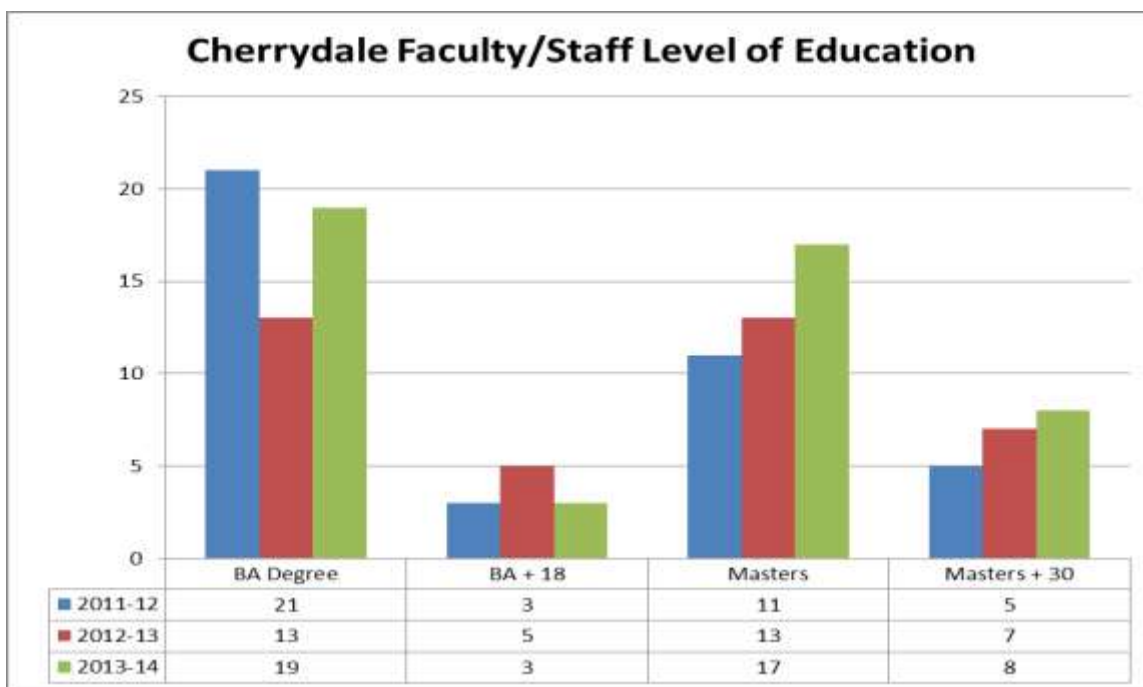
Looking at 2013 ELA/Research PASS scores we see that more students scored Exemplary than students scoring Not Met. Seventy percent of males in this grade scored in the Met or Exemplary category. White students taking the test in 2013 had the highest percentage of scores in the Exemplary range. American students. Although we made AYP due to achieving set standards, we have much room to improve among all groups. We must find a way to maintain a particular grade level's scores as they transition to the next grade.

<b>2011 Math</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>	<b>Male</b>	<b>Female</b>
<b>Not met</b>	34.8	19.0		34.2	17.9
<b>Met</b>	52.2	33.3		44.7	42.9
<b>Exemplary</b>	13.0	47.6		21.1	39.3
<b>Met/Exemplary</b>	65.2	81.0		65.8	82.1
<b>2012 Math</b>					
<b>Not met</b>	22.7	15.4		11.1	24.1
<b>Met</b>	59.1	53.8		55.6	58.6
<b>Exemplary</b>	18.2	30.8		33.3	17.2
<b>Met/Exemplary</b>	77.3	84.6		88.9	75.9
<b>2013 Math</b>					
<b>Not met</b>	56.5	20	20	33.3	38.2
<b>Met</b>	21.7	53.3	46.7	47.7	32.4
<b>Exemplary</b>	21.7	26.7	33.3	25	29.4
<b>Met/Exemplary</b>	43.5	80	80	66.7	61.8

Combined scores of Met and Exemplary decreased among every demographic from 2012. White students scored best among those groups presented in the table. Females students taking the test in 2013 had the highest number of students scoring Not Met in the combined categories, but females scoring Exemplary increased significantly.

### Teacher and Administrator Quality

All members of the teaching and support staff have the necessary teacher credentials required by the state of South Carolina. Several of our teachers that have received their Master Degree have taken advantage of the course work offered at Southern Wesleyan University, Furman University, Gardner Webb University and Clemson University, three of which are pursuing a higher degree in administration. In the past we have offered staff development at Cherrydale that satisfies course requirements at nearby universities allowing teachers to take classes onsite. Over one half of our teaching staff has received a Master Degree or additional hours beyond this degree. Those staff members that have not received additional hours beyond a Bachelor Degree are those that have not received continuing contract status or have yet to decide their area of focus. Any staff member interested in pursuing a higher degree is supported by our administration and is encouraged to do so.



The graph above shows the information for the faculty in the years listed in the graph; it does not account for fluctuations in teaching staff. However, our faculty/staff has remained fairly consistent over the three years presented in the graph. Looking at these three years gives a better picture of the overall level of teaching degrees among our faculty/staff.

We will continue to encourage all of our staff members to achieve a higher degree as they become more adept at teaching and pursue a degree in a field that will broaden their expertise.

