U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I   [ ] Charter   [ ] Magnet   [ ] Choice

Name of Principal Ms. Dana Thomas
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 1800 Shoals Road
(If address is P.O. Box, also include street address.)

City Pinnacle   State NC   Zip Code+4 (9 digits total) 27043-9165

County   Surry   State School Code Number* 348

Telephone 336-325-2518   Fax 336-325-2143

Web site/URL   http://www.surry.k12.nc.us/SES   E-mail thomasda@surry.k12.nc.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Principal's Signature)

Name of Superintendent*Dr. Travis Reeves   E-mail: reevest@surry.k12.nc.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Surry County Schools   Tel.   336-325-2518
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Earlie Coe
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(School Board President's/Chairperson's Signature)

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district <u>11</u> Elementary schools (includes K-8)
   (per district designation): <u>4</u> Middle/Junior high schools
   <u>4</u> High schools
   <u>0</u> K-12 schools

   <u>19</u> TOTAL

SCHOOL (To be completed by all schools)
2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [X] Small city or town in a rural area
   [ ] Rural

3. <u>1</u> Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	9	6	15
K	23	21	44
1	33	27	60
2	26	30	56
3	17	22	39
4	26	15	41
5	25	22	47
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	159	143	302

5. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
5 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
91 % White
1 % Two or more races
100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 7%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2012 until the end of the school year	8
(2) Number of students who transferred *from* the school after October 1, 2012 until the end of the 2012-2013 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	20
(4) Total number of students in the school as of October 1	286
(5) Total transferred students in row (3) divided by total students in row (4)	0.070
(6) Amount in row (5) multiplied by 100	7

7. English Language Learners (ELL) in the school: 3 %
8 Total number ELL

Number of non-English languages represented: 2
Specify non-English languages: Spanish and Polish

8. Students eligible for free/reduced-priced meals: 49 %

Total number students who qualify: 149

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: <u>14</u> %
                                                       <u>42</u> Total number of students served

    Indicate below the number of students with disabilities according to conditions designated in the
    Individuals with Disabilities Education Act. Do not add additional categories.

    <u>2 </u>Autism   <u>1 </u>Orthopedic Impairment
    <u>0 </u>Deafness   <u>1 </u>Other Health Impaired
    <u>0 </u>Deaf-Blindness   <u>8 </u>Specific Learning Disability
    <u>2 </u>Emotional Disturbance   <u>24 </u>Speech or Language Impairment
    <u>0 </u>Hearing Impairment   <u>0 </u>Traumatic Brain Injury
    <u>2 </u>Mental Retardation   <u>0 </u>Visual Impairment Including Blindness
    <u>0 </u>Multiple Disabilities   <u>2 </u>Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of
personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	15
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the
    school divided by the FTE of classroom teachers, e.g., 22:1   <u>20:1</u>

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes   No <u>X</u>

    If yes, select the year in which your school received the award.

PART III – SUMMARY

On sunny September days a distinctive local landmark known as Pilot Mountain casts a long shadow over Shoals Elementary School. Long before our school was built in 1992, the local Saura Indians called the mountain "Jomeokee," or "great guide." Much like our nearby mountain once served as a distinguished guide for the Saura Indians, Shoals Elementary strives to achieve similar distinction as a leader in elementary education.

At Shoals Elementary we believe that equipping young minds with the basic tools for future success breathes life into our small community. That is why the faculty and staff are dedicated to fostering a productive learning environment where the comprehensive development of each individual child is our first priority.

There is an unmistakable sense of family, community, and belonging at our small school. It is a place where administrators, teachers, and staff members go the extra mile to ensure our students receive the best education possible irrespective of socioeconomic status, unique learning styles, or language barriers. We valiantly endeavor to uncover and adjust to the unique needs, abilities, and interests of each young student.

Shoals Elementary also recognizes the need to offer a 21st century curriculum, including personalized experiences and opportunities which enable our students to develop into young citizens. The faculty and staff firmly believe it is our responsibility to use all available resources to guide students in such a way that they will be able to think critically, to develop understanding, and to acquire the skills necessary for life outside the classroom. Through this method we know our students will become productive members of a rapidly changing society. The learning environment throughout our building meets the needs of all students through diverse settings: traditional, small group, special education, First Steps Reading Buddy, and the Intervention team. Our learning environments are individualized but the universal method used to promote student achievement is differentiated instruction. Our Intervention Team process helps provide instruction to all students based on need. As a result of this intricate scheme, our school has achieved the North Carolina School of Excellence award, first established in 1996, for several years.

Our mission is to educate the total child by working closely with the home and community to provide an atmosphere where each student feels a sense of understanding, achievement, acceptance, and love. This framework guides our decisions regarding academic and social learning, and helps foster our school culture. We also have a committed guidance counselor who leads classes each week on personal responsibility, respect, and intrinsic motivation.

Notwithstanding the unwavering dedication of our faculty and staff, our school is one of excellence because of our children. The children are the reason we venture to school each day; they fill our classrooms with their small voices, our hearts with joy, and our minds with their stories of success.

This past week our fourth and fifth grade "Battle of the Books" team won the Surry County competition. Our students traveled to another school in the district and came home with so much more than a plaque. Through their tireless effort and unified desire to accomplish a goal by teamwork, positive results were achieved. Team Shoals traveled to Hickory, North Carolina on April 1st to compete in the Regional's and gained confidence and experience in our team.

On June 5, 2013, Shoals Elementary won the Zone Health Award from Zone Health N.C. Prevention Partners. The award was received in recognition for success in implementing exemplary nutrition and physical activity standards which promote a healthy school environment. Also in 2013 our school was recognized as a Gold-Fit Friendly Workplace by the American Heart Association. Furthermore, Shoals Elementary receives grants from "Fuel Up to Play" to purchase exercise for our Health and Wellness room.

Our small school is consistently performing well above average on state assessments. In addition to a history of achievement on formalized testing, we also have a remarkable program for using formative

assessments to monitor our students' growth in reading, mathematics and science. At Shoals we enjoy a reputation for academic success, and this reputation is evidenced by our student data.

We promote the P.B.I.S. (Positive Behavior Incentive Support) program at our school. Our motto is "C.L.I.M.B.," an acronym which symbolizes: Care, Lead by Example, I Can Attitude, Model Responsibility, and Be Safe. Students have responsibilities and benchmarks for climbing higher every day both academically and personally. Students are responsible for their behavior and learning for developing the school rules with "respect and caring for all" being the standard for which we aim. The weekly CLIMB award is awarded to students embodying the various elements of this program. Lucky students receive incentives such as homework passes, pencils, ice cream and tickets toward future prizes. Quarterly, students who consistently demonstrate these aptitudes are rewarded with field trips and other fun activities.

Shoals Elementary is dedicated to serving and connecting with others who need our support both locally and globally. Each year we hold drives for the local food pantry and the Give a kid a Coat campaign. The Shoals Ruritans help our school with the "Needy Families" Christmas campaign. The Ruritans also provide lunch for our staff members at certain times of the year, and help with our backpack program. Additionally, they provide each third grade student at the school with a dictionary to help promote progress in vocabulary. The faculty and staff, in conjunction with students and parents, participate in the annual Surry County School Foundation Five K Run, Jump Rope for Heart, and the Autism Walk of Surry County. When the need arises, we contribute in the United Fund and help others in the community. In our classrooms, we utilize Skype technology to communicate with students in Japan. It goes without saying that this experience is valued by our young inquisitive minds.

We are so fortunate to receive significant support from our families and community. We have an outstanding Parent-Teacher Organization that provides volunteers for many school events. The PTO sponsors our Fall Carnival each year to raise funds for our students, and the organization is now in the process of purchasing five new SMART projectors for our classrooms. We invite our parents to various PTO programs featuring our students performing in music and dance. We have an exceptional arts program so far as music and art. Many of our students are chosen for Honors Chorus each year, and our artistic students demonstrate their work through the annual Arts Wow program

Shoals Elementary would not be a model of excellence were it not for a highly trained staff. Our staff participates in professional development each summer as well as during the school year to stay current in both curriculum and technology.

Having Pre-K at our school is a significant benefit because it gives us the privilege to learn about our students, their individual needs, and their families for a longer period of time. The program also gives the children a chance to start school early in order to learn our basic rules and how to follow directions. The many curriculum-based standards associated with Pre-K prepare enrolled children for our rigorous elementary curriculum.

Our accomplishments at Shoals Elementary have been recognized by the state of North Carolina. Now we are grateful to be nominated to receive the National Blue Ribbon Schools Award from the US Department of Education. We are confident that our approach, as further delineated above, is one that sets us apart, making us a "great guide" in elementary education.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The North Carolina testing program was implemented in 1978. Previously, the program administered the California Achievement Test. This test was discontinued after the 1991-1992 school year. Effective with the 1992-1993 school year, The North Carolina End of Grade tests in reading and math were implemented. The tests have been updated many, many times. Following any curriculum updates or changes, the Department of Public Instruction will make any necessary changes to align to the taught curriculum standards/objectives.

North Carolina End of Grade tests (EOG) are scored using a 100 point scale. The score a student receives indicates the percent of items out of the total answered correctly. On both reading and math tests, students can receive one of four achievement levels. Level I indicates a student does not have mastery of the content/skills needed for the next grade level, therefore considered "not passing". Level II indicates a student does not consistently show mastery of content/skills needed for the next grade level, also considered "not passing". Level III indicates a student has consistently shown mastery of content/skill and is prepared for the next grade level, therefore "passing". Level IV is considered to have mastered content/skill and be above grade level in specific content/skill being well prepared for the next grade level.

Shoals Elementary has been awarded the following by the state:
2011-2012 Honor School of Excellence
2010-2011 Honor School of Excellence
***SCHOOL OF EXCELLENCE= 90-100% of students score at or above Level III

2009-2010 School of Distinction
2008-2009 School of Distinction
***SCHOOL OF DISTINCTION= 80-89% of students score at or above Level III

-Proficiency among all three subgroups high. Shoals has the highest proficiency levels in the district and often the state.

-Reading proficiency scores among all three subgroups are far lower than math. This signals a possible need for staff development.

-EC subgroup performs lowest of subgroups.

-2010-2011 had exceptional proficiency scores. A new elementary school opened decreasing the number of students by 100 yet with the same number of EC staff providing smaller groups of EC students served among two teachers and one teaching assistant.

-2010-2011 had fewer EC students tested with all passing of 5 years of data.

-In 2012-2013, new curriculum standards and a new end of grade tests resulted in a drop in scores for Shoals as did the entire state. Although lowest of 5 years of data, Shoals proficiency scores continued to be the highest in the district as well as the state.

Through Professional Learning Communities, teachers analyze data to see where there may be patterns and areas of concern. Staff development is planned to assist teachers in areas their data may show a need. This testing data is at the core of every teacher's instruction and strategies decisions. The use of quarterly benchmark data as well as weekly formative assessments allows teachers the opportunity to differentiate for each child to ensure mastery and that all students' needs are met. Over the past years, teachers at Shoals have been involved in literacy training and differentiation training as our data shows the population of EC students struggling.

Parents are updated and informed of student progress. Weekly assessments are sent home for parents to review and sign. Students graph their progress to assist in understanding their goals. Quarterly progress reports are send home also. End of grade scores are sent home from he Central Office.

2. Using Assessment Results:

A variety of data is used together to analyze student learning and make instructional decisions. Data provides teachers the opportunity to organize, plan, and set goals to meet the needs if individual students. Data is used to evaluate progress and make adjustments to instruction to ensure student mastery of skills and content. Data sources are used for both short and long range planning by teachers and administration. Data also assist teachers with decisions for effective instructional methods used to close learning gaps. During the year, students graph their progress. They use this to set academic goals for each quarter. Third through fifth grade teachers individually conference with each student after each benchmark.

Teachers use a variety of assessments to gain information. Formative assessments are used daily to immediately inform teachers of students "who got it". Teachers then can reteach a concept if necessary or differentiate instruction. Quarterly benchmarks are used to monitor students' progress and growth toward mastery of content.

The School Improvement Team evaluates and uses data in a variety of ways. Data is used to evaluate the success of a specific school initiative. Data also assist in deciding the best use of monies for resources or staff development. In analyzing data, the team sees trends in student achievement. Data is the foundation of improving the school.

3. Sharing Lessons Learned:

Professional Leaning Communities provide the opportunity for teachers across the district to share lessons and strategies. Teachers are able to do this by scheduled grade level meetings and being members of each others student learning management system (Haiku page). Exemplary lessons are able to be uploaded and available to be used.

The district Common Core Team has members representing each grade level. This team is charged with creating a pacing map that includes resources, best practices, web sites, activities, and assessments. This team meets consistently through the year to update, tweak, and improve their task asked of them. Shoals has three teachers that are members of this team. Being a selected team, this is an honor to be chosen. This membership ensures to teachers and administrators that what is shared is researched based, proven, successful strategies.

Targeted teachers are asked to share strategies and resources at monthly faculty meetings. Teachers are selected by proven successes in the classroom. At monthly principals' meetings, curriculum and instruction is a focus. Administrators then can bring ideas and resources to the staff. Classroom visits are encouraged across the districts. This allows teachers to see first hand effective teachers' instructional delivery and provide an opportunity to see implementation of various strategies.

The district organizes opportunities throughout the year to allow distinguished teachers to present to administrators, selected teachers, board of education, and community members. This year the focus was on science. Shoals had two teachers that demonstrated the use of hands-on manipulatives to engage and get students excited about science!

4. Engaging Families and Community:

At Shoals Elementary we work diligently to maintain partnerships with families and the community to best serve all vital stakeholders. Relationship-building has strengthened over time through telephone contacts, meetings, and collaborations. Mutual support for student success in all areas helps effectively achieve goals.

We are dedicated educators partnering with parents and community resources to meet each student's needs. Evaluating each situation individually and seeking school and community input has enhanced these partnerships. We advocate by linking families to additional resources through Student Services Team meetings, parent conferences, agency child and family team meetings, and attending appointments with students as needed.

We collaborate with appropriate school, community and agency professionals to promote community-wide awareness events. Some include; Red Ribbon drug abuse prevention efforts, Prevent Child Abuse, and Letters to Soldiers Campaign outreach service project State Employees Credit Union branch.

We provide crisis intervention services, conduct home visits as needed, and counsel with students and families. Needs resulting from fires, natural disasters, homelessness, illness, and deaths are assisted through our needy family fund. In it's third year, the school/community partnership provides a supplemental food backpack program to students in need. This responsive service is sustained through ongoing, consistent contact with the Ruritan Club, churches, Parent Teacher Organization and other community members who contribute.

For more than ten years, Shoals school and community have provided Christmas assistance to families in need by working closely with the Ruritan Club and other community sponsors. Five years ago, we united with Salvation Army as the Christmas assistance central access community-wide. Together we secure sponsorship for children and effectively reach those with needs. Thanksgiving meal assistance partnerships with local civic groups, outreach ministries and area businesses have been possible for the past three years. Information is communicated via telephone recordings, website postings, letters in students' planners and individual telephone calls or home visits as needed.

For the second year, we invited community members to share topic specific expertise with our fifth grade groups. We contacted area colleges and businesses organizing field trip tours and promoting college and career readiness. One staff member served on Surry County Child Protection Team for five years and remains our county's state homeless liaison.

We value our community as an integral part of students' successes. We strive to reach every family and community stakeholder to assist our entire community in being the best possible. We consistently communicate via Internet, written correspondence and meetings, and welcome community members in the school.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Shoals Elementary is a rigorous, relevant, and rooted in effective research based practices. Our teachers scaffold instruction to provide all students with strategies to succeed both in the classroom and prepare for life in the 21st century following the North Carolina Standard Course of Study which has adopted all Common Core standards.

Our teachers and staff approach reading through a balanced literacy model, which provides our students with direction instruction, guided practice, and independent application. Teachers utilize the Reading 3D system in kindergarten-third grades. This system enables teachers to get a comprehensive look at a student's reading ability. This system gives our staff access to data which targets instruction for every level of student within the classroom. We provide research based intervention support to our students that are struggling through resources such as a First Step Program, Waterford, and Wilson reading. We also utilize the resources within the Reading 3D system which are skill specific and targeted for each child's independent need.

Third-fifth grade teachers incorporate content-area based material in instruction to foster a read to learn environment. Larry Bell's Twelve Powerful Words are introduced to the students at all grade levels to assist their capability of understanding difficult vocabulary in order to answer posed higher order questions. Teachers utilize Curriculum and Associates Ready materials and iReady system to monitor student progress and offer individualized instruction. We also use effective instructional strategies in collaboration with effective technology use at all levels. Teachers access a SchoolNet system which offers online testing from our state level for both formative and summative assessments. This system offers data which will then supply teacher with high quality, skill specific resources, lessons, and assessments to help all students meet their full academic potential.

Shoals Elementary follows the Common Core State Standards for Mathematics as our North Carolina Standard Course of Study. Our teachers use exemplary practices and national standards to help build lessons that correlate with real life applications. They are organized by conceptual categories or themes: Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Data. We also use the Standards for Mathematical Practice, describing the behaviors or 'habits of mind' of mathematically proficient students. We use quality literature to help students understand math concepts as well.

Social Studies concepts are taught with interaction of our nonfiction reading text. Students learn how to be good citizens and responsible members of the community. Teachers and staff show students how to read maps and demonstrate the concepts through projects and multimedia presentations. Students take part in a voting process in the classroom to help them understand they have a voice to make a difference in society. They also create a marketplace to learn how to buy and sell goods. Teachers cover economics and geography in kindergarten through fifth grade.

Students enjoy science at Shoals Elementary because it provides opportunities for students to engage in hands-on/minds-on activities. Teachers seek scientific inquiry, experimentation, and technological design in their lesson plans. Students work diligently in cooperative learning groups and using science as inquiry beginning in kindergarten. Students have the opportunity to use tools such as thermometers, rulers, and balances to gather data and extend their thinking. Students have time to observe and connect with all experiments.

Art, music, and physical education are a very important part of educating the total child. The teachers in these areas make sure children are exploring many facets of learning. This part of the curriculum creates a setting to cultivate innovative thinkers and provides a foundation for inspired problem solving and critical thinking skills. Our students participate in learning opportunities that foster their physical, emotional, intellectual, and social growth and development.

Technology is used to support instruction in all academic areas. Teachers have access to many web-based programs to help monitor students' development and select additional progress monitoring assessments. Classrooms are equipped with at least three desktop computers and a Smartboard in every classroom. Teachers are also supplied with a laptop and iPad. We have two school computer labs, class sets of iPads, three mobile laptops carts, and iPods with flexible scheduling to enhance instruction through technology. Rosetta Stone is utilized weekly in grades three-five in order to immerse students in Mandarin Chinese or Spanish as well.

Curriculum is the heart of education at Shoals Elementary. Throughout our school in all subject areas, students are given research projects, multimedia projects, and novel studies in order to seek higher order thinking skills and prepare for life in the 21st Century. It is our objective to help all students grow and develop while incorporating a safe and nurturing environment and making sure they are ready for the 21st Century. All this and more are what makes curriculum at Shoals Elementary successful.

2. Reading/English:

Shoals Elementary utilizes a research based balanced literacy approach to reading instruction within a daily 90-minute literacy block in all grade levels. This literacy block consists of teacher directed reading, word development, and teacher directed writing which incorporate both literary and informational texts from all subject areas. In addition to the ninety minute literacy block, students are also taught in flexible reading groups for thirty to forty minutes and participate in a thirty minute self selected reading time. During the flexible reading block, students are taught in differentiated groups based on skill mastery.

Schedules are balanced throughout the building so that the teacher to student ratio during this time is no greater than 6:1. Self selected reading blocks also encourage students to read independently on their reading level while having a skill focus to write or reflect on during reading. Every teacher will conference with all students each week during this time and also offer progress monitoring through our Reading 3D system in order to grow student's reading levels. The focus is on "learning to read" in grades K-2 and "reading to learn" in grades 3-5. Our teachers scaffold instruction to provide all students with strategies for reading comprehension, vocabulary, written expression, communication skills, and spelling following the North Carolina Standard Course of Study which has adopted all Common Core standards.

In Kindergarten-Second grade we use a systematic phonemic cuing system which aids in the development of strong phonemic awareness. We foster students in both an academically gifted nurturing program and a First Steps research based program which enables students who are behind in reading ability to gain success.

Teachers utilize the Reading 3D system in kindergarten-third grades. This system enables teachers to get a complete look at a student's reading ability. It combines quick indicators of foundational reading skill development with a Text Reading and Comprehension running record which makes a diagnostic determination of student's ability to read and comprehend. This allows our staff to be data driven in literacy instruction targeting instruction for each level of learner in the classroom. We are able to provide intervention support to our students quickly and effectively. Teachers are trained in how to utilize data and pull resources related to data results. Students are progressed monitored either bi-weekly, monthly, or quarterly depending on their personalized achievement levels.

Third-fifth grade teachers incorporate content-area based materials in instruction to foster a read to learn environment. Students have a read/write/talk journal to help them keep a pencil in hand and document important information using graphic organizers to organize their thinking. We teach our students to "read like a detective and write like an investigative reporter." Larry Bell's Twelve Powerful Words are introduced to the students at all grade levels to aid their success in understanding words that require higher order thinking skills to determine answers of oral and written questions. Students are taught higher order thinking skills such as analyzing and inferring while using strategies for explicit texts.

Throughout our school students are given research projects, multimedia projects, and novel studies in order to dive deeper into content. Students at all levels learn to write narratives and imaginary stories. Our school

takes part in essay writing contests with local businesses sponsoring students to showcase their work. Students are also taught the craft of revising and editing creative and expository writing.

Other reading incentives offered within the school come from the use of the Accelerated Reader computer based program where students earn points from comprehension questions based on books from their reading level. We also use the STAR reading program to gather data on students reading levels to foster differentiated instruction as well as an online iReady program. Students in grades three-five are enhancing their learning through the use of SchoolNet an online system through our North Carolina State Department of Instruction which provides high-quality, rigorous assessments and resources to help teachers meet the needs of each students.

3. Mathematics:

Shoals Elementary utilizes the Common Core North Carolina State Standards. Our teachers use the standards to prepare lessons on their Haiku page. The teachers use literature to help engage students and to help with the understanding of the concept. Mathematically proficient students start by explaining the meaning of a problem and then they engage their team members on how to analyze the information in a simpler form to guide understanding.

Our students are exposed to a complex understanding of the base-ten system. Teachers guide instruction using manipulatives and formulate a foundation on concepts of number sense. This is cultivated with an understanding of algebraic application and problem solving. Teachers use (thinking maps) and CRISS strategies to engage students into higher order thinking skills.

Our administration purchased IXL Math for practice in each grade level. Students who are struggling have the opportunity to differentiate their learning practice with provided computation and problem solving. This helps all students engage in technology while building a math portfolio. The teacher can view what concepts the students are struggling and excelling in to determine remedial and enrichment needs. We also use a free technology resource called Ten Marks which provides Common Core Math Standards on each grade level. Students can do these for homework if they have access to a computer at home.

Progress monitoring and small flex groups help us to re-teach students that are having difficulty with math reasoning skills. We use cooperative learning experiences to help all students lead and build their confidence while learning on their level.

Students use the I-Ready program to help students with mathematical reasoning skills. We ask students to write the answers to questions in math instead of just putting an answer. Students learn to incorporate what they are learning in a read/write/talk journal that allows them to share what they learn daily. Students are required to draw pictures or explain how they got a specific answer. Math Tasks are used for differentiation to reach different levels of math students.

We also utilize AIMS resources. AIMS helps students use manipulatives and metacognitive thinking to explain how they received an answer to a math problem.

4. Additional Curriculum Area:

Shoals Elementary prides itself in our physical education/ health/nutrition area. We are committed to students receiving at least 150 minutes of exercise in one school week. We are also promoting healthy choices for snack and lunch. In 2013, our school received the Zone Health Award from Zone Health NC Prevention Partners.

The Zone Health Award provides recognition for exemplary nutrition and physical activity standards in North Carolina public schools. The award encompasses success with developing and implementing strong policies, practices, and programs that prevent obesity in youth. We have a Student Health Advisory Team (SHAC) team that works diligently to promote the Zone Health program. It includes the local wellness

policy, communication between parents and staff, and members attending SHAC meetings with our Physical Education teacher.

Physical activity goals are met by the use of our Health and Wellness room, Physical and Healthy activity logs, classroom energizers, and gym usage by grade levels and classroom teachers. Our health and wellness room is equipped with a Wii, Xbox Connect, kid-friendly exercise equipment, exercise balls and steps for step aerobics. This room was developed by funding from the Fuel Up to Play Grant. A schedule is located outside the door for teachers or special groups to reserve the room for use. It stays busy especially in winter months. We feel that a healthy and physically fit student will perform better academically.

Nutrition education is provided by messages to parents, Haiku, parent newsletters, classroom lessons, health education posters around the school and cafeteria, and health fairs. Our Physical Education program teaches health related fitness. The five modules of health related fitness components are stressed to all students at Shoals Elementary. Physical Education also educates the importance of maintaining and living a physically fit lifestyle. The physical activity and healthy activity logs also help enforce being in shape. Obesity prevention is also cultured by students at Shoals Elementary. All 3rd-5th grades are assessed by the FITNESSGRAM twice a year. The reports are sent home to parents with report cards.

It is our desire at Shoals Elementary to give every child the benefit of a healthy lifestyle and to create an environment where good healthy choices are made on a daily basis.

Shoals Elementary School "School Ready" Program, as well as the other 11 pre-k sites and 12 classrooms across Surry County Schools, implement the state approved curriculum-OWL "Opening the World of Learning" with a focus on literacy. The program also includes ongoing assessment and staff development. Our pre-kindergarten program includes family involvement through home visits, parent information sessions throughout the year and Parents as Teachers Program. The curriculum focuses on the five domains of development. Surry County Schools Learning Targets (Widely Held Expectations) for Pre-Kindergarten are used to guide instruction and assessment. The expectations (based on North Carolina Foundations for Early Learning) are diving into various domains and articulate to the The Work Sampling System-Developmental Guidelines (assessment) and the North Carolina Kindergarten Standard Course of Study. The "C" for core curriculum and Foundation includes: Content-Be familiar with North Carolina's child outcomes, teaching strategies, values and beliefs for early education. Curriculum-Foundations is a curricula support addressing all of North Carolina's priorities and link to NC Standard Course of Study for Kindergarten. Connect-Curricula, environmental assessments, and licensure standards align to help young children achieve the widely held expectations. Communicate-Inform families, school personnel, and community the widely held expectations. Our pre-kindergarten curriculum pacing guide also provides consistency and guidance for teachers across the county. Our county is also implementing the state-wide Social Emotional Foundations of Early Learning (SEFEL) initiative. This pyramid model for supporting social emotional competence in young children is a conceptual framework of evidence-based practices that build the foundations for learning readiness. The strategies help teaching staff build positive relationships with children and one another, create a supportive learning environment, teach children to understand and express their emotions, and how to solve social problems. The SEFEL program is a tiered intervention model just like PBIS for school-aged children and is another effort to bridge early childhood and K-3 through school readiness and student success.

In addition to the state research from Frank Porter Graham Institute on narrowing the achievement gap between economically and non-economically disadvantaged peers the Accountability Director for Surry County Schools conducted an Evaluation of 112 students on EOG in Reading and 116 in Math and compared students who participated in Pre-K "School-Ready" Program to all students and to similar economic disadvantaged students.

5. Instructional Methods:

After assessing students' needs, teachers plan lessons and demonstrate concepts using various types of flexible groups to ensure those students' needs and interests are targeted. We check the learning styles of

our students to make sure we are reaching them where they learn. All students are placed in cooperative learning groups according to their learning style and level. The interaction with other students motivates them to stay engaged and enthusiastic about learning. Students are involved while finding a level of understanding they can recognize.

On-going assessments allow teachers to adjust instruction in response to the students' current needs. Differentiated instruction helps to address student readiness for the grade level and what skills are not in place. We use CRISS strategies, thinking maps, anchor charts, read/write/talk journals, Kagan cooperative learning groups, and peer tutoring to involve students and help them achieve their goals. Teachers create computer-based displays and promote hands-on experiments to seek understanding of a concept.

Computerized programs help our students and provide content instruction to enable them to meet standards and goals. Students love games that help them learn. We use apps on the Ipads, and i-Ready instruction with progress monitoring assessments. This allows teachers to individualize lessons to meet children's specific goals while helping them meet state standards. Teachers also use task cards and games to assess children to help them enjoy while learning.

Teachers use whole group, small group, and one-on-one instruction as needed to meet the needs of the students in their care. Tutors are employed at our school by the administration to help students who are having trouble meeting their goals. Teachers plan lessons for them that accommodate their learning style and deficiency. We strive for our students to desire to be lifelong learners.

Shoals Elementary aspires to find the right pathway for each student to help them be successful in the real world.

6. Professional Development:

There is a strong purpose for Professional Development at Shoals Elementary. The teachers are devoted to learn more to help the students be successful. We have professional development options from the district, in which student data drives the decision making process regarding student instruction. This year we have had thinking maps, CRISS, Reading 3-D, and 21st Century Skills. This also helps decide the selection of resources needed to ensure we are meeting students' needs.

Our school has train-the trainer which shares new ideas in technology and ways to engage students. Each teacher has a web based learning management system that is used to teach students the curriculum with highly innovative structure and organization. There is a strong emphasis on the use of technology, and the evidence can be found in using our laptop carts, interactive devices, iPad cart, and web-based programs. The carts can be checked out online through our Shoals Staff Haiku website.

Shoals Elementary has a CRISS trainer that updates staff with strategies to use that are assigned by the County Office Director of Elementary Curriculum Instruction. During our Professional Learning Communities, time is secured at our school for the CRISS training to take place. Teachers in K-2 and 3-5 have separate time frames to enhance the training with grade specific ways to use the strategies. We have expanded our training from using just these strategies for reading but now also in math.

During monthly faculty meetings there is a focus on curriculum and instruction with teachers sharing best practices . Teachers are given time every quarter to meet with their professional learning communities to look at student data and plan lessons that are rigorous and challenging of students. This time allows teachers time to collaborate to meet students' needs. This is time to share resources and ideas and to provide assistance to each other.

Professional development leads to best practices which are established through the teacher evaluation instrument. Teachers work very hard to put their training into practice. This is evident when the principal and assistant principal conduct observations and check lesson plans.

The entire staff and administration dedicate themselves to providing many opportunities for teachers to enhance their professional knowledge which in turn impacts student learning.

7. School Leadership

Administration and teachers work collaboratively to create a professional learning and working environment. It is the belief that we begin the process to ensure all our students graduate from high school. Shoals is a student-centered school. All activities and decisions that occur are made with the students' best interest in mind. Shoals is a true family with close ties to the small rural community. There is an atmosphere of respect among all stakeholders.

The Student Services Team assist teachers in behavioral and academic strategies that allow at risk students a positive, nurturing learning environment to ensure academic success. Bi-monthly meetings are held to discuss student progress. Test data and daily performance are reviewed. Parents are regularly updated on their child's progress. This partnership with the parents is vital to the learning process!

The most important component of the school leadership at Shoals is the School Improvement Team. Elected members reflect the composition of the entire school. Parent representation reflects the student population. The development of the school improvement plan guides the team through all aspects of decision making to improve student performance. They analyze student data to identify "root causes" for any problems and work together to determine solutions to implement. The team determines how to effectively use allotted monies for resources to best meet the needs of all students. The team also determines a plan for staff development based on data and staff needs. The team also addresses areas such as school safety, effective instructional practices, and school morale. The team assists the administration in assuring that the staff understands as well as carries out local, state, and federal laws, rules, policies, and expectations. The team is involved in the hiring process. They consistently identify school's strengths and weaknesses assuring the school is operating efficiently. The team is very effective as it focuses on a shared vision with the priority on the overall success of the school!

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math　　　　　　　　　　　　　　　**Test:** End of Grade
All Students Tested/Grade: 3　　　　　　　　**Edition/Publication Year:** 2013
Publisher: NC DPI Instructional Services

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient	81	95	95	95	95
# Level III & IV	30				
Number of students tested	37	45	45	79	
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	1	2	2	1
% of students tested with alternative assessment	5	2	4	2	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient	78	95	95	95	92
# Level III & IV	14	19			32
Number of students tested	18	20	11	43	35
2. Students receiving Special Education					
% Proficient	66	85	95	90	95
# Level III & IV	6	6		10	
Number of students tested	9	7	5	11	6
3. English Language Learner Students					
% Proficient					
# Level III & IV					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient					
# Level III & IV					
Number of students tested					
5. African- American Students					
% Proficient					
# Level III & IV					
Number of students tested					
6. Asian Students					
% Proficient					
# Level III & IV					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Proficient					
# Level III & IV					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient					
# Level III & IV					
Number of students tested					
9. White Students					
% Proficient	82	95	95	95	95
# Level III & IV	28				
Number of students tested	34	40	42	70	70
10. Two or More Races identified Students					
% Proficient					
# Level III & IV					
Number of students tested					
11. Other 1: Other 1					
% Proficient					
# Level III & IV					
Number of students tested					
12. Other 2: Other 2					
% Proficient					
# Level III & IV					
Number of students tested					
13. Other 3: Other 3					
% Proficient					
# Level III & IV					
Number of students tested					

NOTES: Blank sections of qualifying table indicates, per NC DPI, the student population tested in this group was too small to report a value.

Subject: Math   **Test:** End of Grade

All Students Tested/Grade: 4   **Edition/Publication Year:** 2013

Publisher: North Carolina Department of Public Instruction

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient	75	95	95	89	95
# Level II & IV	36			78	
Number of students tested	48	54	52	87	64
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	2	1	2	2
% of students tested with alternative assessment	2	3	1	2	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient	56	95	95	84	95
# Level II & IV	13			39	19
Number of students tested	23	17	27	46	20
2. Students receiving Special Education					
% Proficient	50	95	87	83	95
# Level II & IV	3		7	5	
Number of students tested	6	5	8	6	7
3. English Language Learner Students					
% Proficient					
# Level II & IV					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient					
# Level II & IV					
Number of students tested					
5. African- American Students					
% Proficient					
# Level II & IV					
Number of students tested					
6. Asian Students					
% Proficient					
# Level II & IV					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient					
# Level II & IV					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient					
# Level II & IV					
Number of students tested					
9. White Students					
% Proficient	79	95	95	89	95
# Level II & IV	34			70	
Number of students tested	43	50	48	78	61
10. Two or More Races identified Students					
% Proficient					
# Level II & IV					
Number of students tested					
11. Other 1: Other 1					
% Proficient					
# Level II & IV					
Number of students tested					
12. Other 2: Other 2					
% Proficient					
# Level II & IV					
Number of students tested					
13. Other 3: Other 3					
% Proficient					
# Level II & IV					
Number of students tested					

NOTES: Blank sections of qualifying table indicates, per NC DPI, the student population tested in this group was too small to report a value.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: North Carolina Department of Public Instruction

Test: End of Grade
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient	72	95	91	95	95
# Level III & IV	35		53		
Number of students tested	48	52	58	64	81
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	1	0	1	0
% of students tested with alternative assessment	4	1	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient	62	93	90	95	92
# Level III & IV	10	29	27		25
Number of students tested	16	31	30	23	27
2. Students receiving Special Education					
% Proficient	50	95		87	75
# Level III & IV	3			7	8
Number of students tested	6	10		8	12
3. English Language Learner Students					
% Proficient					
# Level III & IV					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient					
# Level III & IV					
Number of students tested					
5. African- American Students					
% Proficient					
# Level III & IV					
Number of students tested					
6. Asian Students					
% Proficient					
# Level III & IV					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient					
# Level III & IV					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient					
# Level III & IV					
Number of students tested					
9. White Students					
% Proficient	73	95	90	95	95
# Level III & IV	33		48		
Number of students tested	45	49	53	61	76
10. Two or More Races identified Students					
% Proficient					
# Level III & IV					
Number of students tested					
11. Other 1: Other 1					
% Proficient					
# Level III & IV					
Number of students tested					
12. Other 2: Other 2					
% Proficient					
# Level III & IV					
Number of students tested					
13. Other 3: Other 3					
% Proficient					
# Level III & IV					
Number of students tested					

NOTES: Blank sections of qualifying table indicates, per NC DPI, the student population tested in this group was too small to report a value.

