



Carmel Elementary

School Council Newsletter

Council Members

Morgan Hood
Cameron Webb
Jeremy Powell
Gillian Mims
Jeff Bennett
Miranda Romero
Michele Harcarik
Erica Morrie
Paula Crumbley

Next Meeting
April 12, 2019

Support person of
the Year
Sharon Borg



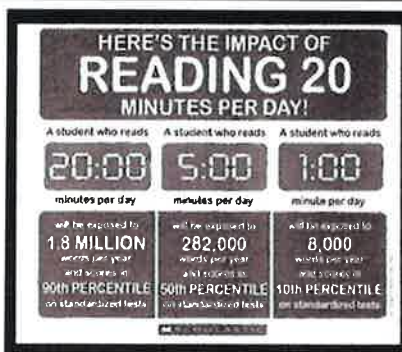
CogAT memo from Dr. Hightower

Attached

Teacher Allotments come out at the end of February
Carmel Status on retirements

Carmel Enrollment

January 2019
1018



New basketball goals are in
Thanks PTA!!



School Theme: Mission Possible

Building the character wall

Reward day coming

January 2019

Digital Learning
Through Canvas
Practice Days
January 23rd



CCRPI updates and data room visit

- New score
- Not comparable
- Learning targets
- Performance flags

SIP plan directs attention to these items.

Upcoming Calendar of Events

MLK day – January 18
February Break – 18th-22nd
Cultural Arts week March 4th – 8th
Milestones Testing April 15th



DATE: 31 October 2018
TO: All Elementary School Principals
FROM: Dr. Brian V. Hightower
Superintendent of Schools
SUBJECT: Cognitive Abilities Test (CogAT) Grades 2 and 4 - Fall 2018 Results

The Cognitive Abilities Test (CogAT) was administered to all Cherokee County School District (CCSD) students in grade 2 and the CogAT Screener to students in grade 4 during the weeks of October 3 – October 12, 2018. As you know, the purpose for giving the CogAT is to obtain a description of the student's cognitive resources for learning and to help teachers adapt instructional goals, methods and materials, as well as the pace of instruction, to the individual needs of students. Second grade students will have a School Ability Score (SAS), and this data should be used as comparative information regarding the achievement levels for students. An Interactive Profile Interpretation system that provides instructional strategies and learning characteristics based on the student's score profile is available at www.cogat.com for teachers or parents to utilize. Select fourth grade students, who completed the CogAT will have a School Ability Scores (SAS), and this data should be used as comparative information regarding the achievement levels for these students. Fourth grade students who were only given the CogAT screener will receive a report from sections completed. Attached, for your reference, is a comparative data chart that represents the Fall 2018 CogAT results for Grade 2.

It is important to remember that any test is only a snapshot of that student's achievement/ability at one point in time. Accordingly, these reports should be used in conjunction with all other available student achievement data and information to monitor progress at the individual, classroom and school level. Test scores are only one indicator of a student's achievement or ability; and no decision about placement and/or programs should be made based on a single indicator. Also, please remind your faculty that growth in general cognitive skills is a developmental process, which begins at birth and continues throughout life. Additionally, this information should be viewed by appropriate personnel for referral of students to the gifted program or special education, when warranted. Principals are expected to ensure that these reports are reviewed in a timely manner by appropriate staff and filed in students' permanent folders.

If you have any questions, please contact Dr. Jennifer Scrivner, Director, Student Assessment, at jennifer.scrivner@cherokee12.net, or by calling 770.721.6205.

Dr. Brian V. Hightower

BVH

BVH/NHH/JS
Attachment

cc: Agenda Preparation Group (APG)

COGNITIVE ABILITIES TEST

REPORT OF SCHOOLS/SYSTEM AVERAGES

GRADE 2 - FALL 2018

SCHOOL	NUMBER OF	VERBAL	QUANTITATIVE		NONVERBAL		COMPOSITE
	STUDENTS TESTED		SAS/PR	SAS/PR	SAS/PR	SAS/PR	
CCSD	2866						
ARNOLD MILL	132						
AVERY	164						
BALL GROUND	77						
BASCOMB	132						
BOSTON	88						
CARMEL	138						
CLARK CREEK	203						
CLAYTON	41						
FREE HOME	49						
HASTY	128						
HICKORY FLAT	104						
HOLLY SPRINGS	125						
INDIAN KNOLL	143						
JOHNSTON	100						
KNOX	149						
LIBERTY	163						
LITTLE RIVER	230						
MACEDONIA	139						
MOUNTAIN ROAD	65						
OAK GROVE	69						
R.M. MOORE	120						
SIXES	95						
WOODSTOCK ES	212						
Standard Age Score (SAS)-Based on a national mean of 100.							
Percentile Rank (PR)-Percentage of students in national sample whose score fell at or below school/system SAS average.							

