

# Slater-Marietta Elementary School

## Together We Learn

Joshua F. Morgan, Principal

100 Baker Circle  
Marietta, South Carolina 29661



Greenville County Schools

Mr. Burke Royster, Superintendent

### Strategic Plan

## 2014-2015 through 2017-2018

# **SCHOOL RENEWAL PLANS**

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

School Name Slater-Marietta Elementary School School Telephone (864) 355-2000

School Address 100 Baker Circle  
Marietta, SC 29661

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### **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***

<u>Mrs. Lisa Wells</u>	_____	_____
Printed Name	Signature	Date

#### ***Superintendent***

<u>Burke Royster</u>	_____	_____
Printed Name	Signature	Date

#### ***School Principal***

<u>Joshua F. Morgan</u>	_____	_____
Printed Name	Signature	Date

#### ***Chairperson, School Improvement Council***

<u>Terry Eihl</u>	_____	_____
Printed Name	Signature	Date

## **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.

	<b>Position</b>	<b>Name</b>
1.	<b>Principal</b>	<u><b>Joshua F. Morgan</b></u>
2.	<b>Teacher</b>	<u><b>Christina Mobley</b></u>
3.	<b>Parent/Guardian</b>	<u><b>Kelly King</b></u>
4.	<b>Community Member</b>	<u><b>Dawn Crain</b></u>
5.	<b>School Improvement Council</b>	<u><b>Terry Eihl</b></u>
6.	<b>Others*</b> (May include school board members, administrators School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<b>Position</b>	<b>Name</b>
<u><b>Title I Facilitator</b></u>	<u><b>Aminah Richburg</b></u>
<u><b>Instructional Coach</b></u>	<u><b>Claudine Mailloux</b></u>
<u><b>Administrative Asst.</b></u>	<u><b>Teresa Smeeks</b></u>
<u><b>Guidance Counselor</b></u>	<u><b>Kristin Krinock</b></u>
<u><b>School Nurse</b></u>	<u><b>Deena Hardin</b></u>

\* **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.

**X      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).

**X      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).

**X      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.

**X      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*.

**X      Technology**

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

**X      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.

**X      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.

- X**      **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).
- X**      **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.
- X**      **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.
- X**      **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.
- X**      **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.
- X**      **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.

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Date

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# Introduction

Slater-Marietta Elementary strategic plan was developed to document the changes and progress our school has made while working towards continuous improvement what we do. The strategic plan provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

This school strategic plan is a living document that describes Slater-Marietta and includes evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The plan also describes how we build and utilize our overall school plan for the purpose of increasing student learning.

The school and community members were invited to participate in developing the narrative for our plan. Staff meetings, grade-level planning, the Parent-Teacher Association (PTA) meetings, and the School Improvement Committee (SIC) are all used to communicate the results of research data and to generate ideas about integrating the school's vision across the curriculum. PTA meetings, teacher web sites and weekly newsletters communicate pertinent information to the community.

<u>School Profile</u>	<u>Mission, Vision, Beliefs</u>	<u>Student Achievement</u>	<u>Professional Development</u>
J. Morgan	C. Hagan	A. Fortune	R. Smith
D. Holtzclaw	S. Bennett	C. Isbell	P. Megee
C. Nees	C. Tilley	J. Harris	
E. Nix	W. Trusty	L. Simmons	
K. Harris	C. Mobley	C. Johnson	
C. Johnson	A. Kilgore	E. Plessinger	
L. Anderson	W. Looper	T. Buchanan	

<u>Teacher &amp; Admin. Quality</u>	<u>School Climate</u>	<u>Action Plan</u>	<u>Challenges &amp; Accomplishments</u>
W. Parker	M. Faucette	D. Seyffert	A. Hall
P. McKittrick	L. Moody	A. Cagle	K. Greene
M. Nelson	G. Roberts	C. Janosky	L. Mlay
S. Rawson	B. Windham	D. Tesner	M. Masaki
K. Barton	B. Lee	J. Childs	L. McKinney
R. Banks	R. Taylor	T. Smeeks	L. Willkey
J. Ratliff	W. Looper	B. Cody	
	J. Toole		

# Executive Summary

## Needs Assessment for Student Achievement

- Slater-Marietta has maintained an average report card rating and an average growth rating for three years with the current year having an at-risk rating in growth.
- The school consistently performs strongest in ELA, with 79.7% of our students meeting state standards in 2013.
- The weakest component of the ELA assessment in 2012, Writing, improved in 2013 to 76%.
- The school has seen observed a measurable decrease in Science to 62.3% from 74.3% meeting state standards the previous testing cycle.
- The school experienced a slight decrease in Social Studies scores from 75.3% to 74% of students meeting state standards.

## Needs Assessment for Teacher and Administrator Quality

- Slater-Marietta has 100% highly qualified teachers.
- 58% of the teachers have earned a Master's Degree.
- Two teachers have National Board Certification.
- According to the ASSIST survey, parents feel the strengths of the teachers and administration are communication of learning progress, and effective support of student learning and opportunities to be involved at the school.
- According to the ASSIST survey, parents feel the areas to improve are meeting the individual needs of students and providing positive feedback on student progress and behavior on a more consistent basis.

- According to the ASSIST survey, students feel the strength of Slater-Marietta's teachers and administrators is their desire to want every student learning and doing their best work while providing adequate resources for learning.
- The students at Slater-Marietta did not indicate any specific areas of weakness on the ASSIST survey.

## Needs Assessment for School Climate

- The students saw the strengths of Slater-Marietta's climate are teachers care about their students, they expect good behavior and work, and the school is safe and clean.
- The students felt the areas to improve are student behavior in the classroom and common areas of the school.
- Parents felt the strengths of the school climate are a safe learning environment and facilities to support learning.
- Almost all parents are satisfied with the learning, social, and physical environment as measured by the State Report Card Survey but feel there is room for improvement in home/school relationship.

## Slater-Marietta is met with the following challenges:

- Unmet physical and/or mental health needs
- Lack of early childhood stimulation
- Lack of resources and/or support from home
- High number of absences and/or tardies
- Lack of sleep, adequate nutrition, and general care

Slater-Marietta has celebrated the following accomplishments:

- Designated as a Title I Reward School for Performance – among the highest performing Title I schools in a given year
- Met AYP for the 7<sup>th</sup> time in a row
- Students are meeting their target growth on MAP tests
- Our technology training focuses on current best practices.
- Professional Development is effective, applicable, and on-site.
- All staff trained in Balanced Literacy using the Fountas and Pinnell model.
- Cliff's Valley residents volunteered around 3,000 hours.
- Title I funds used to decrease class size and provide reading and Math intervention.

# School Profile

Slater-Marietta is a K4 to fifth grade elementary school located in northern Greenville County, in the city of Marietta, South Carolina. The current school facility, built in 2003, consists of 28 regular classrooms as well as one computer lab, science lab, music room, art room, media center, cafeteria and a breezeway attaches the original gymnasium. The student attendance rate of 96.4% is an average for our school. We currently have approximately 480 students in attendance. Seventy-four and eight tenths percent (74.8%) of the student population receive federally subsidized meals under Title I.

Slater-Marietta serves all children in the four rural towns of Marietta, Slater, Cleveland and the unincorporated areas of Travelers Rest. The primary industry of the immediate area is textiles. Several sewing plants, commercial farms and smaller businesses are located in the area.

The majority of the students enrolled come from the community that thrived during the textile era. Changing industry, unemployment, poor housing conditions, limited education and dependence on assistance programs have affected many families. The demographics reflect a range from low to middle socioeconomic levels. About one quarter of the students come from single parent homes, over a third of the parents did not complete high school and around 50% are high school graduates.

The demographics of Slater-Marietta Elementary indicate that there is an overwhelming need for parental involvement in the development of parenting skills, in the students' education and positive school/parent communication techniques. Since becoming a Title I school in the fall of 2009, our Title I Facilitator coordinates parental programs twice monthly. Our school guidance counselor and social worker also contribute to our community involvement. An adult continuing education is located in the neighboring Slater Hall to help parents complete their education by earning a GED.

As a Title I school, Slater-Marietta Elementary School is held accountable for student progress by ensuring standards-based learning. Student progress is measured by the Palmetto Assessment of State Standards (PASS). Additional faculty has implemented Early Reading Intervention at the kindergarten level. Response to Intervention has been implemented at the first through fifth grade level. Title I funds have afforded three additional teachers to decrease class size. Teachers meet and plan lessons based on data gathered from the following: Palmetto Assessment of State Standards (PASS), Iowa Test of Basic Skills (ITBS), Measure of Academic Progress (MAP), District-wide writing samples, balanced literacy benchmark assessments based on Fountas and Pinnell, AIMS Web (kindergarten-fifth grade and special education), and teacher

observation. Our highly-qualified and dedicated teachers and staff are committed to the students of Slater-Marietta.

## School Leadership

Joshua F. Morgan is the principal of Slater-Marietta Elementary. Mr. Morgan earned his Bachelor of Science degree from Appalachian State University, and a Masters in School Administration in addition to an Education Specialist degree from Western Carolina University. Mr. Morgan taught middle school math and science before beginning his administrative career as an assistant principal for two years at the middle and elementary school level. Mr. Morgan has served as an elementary school principal for nine years, with this being his third year at Slater-Marietta.

Mr. Morgan's Administrative Assistant, Teresa Smeeks, joined the faculty in late December of 2012. Mrs. Smeeks received her Bachelor's degree from Western Kentucky University and her Masters in Supervision and Administration from Appalachian State University. She taught high school mathematics for three years in Nashville, Tennessee and three years in New Lebanon, Ohio. Mrs. Smeeks worked in several districts in North Carolina including five years in Alexander County in a district level position. She has been in education 21 years.

Our Instructional Coach, Claudine Mailloux, joined the faculty at the beginning of the 2013-2014 school year. Mrs. Mailloux has been in Greenville County Schools for 11 years. Previously, Mrs. Mailloux taught 5<sup>th</sup> grade at Fork Shoals School. She holds a Bachelor's degree from Fairleigh Dickinson University in psychology and a Master's of Arts in Teaching.

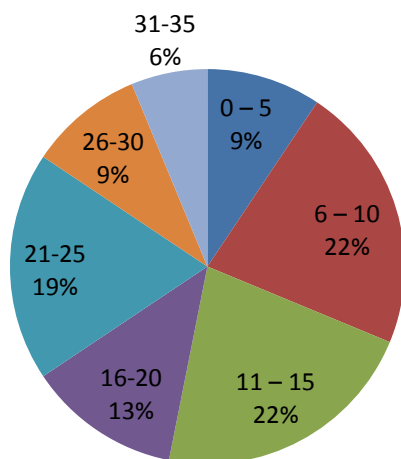
Our Title One Facilitator is Dr. Aminah Richburg, This is Dr. Richburg's first year as Title I Facilitator at Slater-Marietta Elementary School. Dr. Richburg attended elementary, middle and high school in Greenville County and she became employed with Greenville County Schools in 1990. She is a loyal daughter to the Bulldog family at South Carolina State University where she received her undergraduate and doctorate degree. Dr. Richburg attended Clemson University and obtained a Master's Degree.