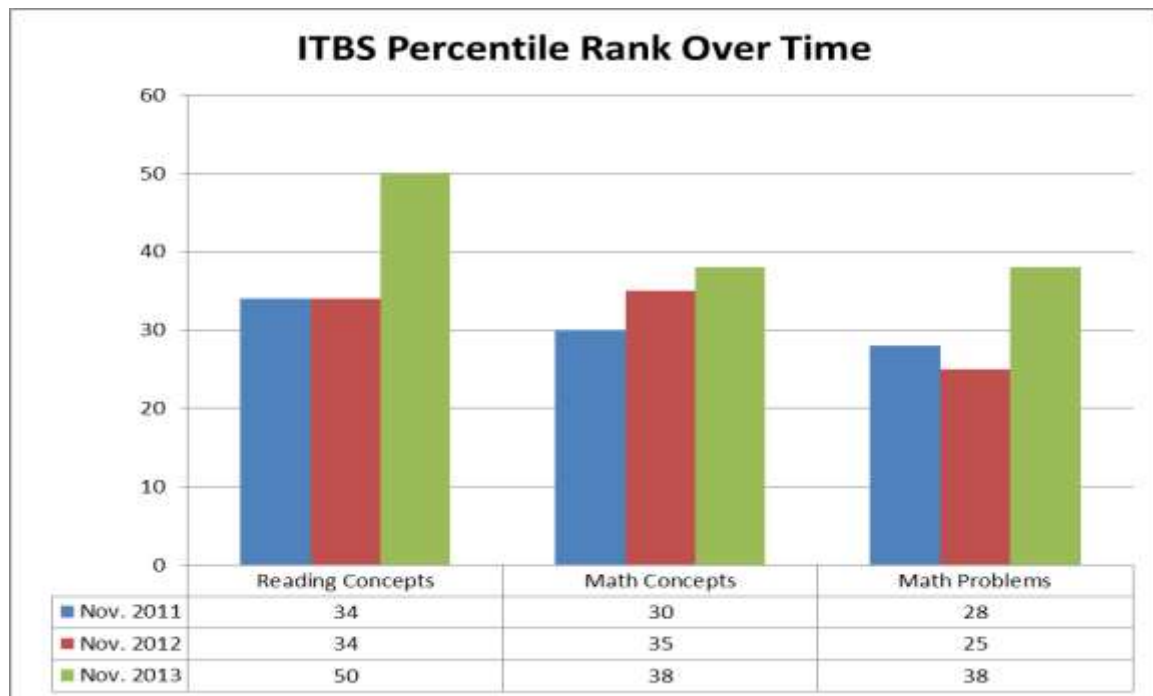
## School Climate

The following survey results as reported on the Cherrydale's School Report card for the 2011, 2012 and 2013 school years.

	Teachers			Students			Parents		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number of Responses to survey	(37)	(15)	(34)	(61)	(52)	(55)	(40)	(46)	(29)
Percent satisfied with learning environment	91.7%	93.3%	79.4%	96.7%	100%	76.3%	92.3%	97.8%	82.8%
Percent satisfied with social and physical environment	100%	100%	85.3%	100%	100%	85.7%	92.5%	93.5%	77.4%
Percent satisfied with home-school relationships	89.2%	100%	82.4%	94.8%	100%	85.7%	97.4%	97.8%	74.2%

The number of responses from each group has fluctuated over the years shown. The number of teacher responses reflects about one-half of our total number in this group for the 2012-13 school year. The number of parent responses was about 50% of the number of responses. There were noticeable differences in the responses we received on the surveys in 2013 than in the two years prior. With responses like the ones we received last year, one would like to know the reason(s) for the apparent dissatisfaction among the groups. Survey responses from 2011 and 2012, show that those from teachers and students were in agreement aligned with the degree of satisfaction with both the social and physical environment and home-school relationships while parents were not as satisfied. Teachers' satisfaction with the learning environment varies from year to year, while students' satisfaction with the learning environment was at the highest percentage (2011) in the three years shown. Parents' satisfaction is fairly consistent from year to year. The lowest percentage of satisfaction among the three groups relates to home-school relationships as shown in the results from 2013. Perceptions vary among groups from year to year with teachers, students, and parents based on these groups' responses to the questions reported in the survey. Less than one-half of Cherrydale's teachers participated in the survey in 2012. Although the staff members that did participate in the survey showed a higher degree of satisfaction in all the areas addressed, it is hard to say that this satisfaction is shared among all the staff. The responses from all the groups in 2013 were at their lowest point in the three years shown. There were in house issues that may have affected the way all groups responded on this survey.

The following graph shows second grade ITBS scores in Reading and mathematics overtime.



Reading Concepts results have remained in the 34<sup>th</sup> percentile for the last two year's administration of the Iowa Test of Basic Skills (ITBS). The percentile for Math Concepts increased from the 30<sup>th</sup> percentile on the Fall 2011 administration to the 35<sup>th</sup> percentile in the Fall of 2012. Percentile rank decreased three percentage points on the Fall 2012 administration of the ITBS in the area of Math Problems. Increasing the percentile rank on the ITBS is a difficult task, especially in the area of Reading Concepts because many of our students begin their public school experience lacking many of the literacy skills to be successful at an early age. Our students made gains in all areas on the Fall 2013 administration of the test. The percentile rank for Reading Concepts reached the 50<sup>th</sup> percentile. We also saw increases in both Math Concepts and Math Problems. Scores improved to the 38<sup>th</sup> percentile from the 35<sup>th</sup> percentile in Math Concepts and from the 25<sup>th</sup> percentile to the 38<sup>th</sup> percentile in Math Problems. Although we still have gains to make, we are pleased with the progress indicated in Reading Concepts and Math Problems. Math Concepts appears to be an area of relative strength across the years shown. Our teachers continue to do a good job of taking students where they are and increasing their achievement, we will have to work harder to better compare with other students on a larger scale.

# Action Plan

### Action Plan

We plan our educational program based on our beliefs and mission. We monitor and adjust based on results that we see from formal and informal assessments. Staff development that will improve instruction, help us analyze data, and enhance the programs that are currently in place will be implemented. The goals that we have set for the coming year will move us in the direction we need to go. We are using Title 1 funds to help us in this process. We will incorporate the activities to achieve these goals through professional development offerings at Cherrydale Elementary, use the expertise of district consultants as well as our own faculty and staff. We will ask for feedback from all members of our faculty and staff as to what did and/or did not help us achieve our goals.

### School Renewal Plan for 2013-14 through 2017-18

#### PASS % WRITING

- ☒ **Student Achievement**      ☐ Teacher/Admin Quality      ☐ School Climate  
☐ Other Priority

**GOAL AREA 1:** Raise the academic challenge and performance of each student.

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in **writing** and **English Language Arts** each year.

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 65.0% in 2013 to 70.0% in 2018.

**ANNUAL OBJECTIVE:** Annually increase by 1 percentage point(s) students meeting standard ((Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

<b>PASS Writing</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015-16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	90.6	91.6	92.6	93.6	94.6
School Actual	89.6	65.0	66.0	67.0	68.0	69.0	70.0
District Projected	X	X	78.8	79.8	<b>80.8</b>	<b>81.8</b>	<b>82.8</b>
District Actual	77.8	78.8					

## PASS % ELA

- ☒ **Student Achievement**      ☐ Teacher/Admin Quality      ☐ School Climate  
☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 75.1% in 2012 to 80.1% in 2018.