**Want to help
your child
achieve at
higher
levels?
Check this
out →**

**HERE'S THE IMPACT OF
READING 20
MINUTES PER DAY!**

A student who reads

20:00

minutes per day

will be exposed to

1.8 MILLION

words per year
and scores in

90th PERCENTILE
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to

282,000

words per year
and scores in

50th PERCENTILE
on standardized tests

A student who reads

1:00

minute per day

will be exposed to

8,000

words per year
and scores in

10th PERCENTILE
on standardized tests

SCHOLASTIC

Source: 1992, Anderson and Freebody, 1997

November – Out of School Digital Learning Practice Day November 27 or 28, 2018	
<u>Teacher</u> • Provide clear student instructions by generating and posting an announcement with the assignment at the end of the school day, so students can access and complete after school. • Monitor if students accessed and completed the assignment	<u>Student</u> • Read and understand teacher instructions by accessing the announcement with the assignment • Complete the assignment • Provide feedback to the teacher regarding any issues encountered with accessing the announcement and assignment
December 2018	
<u>School-Based Administration</u> Respond to survey from C & I regarding teacher and student preparedness and potential training needs	<u>District-Based Administration</u> Gather survey results from schools to evaluation plan and upcoming training needs
January – In or Out of School Digital Learning Practice Day January 23-24, 2019	
<u>Teacher</u> • Provide clear student instructions by generating and posting an announcement with a regular or Cloud Assignment in a timely manner, so students can access and complete during school hours, OR at the end of the school day, so students can access and complete after school. • Monitor if students accessed and completed the assignment	<u>Student</u> • Read and understand teacher instructions by accessing the regular or Cloud Assignment • Complete the regular or Cloud Assignment Provide feedback to the teacher regarding any issues encountered with accessing the regular or Cloud Assignment
February – Out of School Digital Learning Practice Day Date Selected by Principal and Submitted to Office of Digital Learning	
<u>Teacher</u> • Provide clear student instructions in an announcement • Generate and post 5 question Quiz (this can be a graded or practice quiz) at the end of the school day, so students can access and complete after school. • Monitor if students accessed and completed the Quiz after school.	<u>Student</u> • Read and understand teacher instructions • Access the Quiz • Complete the Quiz • Provide feedback to the teacher regarding any issues encountered with accessing the Quiz
March – Out of School Digital Learning Practice Day Date Selected by Principal and Submitted to Office of Digital Learning	
<u>Teacher</u> • Provide clear student instructions in an announcement • Generate and post 5-minute video that includes instruction (record media or conference tool) so students can access and complete after school • Monitor if students accessed the instruction video and completed the assignment along with the instructional video after school	<u>Student</u> • Read and understand teacher instructions • Access the instructional video • Complete the video • Provide feedback to the teacher regarding any issues encountered with accessing the instructional video and assignment
April/May 2019	
<u>School-Based Administration</u> Respond to survey from C & I regarding teacher and student preparedness and potential training needs	<u>District-Based Administration</u> Gather survey results from schools to evaluation plan and upcoming training needs

2017 **COLLEGE AND CAREER READY PERFORMANCE INDEX (CCRPI)**

District: Cherokee County **Title School:** No
School: Carmel Elementary School - 0101 **Grades:** PK, KK, 01, 02, 03, 04, 05