Kristin Krinock also joined the faculty at the beginning of the 2013-2014 school year. She attended Nova Southeastern University and received a B.S. in Psychology and a M.Ed. in Elementary School Counseling from Clemson University. She is also a member of the Palmetto State School Counselors Association. Mrs. Krinock has worked at Greenbrier Elementary full-time for 4 years and then part-time between Greenbrier and Plain Elementary for 2 years.

## School Personnel

All teachers at Slater-Marietta Elementary School are highly qualified according to the No Child Left Behind Act. According to the State of South Carolina Annual School Report Card for 2013, Slater-Marietta has 48.5% of teachers with advanced degrees, 87.9% continuing contract teachers, and 95.6% returning from the previous year. Teacher attendance in our school is 96.5%. The average professional development days per teacher are 7.7. Slater-Marietta has a faculty of a principal, administrative assistant, 23 classroom teachers in grades 4K-5<sup>th</sup>, plus 2 full-time teachers of special education, a part-time teacher who serves the gifted and talented students, a speech pathologist and one ESOL teacher. All three kindergarten classes have paraprofessionals. We also have an art teacher, music teacher, physical education teacher, media specialist, two full-time and one part-time interventionist, and speech teacher. The school personnel are also comprised of a Title 1 Facilitator, Guidance Counselor, Social Worker, Instructional Coach, full time nurse, attendance clerk and secretary.

### Years of Teaching Experience



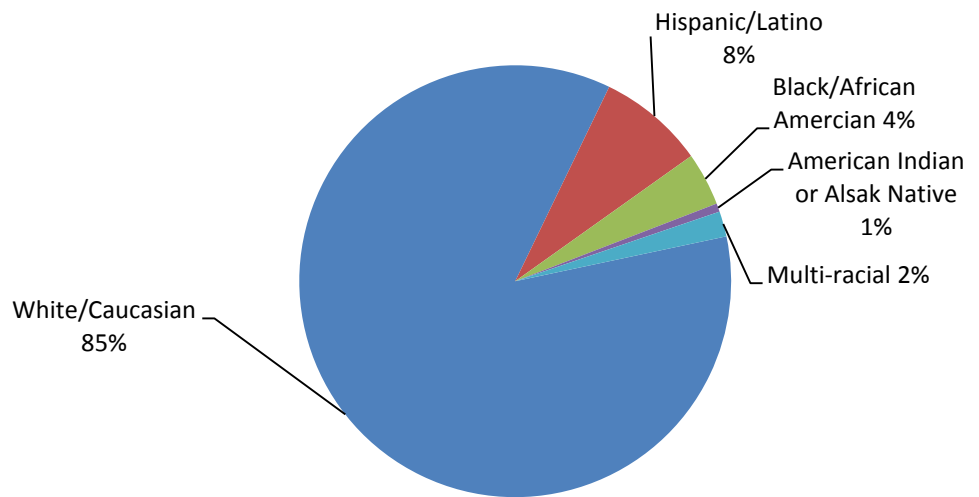
Our teachers have a wide range of teaching experience. Thirty-one percent of our teachers have been teaching less than 10 years. Thirty-four percent of teachers have in excess of 20 years' experience in the classroom. Two of the teachers hold National Board Certification. Most of the teachers are certified in either Early Childhood or Elementary Education, and some hold multiple certifications.

### Mentoring Program for New Teachers to Slater-Marietta

Slater-Marietta Elementary consists of three new staff members: a 4<sup>th</sup> grade teacher, 5<sup>th</sup> grade teacher and ESOL teacher. Each classroom position has been assigned a mentor. The mentors' duties include instructional, procedural, emotional, managerial, parental, and personal support. Each mentor and new staff member meets monthly to review specific needs.

## Student Population

Currently, 476 students are enrolled at Slater Marietta in K4-5th grade. According to PowerSchool, the ethnic distribution of our school includes: 8 percent Hispanic/Latino, 85 percent White, 4 percent African-American, 2 percent of multi-racial, and 1 percent American Indian or Alaska Native. Though many of our students are driven to school or walk, students are also transported to school on four regular education bus and local day-care facilities.



The student attendance rate is 96.4 percent. The school's retention rate is 1.4 percent. The percent of students served by Gifted and Talented is 7.5 percent. Students classified with disabilities other than speech is fourteen percent. 13.4 percent of students qualify for ESOL (English for Speakers of Other Languages). 3 percent of students attend Speech. Of our 476 students, 345 students (72.4%) qualify for free or reduced lunch.

## Academic and Behavioral Features, Programs, and Initiatives

### Balanced Literacy

Beginning in June 2012, our faculty received training in a Balanced Literacy model founded by renowned literacy experts Irene Fountas and Gay Su Pinnell. This systemic approach to literacy includes teachers instructing students in whole group, small groups, and individually. Teachers will match books and texts to students at their levels, making instruction more individualized and meaningful.

### Response to Intervention (RTI)

Due to the changes in the federal IDEA laws for identifying students for placement in a special education class, the Greenville County School District has developed a Response to Intervention plan to help remediate at-risk students before they fail and provide a more accurate identification of students with learning disabilities. Identification of students in 5K is done with the AIMsWeb computer based assessment. Students in 1<sup>st</sup> are identified using the benchmarking system through Leveled Literacy Intervention. Those students identified are served until results

of ongoing progress reports show that they are no longer in need of intervention help. RTI is fully implemented this year, in reading, for Kindergarten through First Grade.

### Team Planning

Teacher collaboration is essential to creating a pervasive, consistent, and rigorous curriculum. Our grade level teams have five common planning times each week that are used for team planning. Through the use of common assessments, grade levels monitor and discuss student progress and adjust plans as needed. Plans are written through a backwards planning format using Learning Focused unit planning.

### Reduced Class Size

Research shows that a reduced class size aids in student performance at primary grade levels and with populations of higher poverty. We are dedicated to continuing to have smaller classrooms by using the majority of our Title I funds to pay for three additional classroom teachers.

### Technology

We believe that technology is a valuable tool to help students learn. Every classroom, as well as the media center, computer lab, and science lab, is equipped with a Promethean Board (interactive whiteboard) for which all teachers have had training. Teachers also have access to Promethean items such as ActivExpressions and ActiVotes which help to engage learners by letting them remotely answer questions through selecting a multiple choice answer or texting a response.

The computer lab contains 30 computers for student use. Classes visit the lab once a week and teachers can sign up for additional times. We have three mobile laptop labs that are available for check-out. Individual classrooms also have several computers as well. The entire school has a wireless Internet connection.

All teachers have an iPad for teacher and student use. Students have access only under teacher supervision and can use it to practice skills with apps, take pictures or record video and/or sound, and many other functions related to school. The school also has additional iPads to check out for classroom use.

Located in the media center are MP3s, Nooks, Kindles and digital cameras that can also be checked out for use in the classroom.

Many computer programs are used to aid in increased student achievement. Compass Learning is used in the lab and is individualized for each student's unique learning needs. Students work on activities primarily in English Language Arts and Math at their own levels and progress at their own pace. Teachers can also create additional assignments and assessments and are able to track student performance. Another computer program available is Accelerated Reader. Students read books at their own levels and accumulate points by taking computerized tests.

English in a Flash is a program used by our English Language Learners to work on learning the English language.

### Character Education

Building character is an essential component in becoming responsible citizens. Our guidance counselor spends time teaching character education lessons using the 7 Habits of Happy Kids in each teacher's classroom once a month. We also support character education programs, such as Terrific Kids.

### Extra-Curricular Activities

Upper elementary students who have demonstrated responsible behaviors, both academically and in character, have the opportunity to participate in extra-curricular activities. Students in grades 3-5 elect student council representatives each year. They meet each month and plan service projects. Our fifth grade students create and produce our news morning show with the help of our challenge teacher and media specialist. This morning show gives students the opportunity to showcase their talents along with giving them responsibility outside of the classroom. Additional activities include:

- Chorus
- Science Club
- Shelf Elves in Media Center
- Safety Patrols
- Soccer Club
- Math SuperStars

### Coordinated School Health

At Slater-Marietta, we are dedicated to keeping our students and staff safe and healthy. Our school participates in the Coordinated Approach to Child Health (C.A.T.C.H.) and the Safe Kids Upstate programs. Starting with the 2013-14 school year, we became a culinary school and established a wellness team to promote healthy choices for both students and staff. Our safe and healthy programs and initiatives include:

- Safety Patrols
- Red Ribbon Week
- Field Day
- Jump Rope for Heart (American Heart Association)
- Go-Slow-Whoa foods in the cafeteria

### Academic Excellence

We feel it is important to encourage and celebrate academic excellence with our students. Our academic programs and initiatives include:

- Goal setting using MAP (Measures of Academic Progress) testing to show growth in Math and Reading from Fall to Spring
- Quarterly academic and attendance awards
- American Education Week Celebration

### Parent Involvement

Parents are of vital importance to us and we grow and nurture their children. We feel a strong relationship is necessary for student success. Our parenting programs reflect the needs expressed to us by our parents and include:

- Math, Science and Literacy nights
- Parent Volunteer Program

# Mission, Vision, and Beliefs

Each year the faculty and staff of Slater-Marietta Elementary School revisit our mission, vision, and beliefs.

## Mission Statement of Slater-Marietta Elementary School

The mission of Slater-Marietta Elementary School is to provide a quality education to build the foundation needed to grow academically and socially which in turn will empower each student to be responsible, productive citizens and future leaders.

## Vision

At Slater-Marietta we strive to empower children to become Collaborative Learners, Engaged Students and Productive Citizens. To achieve this goal, the school climate and classroom environments will be structured so that students will be encouraged to foster positive constructive relationships with their peers that will allow them to work together and attain academic success. This will lead students towards being highly engaged in their work and developing a personal interest in producing quality products in multiple mediums that focuses on established curriculum. Finally, this will empower Slater-Marietta students to actively participate in a positive and productive manner during their elementary education years and beyond.

## Beliefs

We believe:

- All students can learn.
- All students can learn best in a safe, nurturing environment that is supportive and inviting.
- All students should be active participants in the educational process, and assume increased responsibility for learning and problem solving.
- All students will be productive life-long learners with the support of their home, school and community.
- All students have the right of equal access to educational opportunities.
- All students' education must include intellectual, emotional, social, physical, and character development.

# Data Analysis and Needs Assessment

## Student Achievement

Slater-Marietta relies on test scores from the Palmetto Assessment of State Standards (PASS), Measuring Academic Progress (MAP), and the Iowa Basic Skills (ITBS) Test to assess student achievement. Slater-Marietta sets high achievement expectations for our students. We are committed NCLB guidelines. We want to continually improve student performance on standardized tests. Slater-Marietta earned an Average or Good Report Card Rating for the past three years as determined by the South Carolina Department of Education. The ESEA Federal Accountability Rating Scale changed. In previous years, you either met adequately yearly progress by meeting all of your objectives or not. The system changed to a give schools a score and a grade from 0 to 100. An A is between 90 and 100. A B is between 80 and 90 and so on.