**ANNUAL OBJECTIVE:** Annually increase by 1 percentage point(s) students meeting standard ((Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

<b>PASS % ELA</b>	<b>Baseline Year 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	80.1	81.1	82.1	83.1	84.1
School Actual	79.1	75.1	76.1	77.1	78.1	79.1	80.1
District Projected	X	X	79.0	80.0	<b>81.0</b>	<b>82.0</b>	<b>83.0</b>
District Actual	78.0	80.5					



**PASS % ELA****GOAL AREA:**

- ☒ **Student Achievement**
☐ Teacher/Admin Quality
 ☐ School Climate  
☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOS) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOS) English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

ELA - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance	630.0						
All Students	657.1	648.5					
Male	654.5	643.5					
Female	659.6	654.1					
White	669.6	659.7					
African-American	655.6	647.6					
Asian/Pacific Islander	N/A	N/A					
Hispanic	651.2	644.4					
American Indian/Alaskan	N/A	N/A					
Disabled	N/A	N/A					
LEP	651.8	641.6					
Subsidized Meals	657.3	648.6					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-14.\*

<b>ELA - District</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	671.0	672					
Male	665.7	666.7					
Female	676.8	677.6					
White	685.1	684.6					
African-American	644.4	648.3					
Asian/Pacific Islander	696.1	697.5					
Hispanic	650.8	653.4					
American Indian/Alaskan	688.2	677.3					
Disabled	614.9	618.2					
LEP	654.9	657.2					
Subsidized Meals	649.2	652.5					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-14.\*

## PASS % Math

- ☒ **Student Achievement**      ☐ Teacher/Admin Quality      ☐ School Climate  
☐ Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in writing and English Language Arts each year.

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 65.7% in 2012 to 70.7% in 2018.

**ANNUAL OBJECTIVE:** Annually increase by 1 percentage point(s) students meeting standard ((Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

<b>PASS % Math</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	82.0	83.0	84.0	85.0	86.0
School Actual	81.0	65.7	66.7	67.7	68.7	69.7	70.7
District Projected	X	X	78.4	79.4	<b>80.4</b>	<b>81.4</b>	<b>82.4</b>
District Actual	77.4	77.3					

**PASS AVG. MATH**

☒ **Student Achievement**      ☐ Teacher/Admin Quality      ☐ School Climate

☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOS) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOS) English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

<b>Math - School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	656.9	643.9					
Male	662.5	646.1					
Female	651.6	641.1					
White	667.9	656.6					
African-American	651.0	633.8					
Asian/Pacific Islander	N/A	N/A					
Hispanic	657.6	648.0					
American Indian/Alaskan	N/A	N/A					
Disabled	N/A	N/A					
LEP	658.5	646.0					
Subsidized Meals	657.1	642.9					

<b>Math - District</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014-15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	664.8	664.0					
Male	665.3	663.6					
Female	664.3	664.4					
White	677.8	677.3					
African-American	636.8	634.5					
Asian/Pacific Islander	703.1	701.1					
Hispanic	668.4	650.6					
American Indian/Alaskan	668.4	674.4					
Disabled	607.9	606.9					
LEP	656.1	657.6					
Subsidized Meals	643.6	643.0					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-14.\*

**PASS % TESTED**☒ **Student Achievement**☐ Teacher/Admin Quality☐ School Climate☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and Math tests and subgroups each year from 2014 through 2018.

**ANNUAL OBJECTIVE:** Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and Math tests and subgroups annually.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

<b>% Tested ELA - School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	100.0					
Male	100.0	100.0					
Female	100.0	100.0					
White	100.0	100.0					
African-American	100.0	100.0					
Asian/Pacific Islander	N/A	N/A					
Hispanic	100.0	100.0					
American Indian/Alaskan	N/A	N/A					
Disabled	N/A	N/A					
LEP	100.0	100.0					
Subsidized Meals	100.0	100.0					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-14.\*

<b>% Tested ELA – District Grades 3 - 5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014-15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.9	99.9					
Male	99.9	99.9					
Female	99.9	100.0					
White	99.9	100.0					
African-American	99.8	99.9					
Asian/Pacific Islander	99.8	100.0					
Hispanic	99.9	99.8					
American Indian/Alaskan	100.0	100.0					
Disabled	99.2	99.6					
LEP	99.8	99.8					
Subsidized Meals	99.8	99.9					

<b>% Tested Math - School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	100.0					
Male	100.0	100.0					
Female	100.0	100.0					
White	100.0	100.0					
African-American	100.0	100.0					
Asian/Pacific Islander	N/A	N/A					
Hispanic	100.0	100.0					
American Indian/Alaskan	N/A	N/A					
Disabled	N/A	N/A					
LEP	100.0	100.0					
Subsidized Meals	100.0	100.0					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-14.\*

<b>% Tested Math – District – Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	100.0					
Male	99.9	99.9					
Female	100.0	100.0					
White	100.0	99.9					
African-American	99.9	99.9					
Asian/Pacific Islander	100.0	100.0					
Hispanic	99.9	100.0					
American Indian/Alaskan	100.0	100.0					
Disabled	99.8	99.7					
LEP	99.9	100.0					
Subsidized Meals	99.9	100.0					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-14.\*



**PASS % SCIENCE**☒ **Student Achievement**☐ Teacher/Admin Quality☐ School Climate☐ Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in Science each year.

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard (Met and Exemplary) in Science as measured by the Palmetto Assessment of State Standards (PASS) from 60.7% in 2012 to 65.7% in 2018.

**ANNUAL OBJECTIVE:** Annually increase by 1 percentage point students meeting standard ((Met and Exemplary) in Science as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	61.6	62.6	63.6	64.6	65.6
School Actual	60.6	60.7	61.7	62.7	63.7	64.7	65.7
District Projected	X	X	76.9	77.9	<b>78.9</b>	<b>79.9</b>	<b>80.9</b>
District Actual	75.9	77.0					

**PASS AVG. SCIENCE**

☒ **Student Achievement**      ☐ Teacher/Admin Quality      ☐ School Climate

☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOS) in Science as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOS) Science as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

<b>Science - School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	614.6	610.2					
Male	612.6	608.9					
Female	616.6	611.7					
White	631.6	627.3					
African-American	602.2	600.9					
Asian/Pacific Islander	N/A	N/A					
Hispanic	619.6	611.9					
American Indian/Alaskan	N/A	N/A					
Disabled	N/A	N/A					
LEP	619.6	628.5					
Subsidized Meals	615.1	629.0					

<b>Science – District – Grades 3 - 5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	632.8	633.0					
Male	633.7	633.6					
Female	631.8	632.4					
White	645.2	646.2					
African-American	607.3	606.2					
Asian/Pacific Islander	655.9	660.5					
Hispanic	617.0	616.2					
American Indian/Alaskan	640.3	644.0					
Disabled	585.9	587.2					
LEP	620.7	620.9					
Subsidized Meals	614.1	613.8					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-14.\*

## PASS % SOCIAL STUDIES

☒ **Student Achievement**      ☐ Teacher/Admin Quality      ☐ School Climate

☐ Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in Social Studies each year.