Choose a Report Type: ☒ School Score ☐ Elementary School

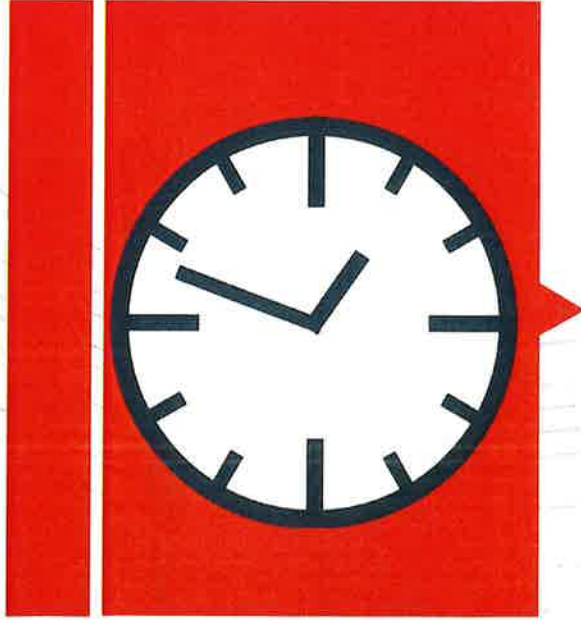
- CCRPI Score
- Achievement
- Progress
- Multi Year Summary
- School Climate
- Data Details
- Achievement Gap
- ED/EL/SWD Performance
- Exceeding the Bar
- Performance Flags
- Financial Efficiency

CCRPI SCORE

CCRPI Score				
85.7				
Sum of Achievement, Progress, Achievement Gap, and Challenge Points				
Achievement Points	Progress Points	Achievement Gap Points	Challenge Points	
37.1	37.7	6.7	ED/EL/SWD Performance Points	ED/EL/SWD Exceeding the Bar Points
			3.7	.5
				4.2
			Financial Efficiency Rating	School Climate Rating
			★★★★★	★★★★★



Mission
Possible



**“It’s time to lift up, instead of
label, our schools.”**

**“Our students – and schools –
are more than a score”**

Richard Woods

State Superintendent

[http://www.gadoe.org/External-Affairs-and-](http://www.gadoe.org/External-Affairs-and-Policy/communications/Pages/PressReleaseDetails.aspx?PressView=default&pid=649)

[Policy/communications/Pages/PressReleaseDetails.aspx?PressView=default&pid=649](http://www.gadoe.org/External-Affairs-and-Policy/communications/Pages/PressReleaseDetails.aspx?PressView=default&pid=649)

Carmel Demographics

AMERICAN INDIAN / ALASKAN NATIVE	0.2%
ASIAN / PACIFIC ISLANDER	1.9%
BLACK	16.3%
HISPANIC	24.6%
MULTI-RACIAL	5.6%
WHITE	51.4%
ECONOMICALLY DISADVANTAGED	43.2%
ENGLISH LEARNERS	16.1%
STUDENTS WITH DISABILITY	15.6%

CCRPI

Content
Mastery

75.3

	<u>2018</u>	<u>2017</u>
ELA	73.52	79.80
Math	83.51	87.96
Science	70.10	73.18
SS	61.52	68.36

Content Mastery ELA

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 99.82% Participation Rate	18.81%	29.94%	36.66%	14.59%
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
BLACK 100.00% Participation Rate	28.05%	42.68%	25.61%	3.66%
HISPANIC 100.00% Participation Rate	31.45%	30.65%	30.65%	7.26%
MULTI-RACIAL 100.00% Participation Rate	15.15%	39.39%	36.36%	9.09%
WHITE 99.65% Participation Rate	10.99%	25.64%	41.39%	21.98%
ECONOMICALLY DISADVANTAGED 100.00% Participation Rate	30.97%	37.17%	26.99%	4.87%
ENGLISH LEARNERS 100.00% Participation Rate	42.11%	23.68%	28.95%	5.26%
STUDENTS WITH DISABILITY 100.00% Participation Rate	44.09%	26.88%	25.81%	3.23%

Content Mastery Math

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 99.82% Participation Rate	11.90%	28.60%	40.12%	19.39%
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
BLACK 100.00% Participation Rate	19.51%	40.24%	34.15%	6.10%
HISPANIC 100.00% Participation Rate	18.55%	29.03%	41.13%	11.29%
MULTI-RACIAL 100.00% Participation Rate	9.09%	51.52%	27.27%	12.12%
WHITE 99.65% Participation Rate	7.33%	21.98%	42.86%	27.84%
ECONOMICALLY DISADVANTAGED 100.00% Participation Rate	20.35%	36.28%	34.07%	9.29%
ENGLISH LEARNERS 100.00% Participation Rate	21.05%	31.58%	34.21%	13.16%
STUDENTS WITH DISABILITY 100.00% Participation Rate	36.56%	21.51%	34.41%	7.53%