	Absolute Rating	Growth Rating	AYP
2014	Average	At-Risk	Yes
2013	Good	Below Average	Yes
2012	Average	Average	Yes
2011	Average	Average	Yes

### Palmetto Assessment of State Standards

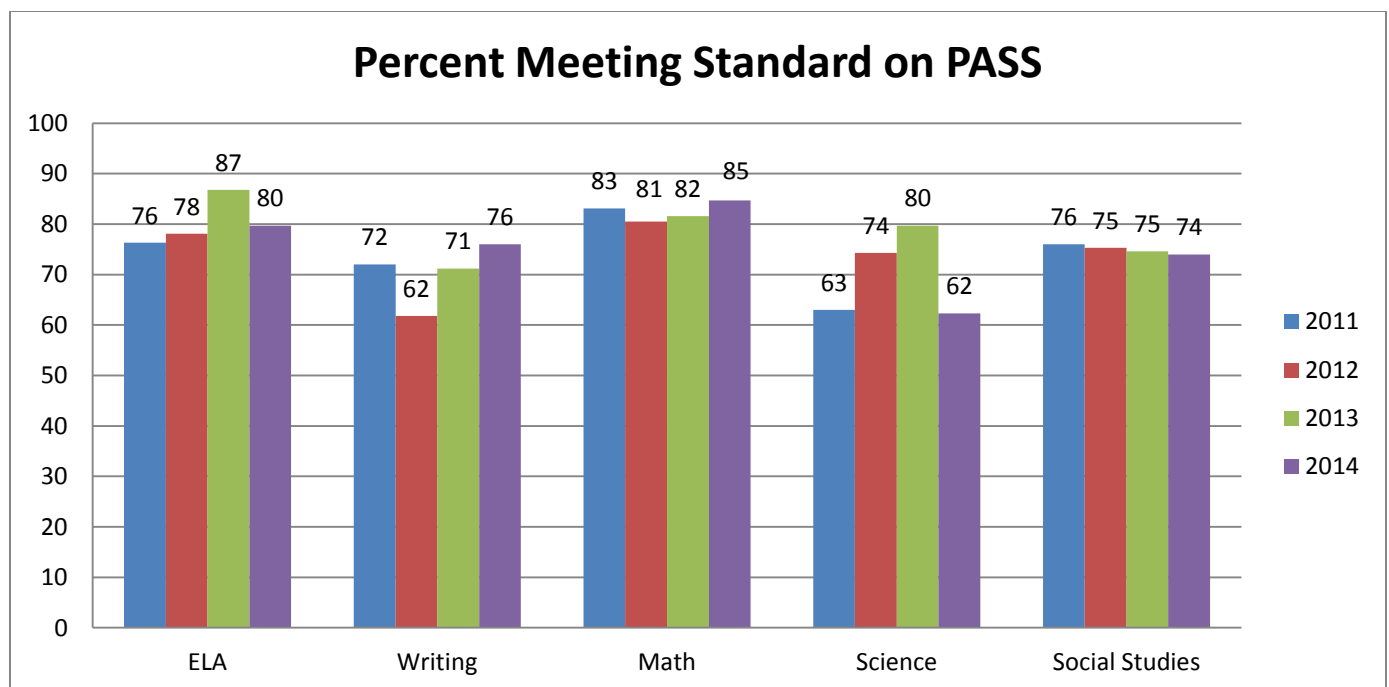
Each year, students in grades three through eight are administered the Palmetto Assessment of State Standards (PASS) throughout the state of South Carolina, as mandated by state law. PASS test items measure student performance on the South Carolina Academic Standards. PASS test results are used for school, district, and federal accountability purposes.

The writing test is administered over two days in March, and the remainder of the PASS tests are administered in May. PASS includes tests in five subject areas: writing, English language arts (reading and research), mathematics, science, and social studies.

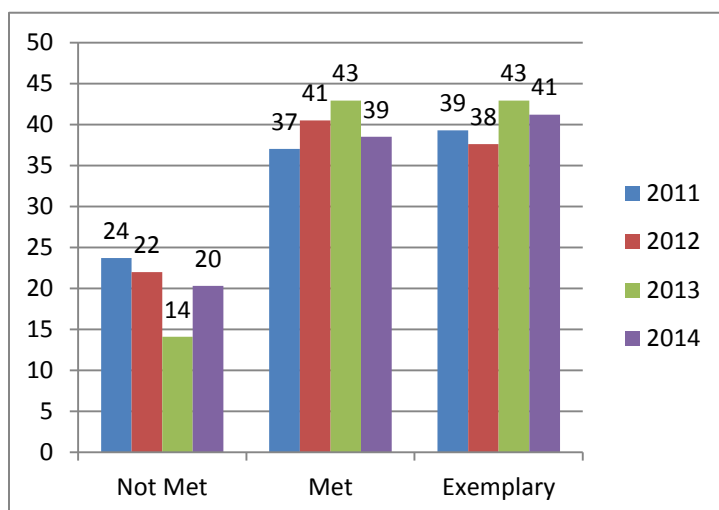
All students in grades 4 and 7 take both the science and social studies tests. Students in grades 3, 5, 6, and 8 take either the science or the social studies test. Approximately half of the students in each of these grades are randomly assigned to take the PASS science test; the other half are assigned to take the social studies test in each of these grades (per school).

### PASS Performance Levels: All Students

The graph below show our school's Palmetto Assessment of State Standards (PASS) results of students meeting standard for each subject area for the past four years, as reported by the State Report Card.



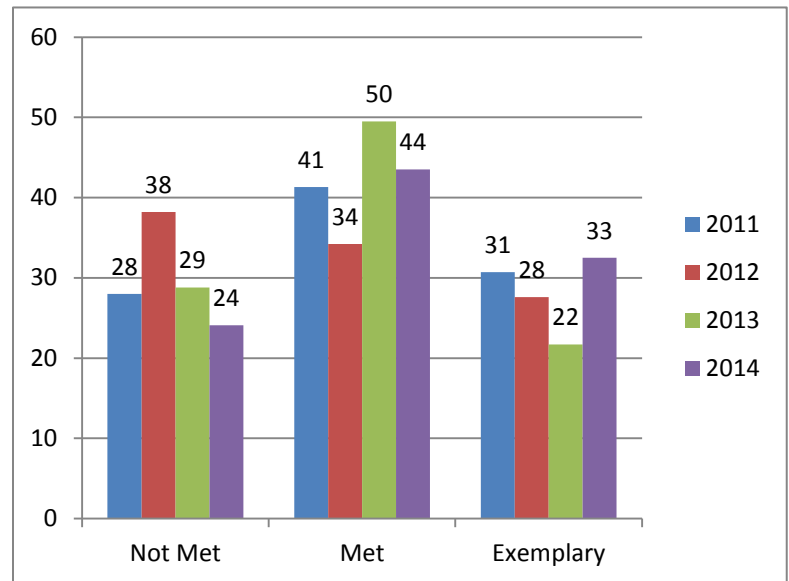
### ELA



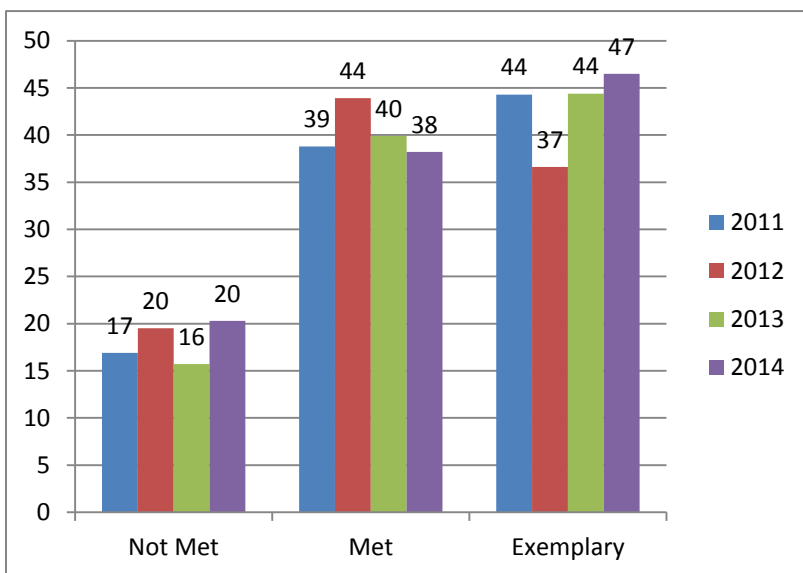
Slater-Marietta Elementary maintained similar performance levels in ELA.

In writing, Slater-Marietta sees an increase in meeting standard. The not met level decreased by 5% and the exemplary increased by 9%. This shows that the gains made in ELA more in the area of reading and research.

## Writing



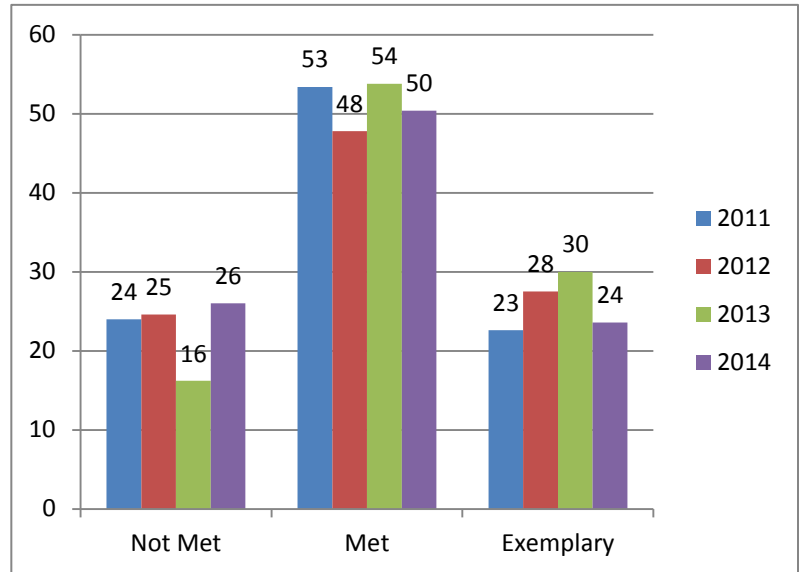
## Math



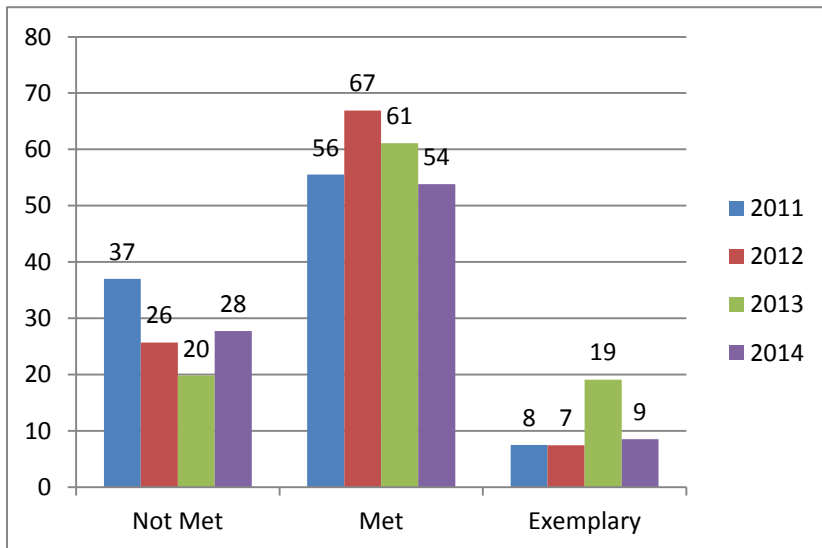
In math, performance also remained rather consistent. There was an increase in those scoring exemplary, a decrease in the met category, and a 4% increase in those scoring in the not met range.