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard (Met and Exemplary) in Social Studies as measured by the Palmetto Assessment of State Standards (PASS) from 71.4% in 2012 to 76.4% in 2018.

**ANNUAL OBJECTIVE:** Annually increase by 1 percentage point students meeting standard ((Met and Exemplary) in Social Studies as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

(Social Studies)	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	69.3	70.3	71.3	72.3	73.3
School Actual	68.3	71.4	72.4	73.4	74.4.	75.4	76.4
District Projected	X	X	79.9	80.9	<b>81.9</b>	<b>82.9</b>	<b>83.9</b>
District Actual	78.9	79.5					

**PASS AVG. Social Studies**

- ☒ **Student Achievement**      ☐ Teacher/Admin Quality      ☐ School Climate  
☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOS) in Social Studies as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measureable objectives (AMOS) Social Studies as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

<b>Social Studies – School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	625.2	628.5					
Male	632.8	629.9					
Female	618.0	626.8					
White	627.8	633.2					
African-American	627.2	627.3					
Asian/Pacific Islander	N/A	N/A					
Hispanic	619.7	628.6					
American Indian/Alaskan	N/A	N/A					
Disabled	N/A	N/A					
LEP	624.0	628.5					
Subsidized Meals	625.3	629.0					

<b>Social Studies – District – Grades 3 - 5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	649.2	655.6					
Male	651.8	658.3					
Female	646.6	652.6					
White	661.3	667.6					
African-American	626.1	631.1					
Asian/Pacific Islander	676.9	683.5					
Hispanic	632.8	640.0					
American Indian/Alaskan	655.8	660.8					
Disabled	605.3	611.2					
LEP	637.7	644.9					
Subsidized Meals	629.0	635.6					

## ITBS

☒ **Student Achievement**      ☐ Teacher/Admin Quality      ☐ School Climate

☐ Other Priority

**PERFORMANCE STATEMENT:** Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).

**FIVE YEAR PERFORMANCE GOAL:** Annually meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the Iowa Test of Basic Skills (ITBS) in grade 2.

**ANNUAL OBJECTIVE:** Annually meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the Iowa Test of Basic Skills (ITBS) in grade 2.

**DATA SOURCE(S):** Fall 2011 and Fall 2012 ITBS/CogAT report produced by Riverside Publishing

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected			50 <sup>th</sup> % tile	50 <sup>th</sup> % tile	50 <sup>th</sup> % tile	50 <sup>th</sup> % tile	50 <sup>th</sup> % tile
Reading Comprehension Actual	35 <sup>th</sup> % tile	34 <sup>th</sup> % tile	50 <sup>th</sup> % tile				
Mathematics Concepts Projected			50 <sup>th</sup> % tile	50 <sup>th</sup> % tile	50 <sup>th</sup> % tile	50 <sup>th</sup> % tile	50 <sup>th</sup> % tile
Mathematics Concepts Actual	31 <sup>st</sup> % tile	35 <sup>th</sup> % tile	38 <sup>th</sup> %tile				
Mathematics Problems Projected			50 <sup>th</sup> % tile	50 <sup>th</sup> % tile	50 <sup>th</sup> % tile	50 <sup>th</sup> % tile	50 <sup>th</sup> % tile
Mathematics Problems Actual	29 <sup>th</sup> % tile	25 <sup>th</sup> tile	38 <sup>th</sup> %tile				

<b>District</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Reading Comprehension Projected			50 <sup>th</sup> % tile	50 <sup>th</sup> % tile	50 <sup>th</sup> % tile	50 <sup>th</sup> % tile	50 <sup>th</sup> % tile
Reading Comprehension Actual	67 <sup>th</sup> %tile	66 <sup>th</sup> %tile	67 <sup>th</sup> %tile				
Mathematics Concepts Projected			50 <sup>th</sup> % tile	50 <sup>th</sup> % tile	50 <sup>th</sup> % tile	50 <sup>th</sup> % tile	50 <sup>th</sup> % tile
Mathematics Concepts Actual	52 <sup>nd</sup> %tile	50 <sup>th</sup> %tile	49 <sup>th</sup> %tile				
Mathematics Problems Projected			50 <sup>th</sup> % tile	50 <sup>th</sup> % tile	50 <sup>th</sup> % tile	50 <sup>th</sup> % tile	50 <sup>th</sup> % tile
Mathematics Problems Actual	58 <sup>th</sup> %tile	55 <sup>th</sup> %tile	57 <sup>th</sup> %tile				



## PROFESSIONAL DEVELOPMENT

**Goal Area 2:** Insure quality personnel in all positions.

Student Achievement      ☒ Teacher/Admin Quality      ☐ School Climate  
☐ Other Priority

### FIVE YEAR PERFORMANCE GOAL:

### ANNUAL OBJECTIVE:

### DATA SOURCE(S):

	<b>BASELINE 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected	X	X					
Actual							

## STUDENT ATTENDANCE

☐ Student Achievement      ☐ Teacher/Admin Quality      ☒ **School Climate**  
☐ Other Priority

**GOAL AREA 3:** Provide a school environment supportive of learning

**FIVE YEAR PERFORMANCE GOAL:** Maintain and increase an annual student attendance rate of 95%.

**ANNUAL OBJECTIVE:** Maintain and increase an annual student attendance rate of 95%.

**DATA SOURCE(S):** SDE School Report Card

	<b>BASELINE 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.9	97.0					
District Projected	X	X	95.0	95.0	<b>95.0</b>	<b>95.0</b>	<b>95.0</b>
District Annual	95.9	95.6					

## PARENT SATISFACTION – LEARNING ENV.

☐ Student Achievement  
☐ Other Priority

☐ Teacher/Admin Quality

☒ School Climate

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who are satisfied with the learning environment from 82.8% in 2012 to 87.8% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 1 percentage point(s) annually parents who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #5

	<b>BASELINE 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	98.0	98.2	98.4	98.6	98
School Actual	92.3%	82.8	83.8	84.8	85.8	86.8	87.8
District Projected	X	X	89.0	89.5	<b>90.0</b>	<b>90.5</b>	<b>91.0</b>
District Annual	88.0*	88.1					

\*SDE has not yet provided GCS with the District's Parent Survey results for 2011-12; Info is from 2010-11.