Subject: Reading/ELA   **Test:** End of Grade
All Students Tested/Grade: 3   **Edition/Publication Year:** 2013
Publisher: North Carolina Department of Public Instruction

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient	78	88	88	83	78
# Level II & IV	29	40	40	66	61
Number of students tested	37	45	45	79	78
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	3	1	2	2	1
% of students tested with alternative assessment	6	2	4	2	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient	69	75	72	69	62
# Level II & IV	16	15	8	30	22
Number of students tested	23	20	11	43	35
2. Students receiving Special Education					
% Proficient	44	71	95	72	33
# Level II & IV	4	5		8	2
Number of students tested	9	7	5	11	6
3. English Language Learner Students					
% Proficient					
# Level II & IV					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient					
# Level II & IV					
Number of students tested					
5. African- American Students					
% Proficient					
# Level II & IV					
Number of students tested					
6. Asian Students					
% Proficient					
# Level II & IV					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient					
# Level II & IV					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient					
# Level II & IV					
Number of students tested					
9. White Students					
% Proficient	79	92	90	88	80
# Level II & IV	27	37	38	62	56
Number of students tested	34	40	42	70	70
10. Two or More Races identified Students					
% Proficient					
# Level II & IV					
Number of students tested					
11. Other 1: Other 1					
% Proficient					
# Level II & IV					
Number of students tested					
12. Other 2: Other 2					
% Proficient					
# Level II & IV					
Number of students tested					
13. Other 3: Other 3					
% Proficient					
# Level II & IV					
Number of students tested					

NOTES: Blank sections of qualifying table indicates, per NC DPI, the student population tested in this group was too small to report a value.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA   **Test:** End of Grade
All Students Tested/Grade: 4   **Edition/Publication Year:** 2013
Publisher: North Carolina Department of Public Instruction

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient	70	95	88	78	89
# Level III & IV	34		46	68	54
Number of students tested	48	54	52	87	64
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	2	1	2	2
% of students tested with alternative assessment	2	3	1	2	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient	52	94	81	71	75
# Level III & IV	12	16	22	33	15
Number of students tested	23	17	27	46	20
2. Students receiving Special Education					
% Proficient	33	80	75	33	42
# Level III & IV	2	4	6	2	3
Number of students tested	6	5	8	6	7
3. English Language Learner Students					
% Proficient					
# Level III & IV					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient					
# Level III & IV					
Number of students tested					
5. African- American Students					
% Proficient					
# Level III & IV					
Number of students tested					
6. Asian Students					
% Proficient					
# Level III & IV					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient					
# Level III & IV					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient					
# Level III & IV					
Number of students tested					
9. White Students					
% Proficient	76	95	93	78	83
# Level III & IV	33		45	61	51
Number of students tested	43	50	48	78	61
10. Two or More Races identified Students					
% Proficient					
# Level III & IV					
Number of students tested					
11. Other 1: Other 1					
% Proficient					
# Level III & IV					
Number of students tested					
12. Other 2: Other 2					
% Proficient					
# Level III & IV					
Number of students tested					
13. Other 3: Other 3					
% Proficient					
# Level III & IV					
Number of students tested					

NOTES: Blank sections of qualifying table indicates, per NC DPI, the student population tested in this group was too small to report a value.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA **Test:** End of Grade
All Students Tested/Grade: 5 **Edition/Publication Year:** 2013
Publisher: North Carolina Department of Public Instruction

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient	60	80	86	84	87
# Level III & IV	29	42	50	54	71
Number of students tested	48	52	58	64	81
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	1	0	1	0
% of students tested with alternative assessment	4	1	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient	43	77	83	78	81
# Level III & IV	7	24	25	18	22
Number of students tested	16	31	30	23	27
2. Students receiving Special Education					
% Proficient	50	60		50	66
# Level III & IV	3	6		4	8
Number of students tested	6	10		8	12
3. English Language Learner Students					
% Proficient					
# Level III & IV					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient					
# Level III & IV					
Number of students tested					
5. African- American Students					
% Proficient					
# Level III & IV					
Number of students tested					
6. Asian Students					
% Proficient					
# Level III & IV					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient					
# Level III & IV					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient					
# Level III & IV					
Number of students tested					
9. White Students					
% Proficient	62	83	88	83	90
# Level III & IV	28	41	47	51	69
Number of students tested	45	49	53	61	76
10. Two or More Races identified Students					
% Proficient					
# Level III & IV					
Number of students tested					
11. Other 1: Other 1					
% Proficient					
# Level III & IV					
Number of students tested					
12. Other 2: Other 2					
% Proficient					
# Level III & IV					
Number of students tested					
13. Other 3: Other 3					
% Proficient					
# Level III & IV					
Number of students tested					

NOTES: Blank sections of qualifying table indicates, per NC DPI, the student population tested in this group was too small to report a value.