Social Studies performance declined from what it was the previous year. The number of students scored exemplary decreased by 6%. There was an decrease (54% to 50%) for met and an increase (16% to 26%) for not met.

## Social Studies



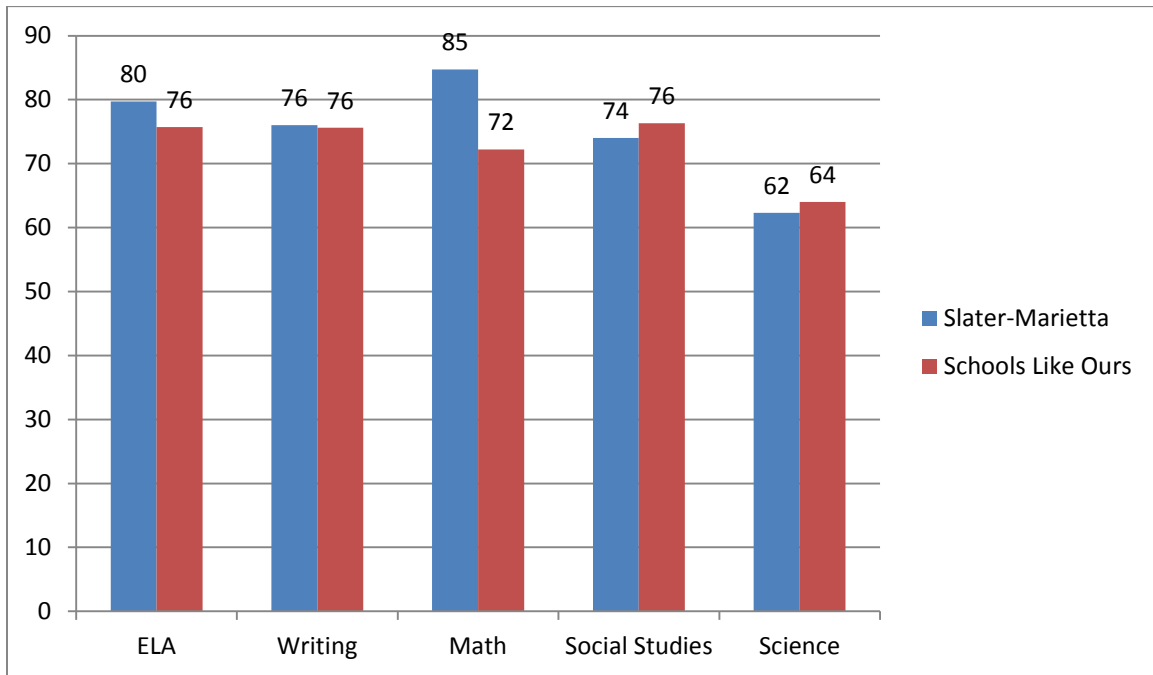
## Science



For science, the not met category increased by 8%. The number of students who met standard decreased by 7%, and the exemplary number decreased by 9%.

## Schools Like Ours Comparison 2013-2014 PASS Data

The state compares schools with similar poverty indexes to show how we compare with other schools like ours. When Slater-Marietta is compared with schools around the state, we perform higher in the exemplary range.

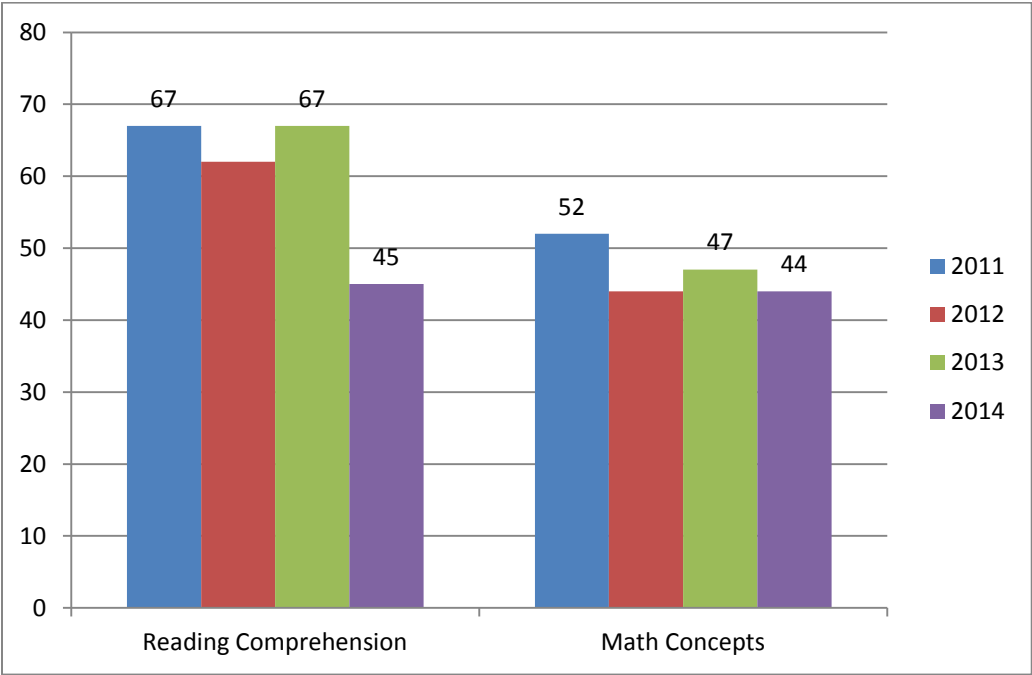


When comparing Slater-Marietta to schools with similar socio-economic make-up it performs higher in ELA and Math. Of particular interest is that the content area that trends lower for similar schools also trends lower for Slater-Marietta. While Writing are has increased further attention must be directed at Writing along with Science and Social Studies. Even though Slater-Marietta performs comparable to similar schools in the three content areas, it does trend below the district performance outcomes. For this reason the areas of Writing, Science and Social Studies should be addressed further in the needs assessment.

Slater-Marietta, like all schools in the state, administer the Iowa Test of Basic Skills to our second grade students in the fall. This is a norm referenced national standardized test. Our students are compared to a norm group comprising of students across the country. Below are our school’s results over the past three to five years.

ITBS Data

*Percentile Rank of Average Student Score base on National Student Norms*



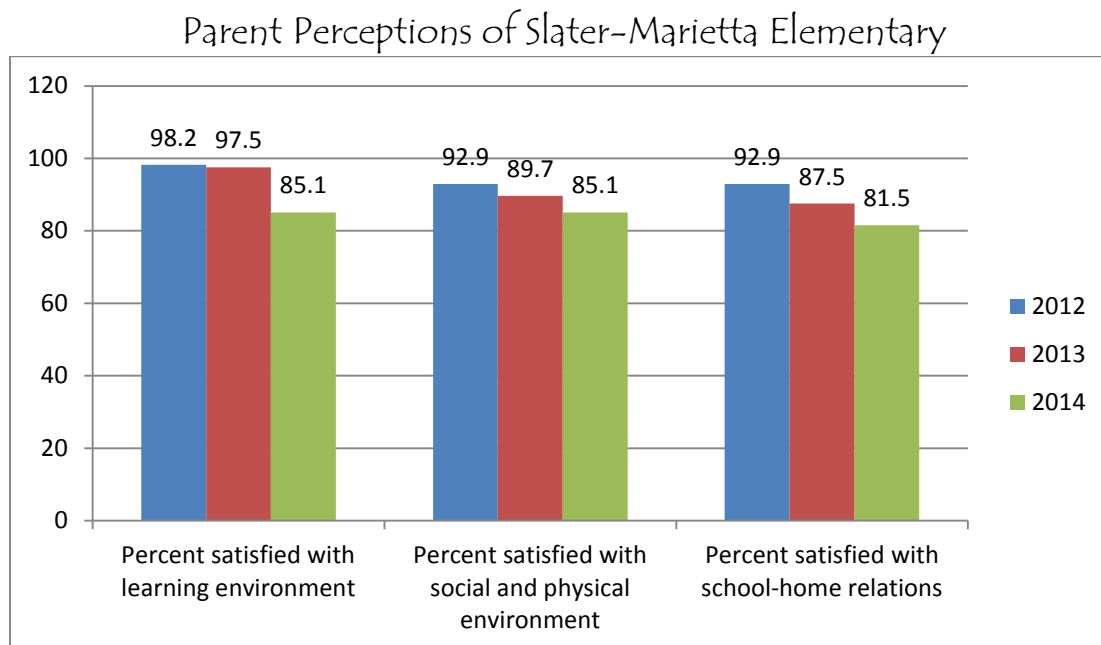
The ITBS results validate the trends that are previously noted in the analysis of PASS testing outcomes. The students of Slater-Marietta have demonstrated a consistent level of reading comprehension with the potential for growth in this area with targeted instruction. In addition, there is a demonstrated consistency in math concepts with a positive trend in increased proficiency in solving math problems. This again provides specific areas to target instruction to maximize student achievement.

## Student Achievement Needs Assessment

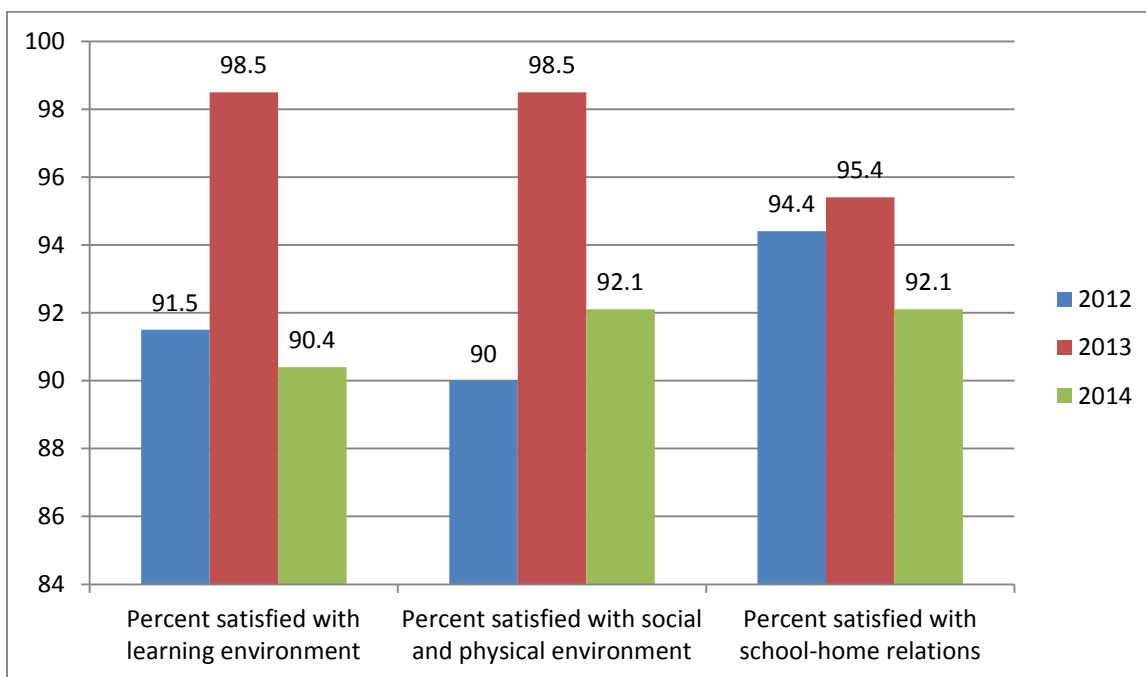
- Writing has increased over the past several years, but continues to be a weakness at Slater-Marietta Elementary.
- Lower percentage of students reached the exemplary level in writing, Science and Social Studies. When compared to other schools.
- Our all students, male, female, white, African American, and subsidized meals subgroups did well in ELA and math for the ESEA rating scale.
- Our disabled group was the school's lowest subgroup.
- All students, female, and white subgroups did well in Science and Social Studies.
- To maintain or improve the growth measure, more students need to remain exemplary or move from met to exemplary.