Content Mastery Science

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 99.54% Participation Rate	21.57%	31.86%	31.37%	15.20%
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
BLACK 100.00% Participation Rate	39.39%	42.42%	18.18%	0.00%
HISPANIC 100.00% Participation Rate	33.33%	30.95%	28.57%	7.14%
MULTI-RACIAL 100.00% Participation Rate	20.00%	40.00%	26.67%	13.33%
WHITE 99.15% Participation Rate	12.61%	28.83%	36.04%	22.52%
ECONOMICALLY DISADVANTAGED 100.00% Participation Rate	37.21%	37.21%	20.93%	4.65%
ENGLISH LEARNERS 100.00% Participation Rate	39.13%	39.13%	21.74%	0.00%
STUDENTS WITH DISABILITY 100.00% Participation Rate	50.00%	22.22%	22.22%	5.56%

Content Mastery SS

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 99.54% Participation Rate	16.18%	51.96%	24.51%	7.35%
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
BLACK 100.00% Participation Rate	33.33%	51.52%	12.12%	3.03%
HISPANIC 100.00% Participation Rate	19.05%	54.76%	21.43%	4.76%
MULTI-RACIAL 100.00% Participation Rate	20.00%	60.00%	13.33%	6.67%
WHITE 99.15% Participation Rate	9.91%	50.45%	29.73%	9.91%
ECONOMICALLY DISADVANTAGED 100.00% Participation Rate	26.74%	56.98%	13.95%	2.33%
ENGLISH LEARNERS 100.00% Participation Rate	34.78%	47.83%	17.39%	0.00%
STUDENTS WITH DISABILITY 100.00% Participation Rate	47.22%	30.56%	13.89%	8.33%

Scores, Targets, Flags ELA

CC had target of 68.49 for
all students, 69.55 for EL,
etc.

	SCORE	TARGET	FLAG
ALL STUDENTS 99.82% Participation Rate	73.52	80.42	
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	
BLACK 100.00% Participation Rate	52.44	62.35	
HISPANIC 100.00% Participation Rate	56.87	66.97	
MULTI-RACIAL 100.00% Participation Rate	69.70	87.88	
WHITE 99.65% Participation Rate	87.18	88.28	
ECONOMICALLY DISADVANTAGED 100.00% Participation Rate	52.89	63.00	
ENGLISH LEARNERS 100.00% Participation Rate	48.68	59.08	
STUDENTS WITH DISABILITY 100.00% Participation Rate	44.10	44.57	

Scores, Targets, Flags Math

CC had target of 79.33 for all students, 49.4 for EL, 46.88 for SPED, etc.

SCORE	TARGET	FLAG
83.51	88.32	
Too Few Students	Too Few Students	
Too Few Students	Too Few Students	
63.42	68.87	
72.59	79.51	
71.21	89.89	
95.61	90.00	
66.15	72.93	
69.74	69.69	
56.47	57.80	

- ALL STUDENTS
99.82% Participation Rate
- AMERICAN INDIAN / ALASKAN NATIVE
Too Few Students Participation Rate
- ASIAN / PACIFIC ISLANDER
Too Few Students Participation Rate
- BLACK
100.00% Participation Rate
- HISPANIC
100.00% Participation Rate
- MULTI-RACIAL
100.00% Participation Rate
- WHITE
99.65% Participation Rate
- ECONOMICALLY DISADVANTAGED
100.00% Participation Rate
- ENGLISH LEARNERS
100.00% Participation Rate
- STUDENTS WITH DISABILITY
100.00% Participation Rate

Scores, Targets, Flags Science

	SCORE	TARGET	FLAG
ALL STUDENTS 99.54% Participation Rate	70.10	73.98	
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	N/A	
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	
BLACK 100.00% Participation Rate	39.39	56.35	
HISPANIC 100.00% Participation Rate	54.76	63.26	
MULTI-RACIAL 100.00% Participation Rate	66.67	Too Few Students	
WHITE 99.15% Participation Rate	84.24	79.58	
ECONOMICALLY DISADVANTAGED 100.00% Participation Rate	46.52	56.89	
ENGLISH LEARNERS 100.00% Participation Rate	41.31	43.84	
STUDENTS WITH DISABILITY 100.00% Participation Rate	41.67	47.91	

Scores, Targets, Flags SS

	SCORE	TARGET	FLAG
ALL STUDENTS 99.54% Participation Rate	61.52	69.31	🚩
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	N/A	
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	
BLACK 100.00% Participation Rate	42.43	46.65	🚩
HISPANIC 100.00% Participation Rate	55.95	61.79	🚩
MULTI-RACIAL 100.00% Participation Rate	53.34	Too Few Students	
WHITE 99.15% Participation Rate	69.83	74.45	🚩
ECONOMICALLY DISADVANTAGED 100.00% Participation Rate	45.94	53.06	🚩
ENGLISH LEARNERS 100.00% Participation Rate	41.31	43.84	🚩
STUDENTS WITH DISABILITY 100.00% Participation Rate	41.67	51.50	🚩

Closing Gaps 11.7

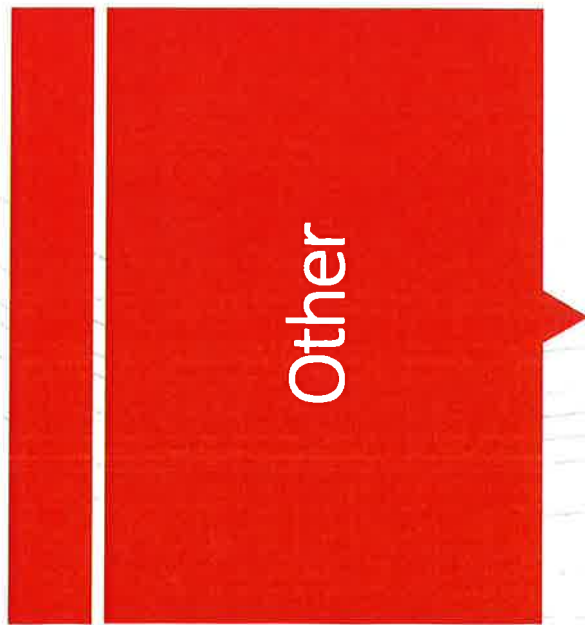
Closing Gaps

Sets the expectation that all students and all student subgroups make improvements in achievement rates.

District Score 58.3

State Score 85.0

Carmel Score 11.7



Readiness

83.3 (Each 33.3%)

Literacy

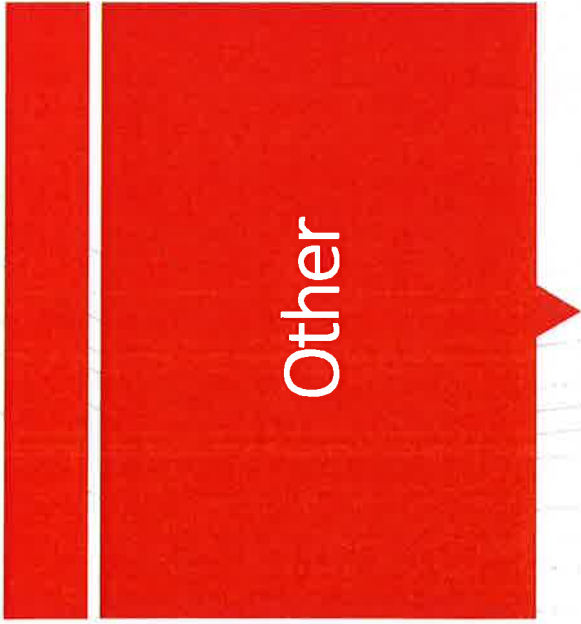
57.03 (Lexile bands)

Student Attendance

92.73

Beyond the Core

100



School Climate	4 stars
Survey	83.56
Discipline	97.74
Safe and Substance Free Learning	99.06
Attendance	96.06

CCRPI 2017
85.7

CCRPI 2018
68.6

The 2018 CCRPI uses a new calculation. Meaning comparisons between the 2018 CCRPI and any other year are not possible or valid.

GADOE October 2018

Moving Forward

Content Mastery

	<u>2018</u>	<u>2019</u> (3% increase)
ELA	73.52	74.13
Math	83.51	83.87
Science	70.10	70.90
SS	61.52	62.47