## STUDENT SATISFACTION – LEARNING ENV.

☐ Student Achievement      ☐ Teacher/Admin Quality      ☒ School Climate  
☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who are satisfied with the learning environment from 76.3% to 81.3% in 2012 through 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase the percent of students who are satisfied with the learning environment by 1 percentage point(s) annually students who are satisfies with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #18

	<b>BASELINE 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	100%	100%	100%	100%	100%
School Actual	100%	76.3	77.3	78.3	79.3	80.3	81.3
District Projected (ES, MS, HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Annual (ES, MS	83.8	82.7					

## TEACHER SATISFACTION – LEARNING ENV.

☐ Student Achievement      ☐ Teacher/Admin Quality      ☒ School Climate  
☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of teachers who are satisfied with the learning environment at 79.4% in 2012 to 84.4% in 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 1 percentage point(s) annually teachers who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #27

	<b>BASELINE 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	94.4	95.4	96.4	97.4	98.4
School Actual	91.7	79.4	80.4	81.4	82.4	83.4	84.4
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Annual	98.0	92.6					

## PARENT SATISFACTION – SAFETY

- ☐ Student Achievement      ☐ Teacher/Admin Quality      ☒ School Climate  
☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who indicate that their child feels safe at school from 77.4% in 2012 to 82.4% in 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 1 percentage point annually the parents who indicate that their child feels safe at school.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #18

	<b>BASELINE 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	94.4	95.4	96.4	97.4	98.4
School Actual	93.4	77.4	78.4	79.4	80.4	81.4	82.4
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Annual	93.5*	92.8					

\*SDE has not yet provided GCS with the District's Parent Survey for 2011-12. Info is from 2010-

11

## TEACHER SATISFACTION – SAFETY

- ☐ Student Achievement      ☐ Teacher/Admin Quality      ☒ School Climate  
☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of teachers who feel safe at school during the school day from 85.3% in 2012 through 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase annually the percent of teachers who feel safe at school during the school day.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #39

	<b>BASELINE 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	100%	100%	100%	100%	100%
School Actual		85.3	86.3	87.3	88.3	89.3	90.3
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Annual	90.9	90.2					

## STUDENT SATISFACTION – SAFETY

- ☐ Student Achievement      ☐ Teacher/Admin Quality      ☒ School Climate  
☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who feel safe at school during the school day from 76.3% in 2012 to 81.3% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 1 percentage point annually students who feel safe school during the school day.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #30

	<b>BASELINE 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	93.3	94.3	95.3	96.3	97.3
School Actual	92.3	76.3	77.3	78.3	79.3	80.3	81.3
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Annual	90.9	90.2					



## Strategies/Actions

### Goal 1 – Increase Student Achievement

<b>Strategy Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>	<b>Effective-ness of Strategy</b>
1. MAP results will be analyzed by classroom teachers and Instructional Support Team. Teachers will plan whole class and small group lessons based on RIT scores	Sept. 2014-May '15	Mrs. Black Miss Alewine Mrs. K. Black	None	N/A	Lesson plans Teacher documentation of use Copies of Current MAP reports/results	Moderately Effective Continue strategy with greater focus on specific areas
2. Professional Development: Professional Development will be provided on a regular basis for classroom teachers in the areas of ELA/Common Core	Sept. 2014-May '15	Mrs. Black Miss Alewine Mrs. K. Black	None	N/A	Professional Development calendar	Highly Effective Continue as is
3. School-wide implementation of Fountas and Pinnell/Balanced Literacy model.	Sept. 2014-May '15	Instructional Coach Classroom teachers Curriculum Specialist	None	N/A	Lesson plans Observations Professional Development schedule District provided support	Moderately Effective Continue with focus on Common Core
4. Continued use of leveled readers for all content areas to support reading skills and strategies.	Sept. 2014-May '15	Instructional Coach Curriculum Specialist Classroom teachers	None	N/A	Lesson plans Observations	Highly Effective Continue as is
5. Use of <i>Reading Counts</i> to encourage student reading and improve fluency and comprehension	Sept. 2014-May '15	Instructional Coach Classroom teachers Media Specialist	None	N/A: License up-to-date	Weekly Reading Counts Progress reports Maintenance of Reading Counts Bulletin Board	Highly Effective Continue as is Monitor use of teacher reports
6. Continued use of RTI in second grade classes for early intervention services	Sept. 2014-May '15	Support personnel TBD by Mrs. S. Black	None	N/A	Progress monitoring of students Benchmarks administered 3x per year	Moderately Effective

7. Provide ESOL support at each grade level to address needs of ESOL students	Sept. 2014-May '15	ESOL Teacher Principal	Teacher salary	District	Classroom rosters	Highly Effective Continue as is
8. Utilize Compass Odyssey Learning to increase student achievement	Sept. 2014-May '15	Principal Computer Lab instructor	Salary \$62,576.00	Title 1	Compass Reports MAP scores and reports Lesson plans	Highly Effective Continue as is
9. Continued implementation of the school wide writing process	Sept. 2014-May '15	Principal Classroom teachers ELA coordinator	N/A	N/A	Observation Lesson plans	Moderately Effective
10. Continue MOCK PASS writing assessment Teachers in grades 2-5 will observe 2 MOCK PASS writing days with their students. Writing will be analyzed by teacher, grade level, and ILT.	January 2015 February 2015	Principal Classroom teachers Instructional Support Team	N/A	N/A	Analysis of writing prompt results	Highly Effective Continue as is
11. Small groups instruction with identified students to improve ELA writing skills	Sept. 2014-May '15	Retired educators	\$9,000.00	Title 1	Improved results in ELA/Writing related skills Time Sheets	Highly Effective Continue as is
12. Continue to implement Every Day Counts in all classrooms – 5k – Gr. 5	Sept. 2014-May '15	Principal IC Classroom teachers	None	N/A	Observation Lesson plans Calendar displayed	Highly Effective Continue as is
13. Continue to provide a certified Math Lab teacher who will work with small groups, teachers, and teach model lessons	Sept. 2014-May '15	Principal Math teacher	\$71, 886.00	Title 1	Teacher documentation Schedule for math lab Lesson plans	Highly Effective Continue as is
14. Provide a certified teacher as ELA Coordinator who will work with small groups, teachers, and teach model lessons	Sept. 2014-May '15	Principal ELA Coordinator	\$86,160.00	Title 1	Teacher documentation Schedule for classroom lessons and meetings with teachers	Highly Effective Continue as is
15. Provide a certified teacher as Curriculum Coach to work with teachers, and teach model lessons	Sept. 2014-May '15	Principal ELA Coordinator	\$67,564.00	Title 1	Teacher documentation Schedule for classroom lessons and meetings with teachers	Highly Effective Continue as is

16. MAP results will be analyzed to identify areas of weakness in Math. Teachers will plan RIT band activities for these groups.	Sept. 2014-May '15	Principal IC Classroom teachers	None	N/A	Lesson plans indicating RIT band group activities	Highly Effective Continue as is
17. Small groups instruction with identified students to improve Math skills based on MAP results in grades 3-5	Sept. 2014-May '15	Retired educators	\$9,000.00	Title 1	Increased student achievement on math assessments	Highly Effective Continue as is
18. Utilize technology to increase student achievement through CompassOdyssey	Sept. 2014-May '15	Principal Computer Lab instructor	N/A	N/A	CompassOdyssey reports	Highly Effective Continue as is
19. Continued use of Studies Weekly as an additional resource in Science and Social Studies lessons	Sept. 2014-May '15	Principal Classroom teachers	N/A	N/A	Lesson plans	Moderately Effective, will continue
20. Include Science and Social Studies lessons in Compass Odyssey Computer Lab periods	Sept. 2014-May '15	Principal Computer Lab instructor	N/A	N/A	CompassOdyssey reports	Moderately Effective, will continue

## Goal 2: Teacher Administrator Quality

<b><u>Strategy/Action</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Cost</u></b>	<b><u>Funding Source</u></b>	<b><u>Indicators/ Implementation</u></b>	<b><u>Effectiveness of Strategy</u></b>
1 Ensure that all teachers meet "highly qualified" criteria.	Sept. 2014-May '15	Mrs. Black Miss Alewine Mrs. K. Black	None	N/A	Documentation of enrollment in degree program	Highly Effective Continue as is
2. Identify paraprofessionals who have not met "highly qualified" requirements	Sept. 2014-May '15	Mrs. Black	N/A	N/A	Documentation of "highly qualified" status	Highly Effective Continue as is
3. Share accurate and updated information regarding state expectations and requirements related to teacher certification and recertification	Sept. 2014-May '15	Mrs. Black Miss Alewine Mrs. K. Black	N/A	N/A	Documentation of contact with teachers regarding requirements as needed	Highly Effective Continue as is

Cherrydale Elementary School's professional development begins in the summer prior to the beginning of the coming school year. Teachers are expected to attend the Upstate Technology Conference and as well as Summer Academy. In previous years, Cherrydale Elementary has held a Summer Lab in order to offer staff development specifically to our faculty and staff to begin getting ready for the coming school year. Focus for these days are determined by the building principal depending on our goals for the coming year related to classroom strategies. District –sponsored offerings: The Upstate Technology Conference and Summer Academy will take place the second through fourth weeks in June. It was decided that Cherrydale faculty and staff will attend these sessions rather than holding a Summer Lab at Cherrydale.

The primary focus of 2013-14 professional development at Cherrydale was preparing for the Common Core Standards. Session topics were viewing Smarter Balanced Assessment items and how to prepare content area lessons based on expectations of the Common Core Standards. Some changes were made during the year depending on information coming from the district office and the Teaching and Learning consultants. Staff development for the 2013-14 school year will also focus on implementing the Depth of Knowledge (DOK), Common Core standards during this bridge year as well as looking at Smart Balance Assessments.

The first of the following documents is the Professional Development calendar implemented during the 2013-14 school year. Our building administrator believes in providing staff development led by our own faculty and staff with the focus being getting ready for Common Core Standards, technology, and sharing classroom strategies that increase student achievement.

### Professional Development Calendar - 2013-14

<b>Date</b>	<b>Professional Development Calendar 2013-14</b>	<b>Presenter</b>	<b>Time</b>
<i>June 19, 2013</i>	<i>Balanced Literacy Training: Primary</i>	<i>Debbie Magoulick</i>	<i>8:00 -3:00</i>
<i>June 20, 2013</i>	<i>Balanced Literacy Training: Primary</i>	<i>Debbie Magoulick</i>	<i>8:00 -3:00</i>
August 14, 2013	2013 – 14: Part 1:Cherrydale’s Focus (Cover Sheets, Research papers, Smarter Balance, Balanced Literacy, and Vocabulary) Part 2: Crisis Plan	Mrs. Black  Mr. Stowe	8:30 – 11:30  1:00 – 3:00
August 15, 2013	Part 1: Social Programs at Cherrydale: Comprehensive Plan Part 2: Classroom Management	Ms. Posley, Mr. Loftis, Ms. Murphy, Ms. Wolfe, Ms. Calwile  Mr. Stowe	8:30 – 11:30  1:00 – 3:00
August 16, 2013	Part 1: Reading Counts and Compass: What’s New Part 2: Single Gender Program	Mrs. Page, Mr. Franks, Miss Alewine  Mr. Talty	9:00 – 10:00  10:30 – 11:30
August 28, 2013	MAP Overview and Test Security	Mr. Franks and Miss Alewine	3:00 – 4:00
September 4, 2013	Balanced Literacy Benchmarking	Miss Alewine	3:00 – 4:00
September 11, 2013	PAS-T Overview	Mrs. Black	3:00 – 4:00
September 18, 2013	Single Gender Refresh: What’s up with Boys?	Mr. Talty	3:00 – 4:00
<i>September 19, 2013</i>	<i>Balanced Literacy Training: Primary (Morning) Intermediate (Afternoon)</i>	<i>Debbie Magoulick</i>	<i>Primary: 8:00 – 11:00 Intermediate: 11:45 – 2:45</i>
September 25, 2013	Single Gender Refresh: What’s up with girls?	Mr. Talty	3:00 – 4:00
October 2, 2013	MAP Data Analysis	Miss Alewine	3:00 – 4:00
October 9, 2013	DOK: Depth of Knowledge Common Core Elements	Miss Alewine	3:00 – 4:00
October 10,	<i>Balanced Literacy Training:</i>	<i>Debbie Magoulick</i>	<i>Primary: 8:00 –</i>

2013	<i>Primary (Morning) Intermediate (Afternoon)</i>		<i>11:00 Intermediate: 11:45– 2:345</i>
October 16, 2013	DOK: Depth of Knowledge Common Core Elements	Miss Alewine	3:00 – 4:00
October 17, 2013	DOK: Depth of Knowledge Common Core Elements	Miss Alewine	8:30 – 10:00
<b>**October 18, 2013</b>	<b><i>Possible Exchange Day</i></b>		
October 23, 2013	DOK: Depth of Knowledge Common Core Elements	Miss Alewine	3:00 – 4:00
<b>October 29</b>	<b><i>Accreditation Committee Visit</i></b>		
October 30, 2013	DOK: Depth of Knowledge Common Core Elements	Miss Alewine	3:00 – 4:00
November 6, 2013	DOK: Depth of Knowledge Common Core Elements	Miss Alewine	3:00 – 4:00
November 13, 2013	Smarter Balance Assessments: Review	Mrs. K. Black Ms. K. Cooper Miss Alewine	3:00 – 4:00
<i>November 19, 2013</i>	<i>Balanced Literacy Training: Primary (Morning) Intermediate (Afternoon)</i>	<i>Debbie Magoulick</i>	<i>Primary: 8:00 – 11:00 Intermediate: 11:45 – 2:45</i>
November 20, 2013	<i>OPEN</i>	<i>OPEN</i>	
November 27	Teacher/Student Holiday/Thanksgiving		
December 4, 2013	Smarter Balance Assessments	Mrs. K. Black Ms. K. Cooper Miss Alewine	3:00 – 4:00
December 11, 2013	Smarter Balance Assessments: Math Hands on session	Mrs. K. Black Ms. K. Cooper Miss Alewine	3:00 – 4:00
December 18, 2013	<i>OPEN</i>	<i>OPEN</i>	
January 8, 2014	MAP Data Analysis	Ms. Calwile	3:00 – 4:00
January 15, 2014	Research Skills: ELA/Common Core	Miss Alewine Mrs. Page	3:00 – 4:00
<i>January 16, 2014</i>	<i>Balanced Literacy: Classroom Observations</i>	<i>Debbie Magoulick Miss Alewine</i>	<i>8:30 – 2:00</i>
<b>**January 17, 2014</b>	<b><i>Exchange Day</i></b>		
January 22, 2014	Research Skills: Writing/Common Core	Miss Alewine Mrs. Page	3:00 – 4:00
January 29, 2014	Research Skills: Social Studies/Common Core	Miss Alewine Mrs. Page	3:00 – 4:00

February 5, 2014	Common Core: ELA/Speaking & Listening	Mrs. Williams (Sullivan) Mrs. McAlister (McGee)	3:00 – 4:00
February 12, 2014	Common Core: Writing/Speaking & Listening	Mrs. K. Black Mr. Brice	3:00 – 4:00
<i>February 13, 2014</i>	<i>Balanced Literacy: Classroom Observations</i>	<i>Debbie Magoulick Miss Alewine</i>	<i>8:30 – 2:00</i>
February 19, 2014	<i>OPEN</i>	<i>OPEN</i>	
February 26, 2014	Common Core: Social Studies/Speaking & Listening	Mr. Talty Mrs. A. Walker	3:00 – 4:00
<b>March 5, 2014</b>	<b><i>Begin Preparations for MAP and PASS</i></b>		<b><i>3:00 – 4:00</i></b>
March 12, 2014	PASS Test Security	Ms. Posley	3:00 – 4:00
<b><i>March 18 – 19, 2014</i></b>	<b><i>PASS Writing Test</i></b>		
March 19, 2014	<i>OPEN</i>	<i>OPEN</i>	
March 26, 2014	MAP Data Analysis		3:00 – 4:00
April 2, 2014	<i>OPEN</i>	<i>OPEN</i>	
April 9, 2014	<i>OPEN</i>	<i>OPEN</i>	
April 16, 2014	SPRING BREAK		
April 23, 2014	<i>OPEN</i>	<i>OPEN</i>	
April 30, 2014	PASS Test Security	Ms. Posley	3:00 – 4:00
May 7, 2014	<i>OPEN</i>	<i>OPEN</i>	
May 14, 2014	<i>OPEN</i>	<i>OPEN</i>	
May 21, 2014	<i>OPEN</i>	<i>OPEN</i>	
May 28, 2014	<i>OPEN</i>	<i>OPEN</i>	

\*Dates left open may become staff development opportunities as decided by the building principal.

***Cherrydale's staff development for the 2014-15 school year***

<b>Date</b>	<b>Professional Development Calendar 2014-15</b>	<b>Presenter</b>	<b>Time</b>
<i>August 12</i>	<i>Principal's Orientation Workshop</i>	<i>Mrs. Black</i>	<i>9:00-3:00</i>
<i>August 13</i>	<i>Principal's Orientation Workshop (cont.) Effective Conferencing Techniques</i>	<i>Mrs. Black</i>	<i>9:00-3:00</i>
<i>August 14</i>	<i>District Meetings/ School Flex Day Strategic Planning Committee</i>	<i>Mrs. Black</i>	<i>1:00-2:00</i>
<i>August 15</i>	<i>District Meetings/ Vertical Team Meetings Work in Classrooms</i>		<i>10:30 – 11:30</i>
<i>August 17</i>	<i>"Sunday Sundaes"/Open House</i>		<i>2:00-5:00</i>
<i>August 18</i>	<i>Principal's Orientation (Continued, if needed) Classroom Management</i>	<i>Mrs. Black</i> <i>Mr. Barksdale</i>	<i>9:00 – 11:30</i>
August 20	Use of the Computer Lab	Mrs. Black Mr. Stowe	3:00 – 4:00
August 27	MAP Security	Mr. Franks Mrs. K. Black Miss Alewine	3:00 – 4:00
September 3	PAS-T Overview	Mrs. Black	3:00 – 4:00
September 10	Balanced Literacy: Choosing the right book	Miss Alewine Mrs. K. Black	3:00 – 4:00
September 17	Balanced Literacy: The Book Introduction	Miss Alewine Mrs. K. Black	3:00 – 4:00
September 24	Year-long Research Process: Part 1	Literacy Committee	3:00 – 4:00
October 1	Depth of Knowledge: ELA	Miss Alewine Mrs. K. Black	3:00 – 4:00
October 8	Depth of Knowledge:	Miss Alewine Mrs. K. Black Mr. Barksdale	3:00 – 4:00
October 15	<i>OPEN</i>		3:00 – 4:00
<i>October 16</i>	<i>Teacher Work Day</i>	<i>Parent/Teacher Conferences should be complete</i>	



	<i>Strategic Planning Committee</i>	<i>Mrs. Black</i>	1:00
<i>October 17</i>	<i>Work Day/Possible Exchange Day</i>		
<i>October 22 - 24</i>	<i>CogAT Testing 2<sup>nd</sup> Grade</i>		
<i>October 24</i>	Strategic Planning Committee	Mrs. Black	3:00-4:00
<i>October 28-29</i>	<i>ITBS Testing 2<sup>nd</sup> Grade</i>		
<i>November 4</i>	<i>Election Day Holiday</i>		
November 5	<i>OPEN</i>		3:00 – 4:00
November 12	Increasing Single Gender Strategies	Single Gender Team	3:00 – 4:00
November 19	Vertical Team Meetings		3:00 – 4:00
December 3	Strategic Planning Committee	Mrs. Black	3:00 – 4:00
December 10	<i>OPEN</i>		3:00 – 4:00
January 7	<i>OPEN</i>		3:00 – 4:00
January 14	Year-long Research Process: Part 2	Literacy Committee	3:00 – 4:00
<i>January 16</i>	<i>Work Day/Possible Exchange Day</i>		
<i>January 19</i>	<i>MLK Day School Holiday</i>		
January 21	Vertical Team Meetings		3:00 – 4:00
January 28	Strategic Planning Committee	Mrs. Black	3:00 – 4:00
February 4	MAP and PASS Preparation 1	Instructional Leadership Team	3:00 – 4:00
February 11	MAP and PASS Preparation 2	Instructional Leadership Team	3:00 – 4:00
<i>February 16</i>	<i>President's Day School Holiday</i>		
February 18	MAP and PASS Preparation 3	Instructional Leadership Team	3:00 – 4:00
February 25	Strategic Planning Committee	Mrs. Black	3:00 – 4:00
March 4	MAP and PASS Preparation 4	Instructional Leadership Team	3:00 – 4:00

<i>March 9</i>	<i>Snow Day #1</i>		
March 11	PASS Writing Test Security	School Testing Coordinator	3:00 – 4:00
<i>March 17 March 18</i>	<i>PASS Writing Test</i>		
March 25	Strategic Planning Committee	Mrs. Black	3:00 – 4:00
<i>March 30- April 3</i>	<i>SPRING BREAK</i>		
<i>April 6</i>	<i>Snow Day #3</i>		
April 8	End of the Year Calendar: Update	Mrs. Black Mr. Stowe	3:00 – 4:00
April 15	Vertical Team Meetings		3:00 – 4:00
April 22	PASS Test Security	School Testing Coordinator	3:00 – 4:00
April 29	Strategic Planning Committee	Mrs. Black	3:00 – 4:00
May 5 – 8	<i>PASS Test</i>		
May 13	TBD		3:00 – 4:00
May 20	TBD		3:00 – 4:00
May 27	TBD		3:00 – 4:00
June 2 June 3 June 4	<i>Half days for students</i>		
June 5	<i>Snow Day #2</i>		
<i>June 8</i>	<i>Teacher Work Day</i>		
<i>June 9</i>	<i><u>Last day for teachers/Possible Exchange Day</u></i>		3:00 – 4:00

Note: Dates left open may become staff development opportunities as decided by the building principal.

### GOAL 3: School Climate

<u>Strategy</u> Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Indicators Of Implemen- tation</u>	<u>Effective- ness of Strategy</u>
1. Weekly newsletters will continue to be sent home every Monday informing students and families of school activities	Sept.'14-May '15	Principal Classroom teachers	None	N/A	Copies of newsletters will be turned in weekly to building principal	Highly Effective Continue as is
2. Involve parents in the school decision-making process through surveys, PTA, SIC, and Title 1 committees	Sept.'14-May '15	Administration Title 1 Facilitator	\$1,500.00	District Title 1	Committee rosters Meeting minutes	Highly Effective Continue as is
3. Continue monthly Parent Power meetings Monthly meetings will support parents with parenting skills, literacy skills, budgeting and other assistance	Sept.'14-May '15	Principal Title 1 facilitator Guidance Counselor	\$3,600.00	Title 1	Participation/sign in sheets	Highly Effective Continue as is
4. Barnes and Noble field trip to parents will be offered in February to help parents build home libraries	Sept.'14-May '15	Principal Title 1 facilitator Guidance Counselor	\$300.00	Title 1	Participation/sign in sheets	Highly Effective Continue as is
5. Two parent Involvement Liaisons to assist with interpretation at conferences, IEP meetings, Parent Power meetings, and other activities	Sept.'14-May '15	Principal Computer Lab instructor Classroom teachers	\$6,188.00	Title 1	Time sheets	Highly Effective Continue as is
6. Strengthen collaboration with parents and the community. Timely informational materials will be mailed to homes to support student learning through parent compacts, newsletters, and the school calendar	Sept.'14-May '15	Title 1 Facilitator Classroom teachers	\$4,676.00	District Title 1	Copies of signed Compacts, classroom newsletters, mast mailing list Postage receipts	Highly Effective Continue as is
Continued Implementation of ERI in 5K and 1 <sup>st</sup> grade	Sept.'14-May '15	Principal RTI coordinator	N/A	N/A	Observation of groups RTI reports	Highly Effective Continue as is

## 2011-12 School Report Card and 2011-12 ESEA (Federal Accountability Rating System)

Click the link below to access the documents  
listed above:

### 2013-14 School Report Card:

<http://ed.sc.gov/data/report-cards/2013/elem/c/e2301114.pdf>

### 2013-14 ESEA:

<https://ed.sc.gov/data/esea/2013/school.cfm?SID=2301114>