## School Climate Needs Assessment

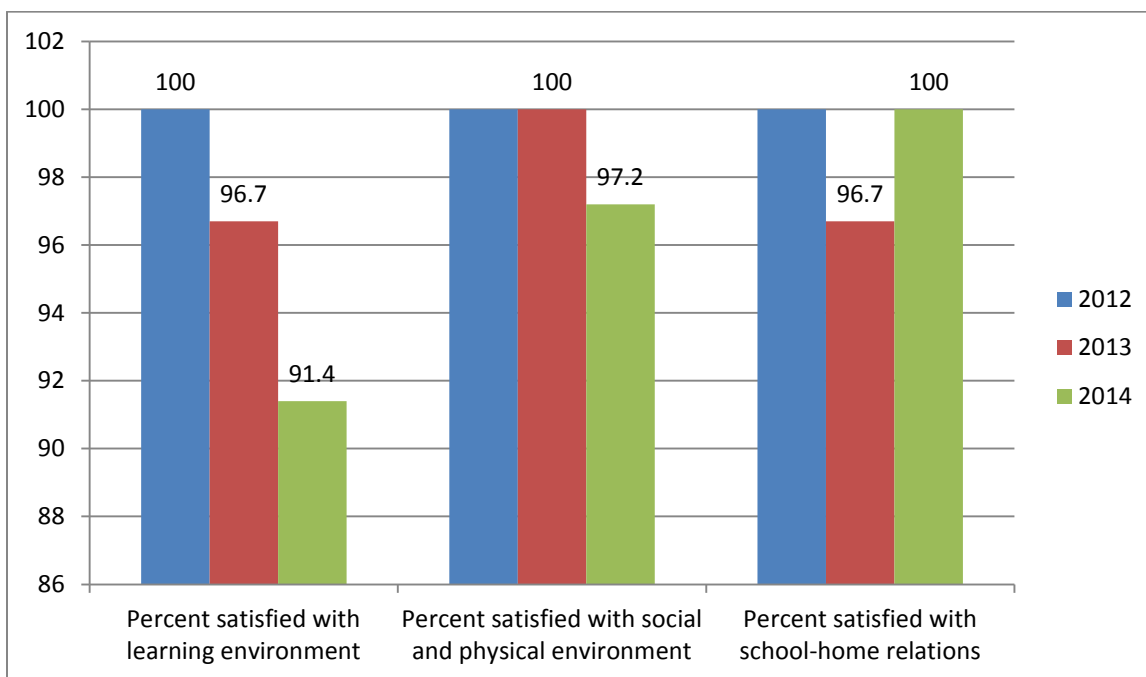
Every year fifth grade students, fifth grade parents, and teachers take a state department survey. The results of the survey are published in the school report card. Below are the results of the three questions published annually from the survey.



## Student Perceptions of Slater-Marietta Elementary



## Teacher Perception of Slater-Marietta Elementary



After reviewing and analyzing the surveys, we feel that overall our school climate shows that we have an excellent environment for learning at our school. We are concerned about the drop in parent satisfaction and will make efforts to increase that number. Because the survey results reported on the School Report Card only target 5th grade students and parents, we feel there is a need to gather data from all students and parents throughout the school year so that we can better gauge our school climate satisfaction. We will continue to gather feedback from the staff throughout the year and continue efforts so that our school environment remains excellent. Student learning environment and safety are definite strengths for our school, and we will continue our actions for success in these areas.

## Teacher and Administrator Quality Needs Assessment

Based on our data, we have considered what direction we need at our school in order to accomplish meeting the demands of the school and district priority initiatives.

1. Offer more individualized professional development sessions and mentoring that is focused on both district and school wide initiatives.
2. Increase the communication and collaboration among all staff throughout the school.
3. Expand professional resources, especially in the areas of educational research and best practice methods, for all staff to use.

## Professional Development

On-going professional development activities are aligned with the school goals. The Professional development calendar provides school staff with opportunities both to improve personal performance and to learn the new skills they need to reform the school culture and support the development of a true learning organization.

### Approach

As we reviewed areas in our program needing improvement, it was evident that our professional development efforts should have a common focus. Professional development opportunities are based upon the implementation of state standards, improvement in writing and Balanced Literacy instruction as well as to support our school goals.

Using the findings listed in previous sections of our portfolio, we decided on several strategies and activities that would help close the gap in student achievement.

## Content

We focused our professional development this year on increasing student achievement with an emphasis on Writing including how to implement that across the curriculum. This year we have spent our local professional development hours studying best practices, Common Core Standards, and our continuing implementation of Fountas and Pinnell Balanced Literacy.

School-wide emphasis has been placed on implementing the state standards with emphasis on creating a deeper understanding of the levels of learning. This ensures that lessons and supplemental activities reflect effective teaching techniques, increase rigor within the instructional day thus enhancing student learning. Teachers work together as a grade level in developing quality lesson plans that meet the standards. Teachers participate in grade level conversations on assessing student learning and improving delivery of instruction.

**Slater-Marietta Elementary School  
Professional Development Calendar  
2014-2015**

Professional Development				School Events & Parent Involvement			Faculty Meetings		
Date	Title/Instructor	Time	Number of Points	Date	Event	Time	Date	Topic/Committee	Time
8/4/2014	Rubicon Atlas	9am - 11am	2	8/18/2014	Back to School Night		8/12/2014	Back to School Faculty Mtg	1:00
8/5/2014	ThinkCentral/RTI with Go Math	9am - 11am	2	8/22/2014	PI Kickball Tournament	3:30	9/3/2014	Faculty Meeting	3:00-4:00
8/6/2014	Google Sites	9am - 11am	2	8/29/2014	Parent Title I Meeting	9:00am	9/10/2014	Wellness Team	3:00-4:00
8/7/2014	ClassFlow	9am - 11am	2	9/4/2014	Title I PIP/Compact Com. Mtg	9:00am	9/17/2014	Faculty Council	3:00-4:00
8/15/2014	ELA In-Service J. Awtry, Title I Academic Specialist, ELA Year at a Glance	Primary 9-11 Intermediate 11:30 - 1:30pm	2	9/15/2014	PTA/ELA Curriculum Night	6:00-7:30	9/24/2014	Curriculum Committees	3:00-4:00
8/27/2014	MAP Testing In-Service Instructional Coach	3:00-4:00	0	9/18/2014	Title I PIP/Compact Com. Mtg	9:00am	10/1/2014	Faculty Meeting	3:00-4:00
9/2/2014	Formative Assessment Instructional Coach	Grade Level Planning	1	9/19/2014	Title I community stakeholders Mtg	12:00pm	10/8/2014	Faculty Meeting Wellness Team update	3:00-4:00
9/9/2014	ELA In-service Jack Awtry, Title I Academic Specialist, ELA Focus on Formative Assessment	Grade Level Planning	1	10/14/2014	Fall Festival	4:00-6:00	10/9/2014	SIC Mtg	9:00-11:00
9/11/2014	1/2 Day Grade Level Planning K5 & 1st Grade	Each Session 3hrs	3	10/20/2014	Math Curriculum Night	6:00-7:30	10/15/2014	Faculty Council	3:00-5:00
9/16/2014	Math In-service Stephanie Burdette, Title I Academic Sp, Math Focus on Formative Assessment	Grade Level Planning	1	10/23/2014	Title I Workshop	12:00pm	10/29/2014	Curriculum Committees	3:00-4:00
9/18/2014	1/2 Day Grade Level Planning 4th & 5th Grade	Each Session 3hrs	3	10/30/2014	Title I Community Recognition	12:00pm	11/5/2014	Faculty Meeting	3:00-4:00
9/25/2014	1/2 Day Grade Level Planning 2nd & 3rd Grade	Each Session 3hrs	3	11/3/2014	Awards Program 1st qtr	1:00-2:00	11/12/2014	Faculty Council	3:00-4:00
9/30/2014	Tech Tuesday How to set-up a Blog	3:00-5:00	2	11/11/2014	Veterans Day Program	6:30-7:30	11/13/2014	SIC Meeting	3:00-5:00
10/7/2014	Stephanie Burdette, Title I Academic Sp, Math Focus on Unit Resources and Pacing	Grade Level Planning	1	11/13/2014	Grandparent's Day 1st Gr.		11/19/2014	Curriculum Committees	3:00-4:00
10/14/2014	ELA In-service Jack Awtry, Title I Academic Specialist, ELA Focus on Guided Reading Groups	Grade Level Planning	1	11/14/2014	Title I Workshop	12:00pm	12/3/2014	Faculty Meeting	1:00-2:00
10/21/2014	MAP Data Analysis Instructional Coach	Grade Level Planning	1	11/25/2014	Career Day		12/10/2014	Faculty Council	3:00-4:00
10/21/2014	Tech Tuesday How to effectively use a Blog in the classroom.	3:00-5:00	2	12/15/2014	Christmas Performance	6:30-7:30	12/11/2014	SIC/Title I Meeting	3:00-4:00
10/28/2014	Technology Integration Stefanie Smith, Technology Title I Facilitator	Grade Level Planning	1	1/12/2015	Science Curriculum Night	6:00-7:30	1/7/2015	Faculty Meeting	3:00-4:00
11/6/2014	1/2 Day Grade Level Planning K5 & 1st Grade	Each Session 3hrs	3	1/15/2015	Title I Workshop	12:00pm	1/8/2015	SIC/Title I Meeting	3:00-5:00
11/13/2014	1/2 Day Grade Level Planning 2nd & 3rd Grade	Each Session 3hrs	3	1/26/2015	Awards Program 2nd Qtr	1:00-2:00	1/21/2015	Curriculum Committees	3:00-4:00
11/18/2014	ELA In-service Jack Awtry, Title I Academic Specialist, ELA Focus on F&P and Writing	Grade Level Planning	1	2/13/2015	Title I Heritage Music Sing-a-long	8:45am & 1:30pm	1/28/2015	Faculty Council	3:00-4:00
11/20/2014	1/2 Day Grade Level Planning 4th & 5th Grade	Each Session 3hrs	3	2/26/2015	Title I Workshop	12:00pm	2/4/2015	Faculty Meeting	3:00-4:00
11/25/2014	Math In-service Stephanie Burdette, Title I Academic Sp, Math Focus on Math Journals	Grade Level Planning	1	3/2/2015	Dr. Seuss Day		2/12/2015	SIC/Title I Meeting	1:00-2:00
11/25/2014	Tech Tuesday ActiveExpressions Part 1	3:00-5:00	2	3/17/2015	Title I Parent Meeting	12:00pm	2/11/2015	Faculty Council	3:00-4:00
12/2/2014	Technology Integration Stefanie Smith, Technology Title I Facilitator	Grade Level Planning	1	3/24/2015	Title I Workshop	12:00pm	2/18/2015	Curriculum Committees	3:00-4:00
12/9/2014	Tech Tuesday ActiveExpressions Part 2	3:00-5:00	2	4/13/2015	Awards Program 3rd Qtr	1:00-2:00	2/25/2015	Wellness Team	3:00-4:00
1/6/2015	Grade Level Planning Instructional Coach	Grade Level Planning	0	4/14/2015	Title I Workshop	12:00pm	3/4/2015	Faculty Meeting	3:00-4:00
1/13/2015	ELA In-service Jack Awtry, Title I Academic Specialist, ELA Focus on Writing Continued	Grade Level Planning	1	4/20/2015	Title I Parent & Volunteer Appreciation Breakfast	9:00am	3/11/2015	Curriculum Committees	3:00-4:00
1/20/2015	Stephanie Burdette, Title I Academic Sp, Math Focus on Using Manipulatives	Grade Level Planning	1	4/20/2015	Spring Performance	6:30-7:30	3/12/2015	SIC Meeting	3:00-4:00
1/27/2015	Technology Integration Stefanie Smith, Technology Title I Facilitator	Grade Level Planning	1	5/26/2015	Field Day K4-2nd		3/18/2015	Faculty Meeting Wellness Team update	3:00-4:00
2/10/2015	Technology Integration Stefanie Smith, Technology Title I Facilitator	Grade Level Planning	1	5/27/2015	Field Day 3rd-5th		3/25/2015	Faculty Council	3:00-4:00
2/12/2014	1/2 Day Grade Level Planning K5 & 1st Grade	Each Session 3hrs	3	6/2/2015	Awards Program 4th Qtr 1st & 2nd		4/8/2015	Faculty Meeting	3:00-4:00
2/17/2015	ELA In-service Jack Awtry, Title I Academic Specialist, ELA Focus on Writing Across Curriculum	Grade Level Planning	1	6/3/2015	Awards Program 4th Qtr 3rd & 4th		4/15/2015	Curriculum Committees	3:00-4:00
2/19/2015	1/2 Day Grade Level Planning 2nd & 3rd Grade	Each Session 3hrs	3	6/4/2015	Awards Program 4th Qtr K5 & 5th		4/16/2015	SIC Meeting	9:00-11:00
2/26/2015	1/2 Day Grade Level Planning 4th & 5th Grade	Each Session 3hrs	3				4/22/2015	Faculty Council	3:00-4:00
2/24/2015	Stephanie Burdette, Title I Academic Sp, Math Focus on Unit Resources and Pacing	Grade Level Planning	1				4/29/2015	Faculty Meeting End of Year Part 1	3:00-4:00
3/3/2015	Tech Tuesday How to use Edmodo	3:00-5:00	2				5/13/2015	Faculty Meeting End of Year Part 2	3:00-4:00
3/3/2015	Grade Level Planning Instructional Coach	Grade Level Planning	0				5/20/2015	Faculty Meeting	3:00-4:00
3/10/2015	ELA In-service Jack Awtry, Title I Academic Specialist, ELA Focus on Writing Across Curriculum	Grade Level Planning	1						
3/10/2015	PASS In-service	3:00-4:00	0						
3/17/2015	Tech Tuesday Digital Projects Part 1	3:00-5:00	2						
3/24/2015	Math In-service Stephanie Burdette, Title I Academic Sp, Math Focus on Unit Resources and Pacing	Grade Level Planning	1						
4/14/2015	Technology Integration Stefanie Smith, Technology Title I Facilitator	Grade Level Planning	1						
4/16/2015	1/2 Day Grade Level Planning K5 & 1st Grade	Each Session 3hrs	3						
4/21/2015	ELA In-service Jack Awtry, Title I Academic Specialist, ELA Looking Forward	Grade Level Planning	1						
4/23/2015	1/2 Day Grade Level Planning 2nd & 3rd Grade	Each Session 3hrs	3						
4/28/2015	Math In-service Stephanie Burdette, Title I Academic Sp, Math Looking Forward	Grade Level Planning	1						
4/28/2015	PASS In-service refresher	3:00-4:00	0						
4/30/2015	1/2 Day Grade Level Planning 4th & 5th Grade	Each Session 3hrs	3						
5/12/2015	Tech Tuesday Digital Projects Part 2	3:00-5:00	2						
5/19/2015	Tech Tuesday Digital Projects Part 3	3:00-5:00	2						

## SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒ Student Achievement   ☐ Teacher/Administrator 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 each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in writing as measured by ACT Aspire.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in writing as measured by ACT Aspire.

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

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*

## ACT ASPIRE ENGLISH

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

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

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in English as measured by ACT Aspire.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in English as measured by ACT Aspire.

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

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*

## ACT ASPIRE READING

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

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

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in reading as measured by ACT Aspire.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in reading as measured by ACT Aspire.

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

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*

## ACT ASPIRE MATH

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

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

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in mathematics as measured by ACT Aspire.

**ANNUAL OBJECTIVE:** Meet or exceed the standard in mathematics as measured by ACT Aspire.

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

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*

## ACT ASPIRE % TESTED

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

**FIVE YEAR PERFORMANCE GOAL:** Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

**ANNUAL OBJECTIVE:** Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

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

% Tested ELA – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

<b>% Tested ELA – District Grades 3-5</b>	<b>Baseline 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
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

<b>% Tested Math – School</b>	<b>Baseline 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
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				

Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

<b>% Tested Math – District – Grades 3-5</b>	<b>Baseline 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
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

## SCPASS SCIENCE

☒ Student Achievement   ☐ Teacher/Administrator 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:** Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.\*

## SCPASS SOCIAL STUDIES

☒ Student Achievement   ☐ Teacher/Administrator 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:** Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.\*

☒ Student Achievement   ☐ Teacher/Administrator 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:** Meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the Iowa Tests 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 Tests of Basic Skills (ITBS) in grade 2.

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

<b>Reading</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
School Actual Performance	percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

<b>Mathematics</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
School Actual Performance	percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

<b>Reading</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
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District Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
District Actual Performance	60 <sup>th</sup> percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

<b>Mathematics</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
District Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
District Actual Performance	52 <sup>nd</sup> percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

<b>STRATEGY Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Sources</b>	<b>Indicators of Implementation</b>
MAP Testing	Sept & March 2013-2018	Instructional Coach	N/A	District Funding	MAP Scores
Math Superstars (5 <sup>th</sup> Grade)	Sept – May 2013-2018	Cliff Volunteer	N/A	Local Funds (copying)	MAP test score data
Teacher data spreadsheet analysis	Sept-May 2014-2018	Teachers, Instructional Coach, Administration	N/A	None	Review of spreadsheets during conferences with administration
Map Test Analysis for formative planning	Sept & March 2013-2018	Teachers, Instructional Coach, Admin	N/A	None	Analysis sheet
Common Assessment Data & Item Analysis for unit tests	Sept-May 2014-2018	Teachers, Instructional Coach, Admin	N/A	None	Review of data during grade level meetings
Fountas & Pinnell Fidelity of balanced literacy	Aug. 2013-May 2018	District trainers, instructional coach, Administration, teachers	\$9,000	Title I	Review of reading level data
Calendar math across all grade levels	Sept 2013-May 2018	Teachers	N/A	None	Test Scores
Mainstream all special education students into grade	Sept 2013-May 2018	Special Education Teachers/ Regular Education Teachers	N/A	None	Test Scores

level content areas with support					
Continue to evaluate and modify programs of instruction for special education students during pull-out classes	Sept 2013-May 2018	Special Education/Regular Education teachers/Administration	N/A	None	Running Records and Benchmarking
Provide training on how to identify subgroups that do not meet standard on state tests	Yearly	Administration/ Instructional Coach	N/A	None	Graphs and copies of presentations
Provide training on how to analyze standardized test scores and disaggregate the data to determine strengths and weaknesses	Yearly	Administration/ Instructional Coach	N/A	None	Data Charts
Provide support for grade level planning meetings	Weekly	Instructional Coach	N/A	None	Minutes
Implement/Support 6+1 Traits of Writing	Yearly	Instructional Coach	N/A	None	Test Scores
Utilize the 7 Habits to develop lessons on study skills, organization, test taking, and social	Sept 2013-May 2018	Guidance Counselors/ Teachers	N/A	None	Test Data

skills					
Special education consultation for teachers	Yearly	Sp. Ed. Teachers Regular Ed. teachers	N/A	None	Emails, conversations, accommodation plans
Provide ongoing training to teachers for the implementation of Common Core State Standards	August 2013-May 2018	Instructional Coach	N/A	None	Professional Development Calendar, Grade Level Meetings
Teach writing in the inclusion class for resource students	August 2015-May 2018	Special Education Teachers	N/A	None	Growth charts, test data
Develop curriculum focused nights to promote understanding and interest in each content area.	August 2013-May 2018	Teachers/ Instructional Coach/Administratio n and Title I Facilitator	\$3,000	Title I Funds	Parent Involvement
Fully implement the use of Activotes and Active Expressions	August 2013-May 2018	Teachers/ Media Specialist/ Instructional Coach	N/A	None	Flip charts

## PROFESSIONAL DEVELOPMENT

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

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

**FIVE YEAR PERFORMANCE GOAL:** Maintain 100% highly qualified faculty

**ANNUAL OBJECTIVE:** Maintain 100% highly qualified faculty

**DATA SOURCE(S):** Professional Development Calendar

	<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	100	100	100	100	100
Actual	100	100	100				

<b>STRATEGY Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Sources</b>	<b>Indicators of Implementation</b>
Continue the implementation of vertical teams for professional learning communities	2013-2018	Teachers/ Instructional Coach, Administration	N/A	None	Agendas, minutes
Continue to develop the mentor/mentee program for new teachers.	2013-2018	Instructional Coach/ Principal	N/A	None	Agendas
Teacher/staff observations	2013-2018	Administration	N/A	None	Observation notes
Teacher goal setting/fall, winter, and spring conferencing	2013-2018	Administration / Teachers	N/A	None	Goals sheets and conferencing notes

## STUDENT ATTENDANCE

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

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

**FIVE YEAR PERFORMANCE GOAL:** Achieve an annual student attendance rate of 95%.

**ANNUAL OBJECTIVE:** Maintain an annual student attendance rate of 95% or higher.

**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	96.3	96.1	96.4				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

## PARENT SATISFACTION – LEARNING ENV.

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who are satisfied with the learning environment from 98.2% in 2012 to 100% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 2 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	100	100	100	100	100
School Actual	98.2	97.5	85.1				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	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/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who are satisfied with the learning environment from 91.5% in 2012 to 100% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 2 percentage point(s) annually students who are satisfied 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	93.5	95.5	97.5	99.5	100
School Actual	94.4	98.5	90.4				
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6				

## TEACHER SATISFACTION – LEARNING ENV.

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of teachers who are satisfied with the learning environment from 100% in 2012 to 100% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, maintain 100% 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	100	100	100	100	100
School Actual	100	96.7	91.4				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

## PARENT SATISFACTION – SAFETY

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who indicate that their child feels safe at school from 96.4% in 2012 to 100% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 2 percentage point(s) annually 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	100	100	100	100	100
School Actual	92.9	89.7	85.1				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1				

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

## STUDENT SATISFACTION – SAFETY

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who feel safe at school during the school day from 95.7% in 2012 to 100% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 2 percentage point(s) annually students who feel safe at 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	99.7	100	100	100	100
School Actual	90.0	98.5	92.1				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

## TEACHER SATISFACTION – SAFETY

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of teachers who feel safe at school during the school day from 100% in 2012 to 100% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, maintain 100% annually 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	100	100	97.2				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

<b>STRATEGY Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Sources</b>	<b>Indicators of Implementation</b>
Continue to update the school crisis plan with best practices.	Yearly	Administrative Assistant	N/A	None	Updated plan
Provide annually anti-bullying training for students.	Yearly	Guidance Counselor	\$250	Local funds	SC Children's Theatre Program
Conduct regular safety drills to ensure appropriate responses to emergencies.	Monthly	Administrative Assistant	N/A	None	Response Times
Provide annual parenting workshops on topics parents indicate are needed at the school.	Yearly	Title I Facilitator/Administration	N/A	Title I Funds	Handouts
Provide opportunities for parental involvement in the school.	Daily		N/A	Title I Funds	Sign-in sheets
Communicate school goals and progress annually.	Yearly	Principal	N/A	None	PTA, SIC Meetings
Communicate school news, policies, and events on an annual basis.	Weekly	Principal	N/A	None	Newsletters, emails, Facebook & Twitter
Provide weekly communication to parents about school	Weekly	Principal	N/A	None	Newsletters, emails, website

and classroom news					
School report to the community	Yearly	Administration, Instructional Coach, SIC, PTA	N/A	None	Website, Report to the Community
Attendance interventions	Quarterly	Administration, Attendance Clerk, Guidance Counselor	N/A	None	Attendance Rate



### Slater-Marietta Elementary

100 Baker Circle  
Marietta, SC 29661

Grades	PK-5 Elementary School	
Enrollment	452 Students	
Principal	Joshua F. Morgan	864-355-2000
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Chuck Saylor	803-360-3527

## THE STATE OF SOUTH CAROLINA 2014 ANNUAL SCHOOL REPORT CARD

### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2014	Average	At-Risk
2013	Good	Below Average
2012	Average	Average
2011	Average	Average
2010	Average	Average

### DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good - School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average - School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk - School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

### SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

## Percent of Student SC PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2013-14 whose 2012-13 test scores were located

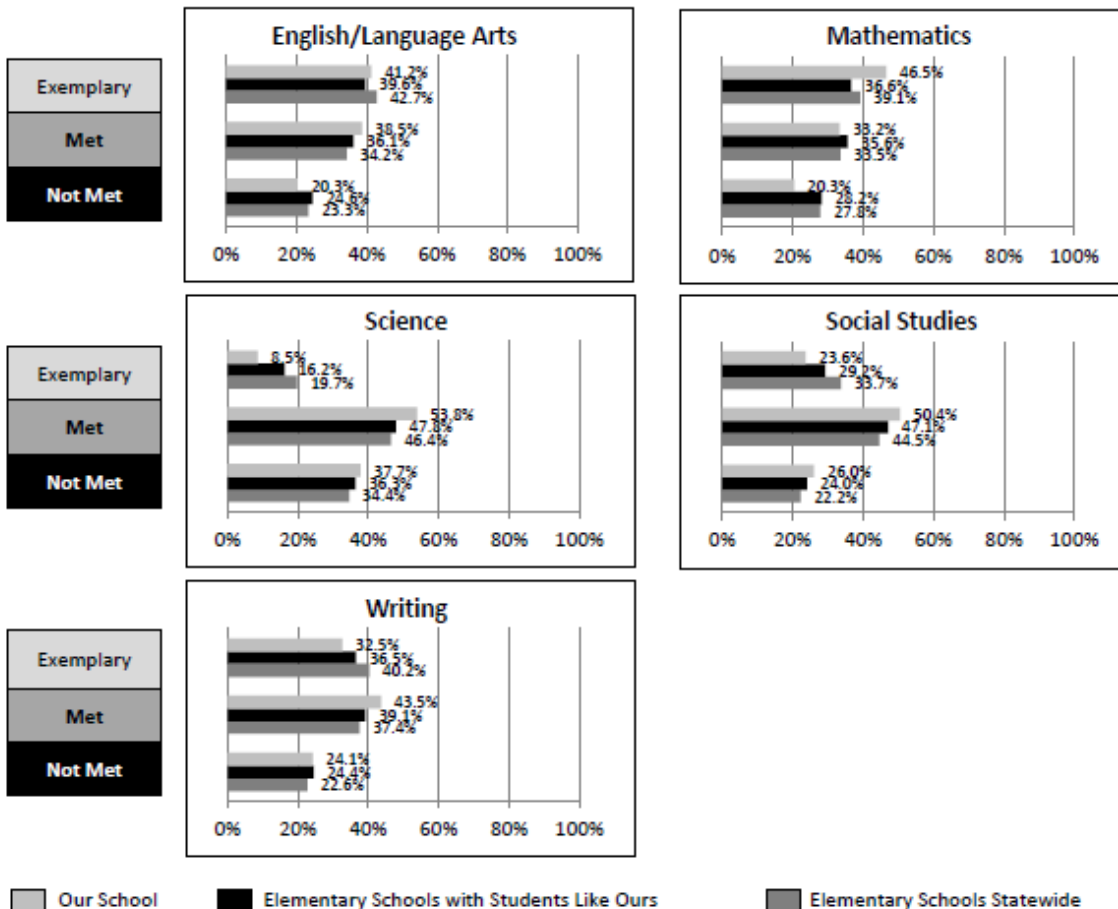
94.6%

## ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
22	28	73	4	1

\* Ratings are calculated with data available by 11/13/2014.

## South Carolina Palmetto Assessment of State Standards (SC PASS)



\* Elementary Schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

## Definition of Critical Terms

Exemplary	"Exemplary" means student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

## Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n = 452)</b>				
1st graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention Rate	1.4%	Down from 2.1%	1.1%	1.0%
Attendance Rate	96.4%	Up from 96.1%	96.1%	96.4%
Served by gifted and talented program	7.5%	Down from 9.0%	6.5%	7.3%
With disabilities	13.4%	Down from 14.0%	14.0%	12.5%
Older than usual for grade	4.4%	Down from 5.4%	2.1%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n = 33)</b>				
Teachers with advanced degrees	48.5%	Down from 53.1%	60.9%	62.3%
Continuing contract teachers	87.9%	Down from 96.9%	82.2%	81.2%
Teachers returning from previous year	95.6%	Up from 90.9%	89.0%	88.4%
Teacher attendance rate	96.5%	Up from 94.3%	95.2%	95.3%
Average teacher salary*	\$51,136	Up 0.2%	\$48,201	\$47,902
Professional development days/teacher	7.7 days	Down from 7.9 days	10.5 days	10.9 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 19.8 to 1	19.8 to 1	19.9 to 1
Prime instructional time	91.9%	Up from 88.9%	89.9%	90.5%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	100.0%	No change	100.0%	100.0%
Character development program	Below Average	No change	Excellent	Excellent
Dollars spent per pupil**	\$7,978	Up 6.8%	\$7,892	\$7,680
Percent of expenditures for instruction**	67.3%	Down from 68.0%	65.7%	66.8%
Percent of expenditures for teacher salaries**	66.6%	Up from 66.0%	64.8%	66.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A-Not Applicable

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**Report of Principal and School Improvement Council**

Slater-Marietta Elementary School serves all of the children in northwest Greenville County including the communities of Slater, Marietta, and Cleveland, South Carolina. The dedicated efforts of school staff and community members work together to make our school a warm and inviting place. Our modern facility is equipped with the latest technology tools for whole group and individualized teaching and learning. Students have access to laptop computers, iPads, and electronic student response devices. Our student body is active in many extracurricular activities such as Safety Patrol, Student Council, Junior Beta Club, Science Club, Soccer Club, and Chorus. The Cliffs Valley Community partners with our school to provide many volunteers to tutor and mentor students. Our vision for future success is to promote parent involvement, establish high expectations for our students, and continue to enhance our warm and caring environment because "Together WE Learn".

**Evaluations by Teachers, Students and Parents**

	Teachers	Students*	Parents*
Number of surveys returned	35	63	27
Percent satisfied with learning environment	91.4%	90.4%	85.1%
Percent satisfied with social and physical environment	97.2%	92.1%	85.1%
Percent satisfied with school-home relations	100.0%	92.1%	81.5%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

N/A-Not Applicable

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I/S-Insufficient Sample

**ESEA/Federal Accountability Rating System**

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the Federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	91.1
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the states' expectations.

**Accountability Indicator (Title I Schools)**

Slater-Marietta Elementary has been designated as a:

X	Title I Reward School for Performance - among the highest performing Title I schools in a given year.
	Title I Reward School for Progress - one of the schools with substantial progress in school subgroups.
	Title I Focus School - one of the schools with the highest average performance gap between subgroups.
	Title I Priority School - one of the 5% lowest performing Title I schools.
	Title I School - does not qualify as Reward, Focus or Priority School.
	Non-Title I School - therefore the designations above are not applicable.

**Teacher Quality and Student Attendance**

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	3.7%
Classes in high poverty schools not taught by highly qualified teachers	4.2	7.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%*	Yes

	State
Professional qualifications of all elementary and secondary teachers in the State (Advanced Degrees)	61.9%
Percentage of all elementary and secondary teachers in the State with emergency or provisional credentials	0.0%

\* Or greater than last year

## Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

## SC PASS Performance By Group - ESEA/Federal Accountability

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean*	ELA % Tested	Math % Tested	Science % Tested
<b>Grades 3-5</b>							
All Students	643.6	646.4	614.0	632.2	100.0	100.0	100.0
Male	648.5	653.2	618.8	639.6	100.0	100.0	100.0
Female	637.9	638.7	607.0	625.2	100.0	100.0	100.0
White	644.0	646.7	614.3	632.5	100.0	100.0	100.0
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	600.0	608.9	N/A	N/A	100.0	100.0	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized Meals	641.7	641.3	610.4	628.8	100.0	100.0	100.0
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0

\* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

N/A-Not Applicable

N/AV-Not Available

Abbreviations for Missing Data

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

## Two Year Elementary and Middle School Grades Trend Data

	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
2013	3	74	659.0	100.0	74	657.4	100.0
	4	66	634.9	100.0	66	652.9	100.0
	5	70	640.9	100.0	70	629.9	100.0
	6	N/A	N/A	N/AV	N/A	N/A	N/AV
	7	N/A	N/A	N/AV	N/A	N/A	N/AV
	8	N/A	N/A	N/AV	N/A	N/A	N/AV
		SCPASS Science			SCPASS Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	3	38	634.5	100.0	36	646.1	100.0
	4	66	621.7	100.0	66	644.2	100.0
	5	35	619.0	100.0	35	632.9	100.0
	6	N/A	N/A	N/AV	N/A	N/A	N/AV
	7	N/A	N/A	N/AV	N/A	N/A	N/AV
	8	N/A	N/A	N/AV	N/A	N/A	N/AV

	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
2014	3	62	654.2	100.0	62	652.7	100.0
	4	70	641.5	100.0	70	649.2	100.0
	5	66	635.0	100.0	66	637.0	100.0
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
		SCPASS Science			SCPASS Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	3	33	615.2	100.0	29	652.5	100.0
	4	70	613.9	100.0	70	630.2	100.0
	5	35	613.0	100.0	31	617.4	100.0
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

\* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

NOTE: Results include the SC-ALT test.

## Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

Performance by Group - ESEA/Federal Accountability (District)							11/14/2014	2301084
Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies*/History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
<b>Grades 3 - 5</b>								
All Students	653.2	656.8	635.5	654.3	100.0	100.0	99.9	N/A
Male	648.2	656.6	636.6	655.4	100.0	100.0	99.9	N/A
Female	658.6	657.0	634.3	653.2	100.0	100.0	99.9	N/A
White	667.1	672.0	650.8	665.7	100.0	100.0	99.9	N/A
African American	627.0	624.4	607.2	631.6	100.0	100.0	99.9	N/A
Asian/Pacific Islander	682.1	699.7	661.2	682.9	100.0	100.0	100.0	N/A
Hispanic	635.0	640.4	616.0	640.4	100.0	100.0	100.0	N/A
American Indian/Alaskan	658.7	663.3	638.6	662.8	100.0	100.0	100.0	N/A
With Disabilities	605.9	602.3	592.0	615.3	99.9	99.9	99.8	N/A
Limited English Proficient	638.0	648.1	620.5	642.9	100.0	100.0	100.0	N/A
Subsidized Meals	632.4	632.1	614.4	634.8	100.0	100.0	99.9	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
<b>Grades 6 - 8</b>								
All Students	634.8	639.1	642.2	645.5	99.9	100.0	99.9	N/A
Male	627.4	637.8	642.8	648.2	99.9	100.0	99.8	N/A
Female	642.5	640.6	641.5	642.7	100.0	100.0	99.9	N/A
White	649.3	653.0	658.7	658.8	100.0	100.0	99.9	N/A
African American	607.1	609.2	609.1	618.1	99.9	99.9	99.8	N/A
Asian/Pacific Islander	664.5	687.8	680.0	682.8	100.0	100.0	100.0	N/A
Hispanic	615.9	623.3	623.3	629.6	100.0	100.0	99.9	N/A
American Indian/Alaskan	641.9	643.7	645.0	657.3	100.0	100.0	100.0	N/A
With Disabilities	576.3	584.3	585.8	593.5	99.8	99.8	99.7	N/A
Limited English Proficient	615.6	626.9	624.2	632.1	99.9	100.0	99.9	N/A
Subsidized Meals	612.4	616.2	617.8	622.9	99.9	99.9	99.8	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
<b>Grades 9 - 12</b>								
All Students	233.8	226.3	84.8	78.0	99.7	99.6	100.0	82.5
Male	229.9	226.4	85.0	78.9	99.6	99.4	100.0	78.6
Female	237.8	226.2	84.5	77.1	99.7	99.8	100.0	86.7
White	239.4	233.0	88.2	80.6	99.7	99.7	100.0	86.5
African American	221.9	210.7	77.4	72.3	99.6	99.4	100.0	74.1
Asian/Pacific Islander	245.0	249.9	91.3	83.5	100.0	100.0	100.0	93.2
Hispanic	226.4	218.8	79.5	73.7	99.7	99.8	100.0	77.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	100.0	84.6
With Disabilities	205.9	197.1	71.8	69.4	99.1	98.5	100.0	43.1
Limited English Proficient	219.9	213.5	77.0	71.4	99.8	100.0	100.0	70.5
Subsidized Meals	222.8	213.5	78.6	72.9	99.4	99.4	100.0	70.8
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	100.0	N/A
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

\* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

N/A-Not Applicable

N/AV-Not Available

Abbreviations for Missing Data

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

**Performance by Group - ESEA/Federal Accountability (State)**
11/14/2014 2301084

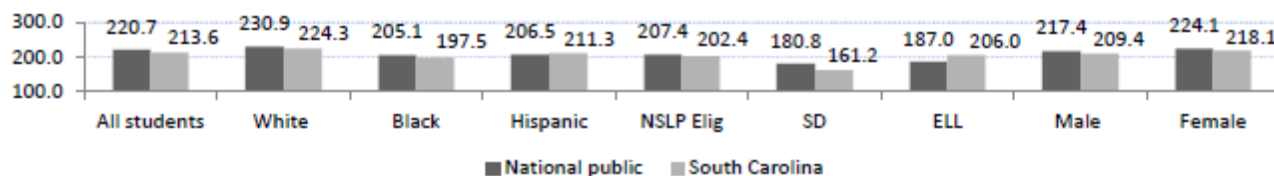
Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies*/History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
<b>Grades 3 - 5</b>								
All Students	643.8	644.3	626.4	645.0	99.7	99.8	99.8	N/A
Male	638.9	643.9	627.0	646.5	99.7	99.8	99.8	N/A
Female	649.0	644.6	625.8	643.4	99.8	99.9	99.8	N/A
White	659.5	662.7	644.4	659.5	99.8	99.9	99.8	N/A
African American	622.3	617.3	601.2	624.1	99.7	99.8	99.7	N/A
Asian/Pacific Islander	669.9	686.6	655.9	673.4	99.9	100.0	99.8	N/A
Hispanic	631.7	634.6	614.5	636.5	99.7	99.9	99.9	N/A
American Indian/Alaskan	642.1	640.4	627.1	641.8	99.7	99.9	99.5	N/A
With Disabilities	599.3	596.5	587.6	609.2	98.9	99.5	99.5	N/A
Limited English Proficient	631.2	638.6	615.0	638.1	99.7	99.9	99.9	N/A
Subsidized Meals	627.7	625.2	609.4	628.7	99.7	99.8	99.7	N/A
Migrant	608.2	615.1	590.4	623.4	100.0	100.0	100.0	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
<b>Grades 6 - 8</b>								
All Students	627.8	632.2	634.7	637.4	99.7	99.7	99.7	N/A
Male	620.6	630.1	634.4	639.8	99.7	99.7	99.6	N/A
Female	635.4	634.3	635.0	634.9	99.8	99.8	99.7	N/A
White	644.3	647.7	652.3	652.3	99.8	99.8	99.7	N/A
African American	604.3	608.5	608.9	615.2	99.7	99.7	99.6	N/A
Asian/Pacific Islander	658.5	680.2	673.0	677.3	99.9	99.9	99.9	N/A
Hispanic	617.3	625.4	625.0	630.5	99.7	99.7	99.7	N/A
American Indian/Alaskan	629.4	631.2	637.2	638.3	99.9	99.8	99.7	N/A
With Disabilities	574.5	584.3	584.9	592.8	99.4	99.4	99.2	N/A
Limited English Proficient	612.5	625.8	622.5	629.8	99.6	99.7	99.8	N/A
Subsidized Meals	610.0	614.6	616.3	619.9	99.7	99.7	99.6	N/A
Migrant	586.4	606.8	600.8	607.7	98.2	98.2	100.0	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
<b>Grades 9 - 12</b>								
All Students	229.3	222.6	81.8	74.9	98.7	98.7	100.0	80.0
Male	225.6	222.4	81.8	75.9	98.3	98.3	100.0	75.7
Female	233.2	222.9	81.9	74.0	99.2	99.1	100.0	84.5
White	235.9	230.8	86.1	78.1	99.0	98.9	100.0	82.8
African American	219.6	209.6	75.2	69.9	98.3	98.3	100.0	76.0
Asian/Pacific Islander	240.2	245.8	89.4	80.3	99.3	99.3	100.0	88.0
Hispanic	225.1	219.4	79.5	73.5	98.9	99.0	100.0	76.9
American Indian/Alaskan	228.8	220.3	81.9	77.2	98.9	99.3	100.0	74.3
With Disabilities	204.3	196.5	68.4	66.2	96.6	96.5	100.0	43.2
Limited English Proficient	218.0	214.7	76.6	71.3	99.3	99.3	100.0	73.4
Subsidized Meals	221.1	212.6	76.8	70.8	98.3	98.2	100.0	72.5
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	100.0	61.5
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

\* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

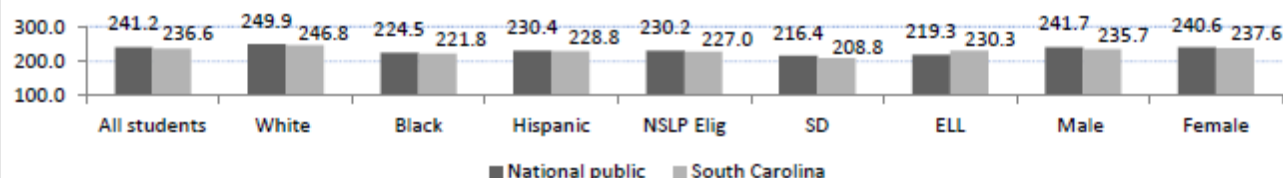
N/A-Not Applicable      N/AV-Not Available      Abbreviations for Missing Data      N/C-Not Collected      N/R-Not Reported      I/S-Insufficient Sample

\*Performance reported for SC and nation, data not available at school level.

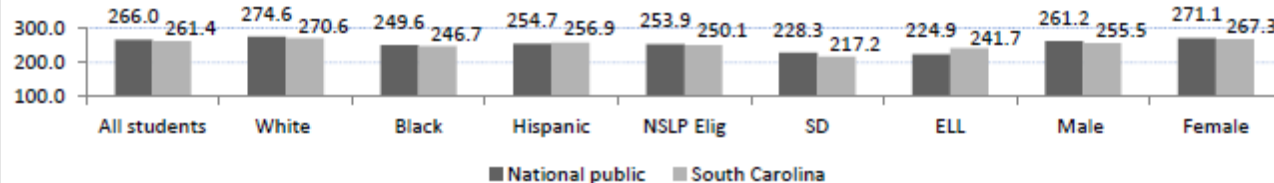
### Reading - Grade 4 (2013)



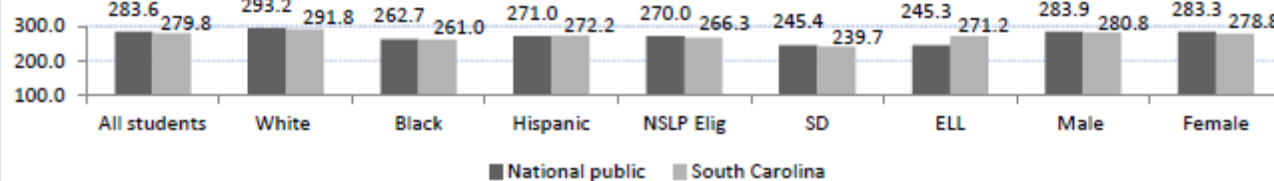
### Mathematics - Grade 4 (2013)



### Reading - Grade 8 (2013)



### Mathematics - Grade 8 (2013)



#### Key

NSLP	National school lunch program
SD	Student with disabilities
ELL	English language learner
NAEP	National Association of Education Progress

	SD Participation Rate	ELL Participation Rate
Reading, Grade 4	89.0%	96.0%
Reading, Grade 8	85.0%	96.0%
Mathematics, Grade 4	93.0%	99.0%
Mathematics, Grade 8	90.0%	95.0%

	Our School
Number of recently arrived ELL students exempted from ELA in state assessments	0

N/A-Not Applicable

N/AV-Not Available

## Abbreviations for Missing Data

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample