

***U.S. Department of Education***  
***2015 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

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

Name of Principal Mrs. Alicia Woolard Vosburgh

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

Official School Name Chocowinity Primary School

(As it should appear in the official records)

School Mailing Address 606 Gray Road

(If address is P.O. Box, also include street address.)

City Chocowinity State NC Zip Code+4 (9 digits total) 27817-0159

County Beaufort County State School Code Number\* 070-326

Telephone 252-946-3881 Fax 252-946-4869

Web site/URL http://www.beaufort.k12.nc.us/Domain/13 E-mail avosburg@beaufort.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. Don Phipps E-mail: dhipps@beaufort.k12.nc.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Beaufort County Schools Tel. 252-946-6593

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. Terry Williams  
(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**

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**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 and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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

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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 (per district designation):
- 7 Elementary schools (includes K-8)
  - 2 Middle/Junior high schools
  - 5 High schools
  - 0 K-12 schools
- 14 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
  - Small city or town in a rural area
  - Rural
3. 6 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                  | 19         | 14           | 33          |
| K                     | 68         | 42           | 110         |
| 1                     | 51         | 36           | 87          |
| 2                     | 65         | 49           | 114         |
| 3                     | 53         | 47           | 100         |
| 4                     | 64         | 53           | 117         |
| 5                     | 0          | 0            | 0           |
| 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           |
| <b>Total Students</b> | 320        | 241          | 561         |

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 1 % Asian
  - 32 % Black or African American
  - 12 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 52 % 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 2013 - 2014 year: 7%

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

| <b>Steps For Determining Mobility Rate</b>   | <b>Answer</b> |
|--|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year   | 20            |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year | 17            |
| (3) Total of all transferred students [sum of rows (1) and (2)]  | 37            |
| (4) Total number of students in the school as of October 1   | 559           |
| (5) Total transferred students in row (3) divided by total students in row (4)                                       | 0.066         |
| (6) Amount in row (5) multiplied by 100  | 7             |

7. English Language Learners (ELL) in the school: 1 %  
24 Total number ELL  
 Number of non-English languages represented: 2  
 Specify non-English languages: Spanish and Filipino
8. Students eligible for free/reduced-priced meals: 73 %  
 Total number students who qualify: 407

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 50 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 7 %  
86 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>5</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>1</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>26</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance | <u>26</u> Speech or Language Impairment        |
| <u>1</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>4</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>23</u> Developmentally Delayed              |

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

|   | <b>Number of Staff</b> |
|---|------------------------|
| Administrators  | 2                      |
| Classroom teachers  | 29                     |
| Resource teachers/specialists<br>e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.  | 12                     |
| Paraprofessionals   | 17                     |
| Student support personnel<br>e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 5                      |

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 19:1

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

| <b>Required Information</b> | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance    | 96%       | 93%       | 95%       | 94%       | 93%       |
| 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 2014

| <b>Post-Secondary Status</b>                  |    |
|---|----|
| 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

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

15. Please summarize your school mission in 25 words or less: Our MISSION at CPS is to provide an environment that meets the diverse needs of all students to become well-rounded, effective 21st century citizens.

## **PART III – SUMMARY**

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Chocowinity Primary School is a Pre-K through 4th grade school serving 560 students with an average class size of 20. CPS serves students in the southwestern quadrant of Beaufort County, including the town of Chocowinity and surrounding rural areas. According to historians, the name Chocowinity derived from the Tuscaroran Indians who lived here several hundred years ago. Demographics include: 55% Caucasian, 22% African American, 15% Hispanic, 6% Multi-Racial, 1% American Indian and 1% Asian. 75% of our students receive free and reduced lunch. CPS is a school-wide Title I school.

Families, volunteers, and community members are encouraged to attend school events as well as SIT meetings and district board meetings to voice concerns or offer insights because we believe that parent and community involvement is essential for student success and motivation. Through this collaboration, we provide initiatives from partnering organizations that best meet the needs of families and students. Other partnering organizations increase student motivation and stability by providing counseling, remediating critical skills, and donating supplies. As a result, teacher collaboration with families and community members is a crucial to student academics.

We continue to enhance student performance by hosting numerous curriculum events during the school year so families are equipped with resources to aid in literacy and math practice at home. We annually host enrichment events to collaborate, network, and recognize students in our school. One event we host annually is our Grandparent's Day Read-In. This year's Grandparent's Day Read-In grew from 158 to 200 visitors. These events are announced and often showcased in the local newspaper.

Our dedication to instructional strategies begins by maintaining highly qualified teachers; 30% have advanced degrees, and 33% have National Board Certification. Teacher turnover rates are low and are mainly due to teachers reaching retirement age. Collaboration at weekly grade level PLCs, monthly SIT meetings, quarterly data meetings, bi-annual vertical planning meetings, and Student Support Team meetings drives our classroom instruction. Any student that is not proficient according to state assessment standards in all grades is considered at-risk at any time during the school year and targeted for assistance. We select specific programs to target students in the lowest 15-20% of the classroom average; while AIG serves the top 10%. Data from formative assessments such as K-3 Class standardized testing is placed on a Data Wall with statewide criteria in order to identify student needs. The school collaborates in PLC meetings to review this data to ensure that all students are receiving the appropriate program based on identified needs.

Persistent implementation of effective instruction is our driving force to achievement through school-wide initiatives such as: an EC program providing instruction for self-contained and mainstreamed students with learning disabilities closing the achievement gap by exiting 18% of students last year; a school-wide researched based reading program that utilizes extrinsic and intrinsic rewards to monitor students reading skills and comprehension; a research-based adapted Guided Reading/Writing model focused on decoding, fluency, comprehension, and written response within a 60-90 minute literacy block including researched based stations resulting in a K-2 text reading proficiency rate of 81%; Reading Recovery, a research-proven 1:1 program providing early intervention procedures tailored for at-risk 1st graders resulting in a discontinuation rate of 75% coinciding with supplemental Literacy Group instruction sustaining a reading proficiency rate of 71% in 3rd grade; HillRap, supported by The Hill Center, including multi-sensory systematic reading remediation techniques for select 2nd-4th graders resulting in an oral reading proficiency rate of 77%; Reading Mastery with Dictation, an explicit direct-instruction program used to reinforce phonological awareness skills resulting in a K-2 DIBELS composite proficiency rate of 88%; Study Island and Accelerated Math used to track curriculum mastery, differentiate skills practice, and identify remediation objectives for hired tutors in grades 2-4; Read2Learn, a district partnering organization based on Read2Achieve guidelines with 8 weeks of afterschool tutoring and a 4 week summer camp for at-risk 3rd graders resulting in only 3% of students deemed non-proficient on standardized testing and proficiency rate of 75% in reading and 79% in math. We'll continue to collaborate, monitor data, and adjust initiatives to increase performance.

Initiatives that are unique to our school and have served as a model for other schools in our district and state include: Our K-4 Literacy Model, Guided Reading Bookroom, and data wall. Our K-4 Literacy Model includes a balanced literacy approach, which coincides with selected programs that uphold high expectations and emphasizes the need for effective instruction to close the achievement gap. The Literacy Specialists have modeled lessons for colleagues in our school, district and state based on the Reading Recovery method of strategic processing, Guided Reading/Writing procedures and HillRap initiative. We monitor the growth of high achieving students through the Academically Gifted Program (AIG). Our AIG teacher serves as a model by presenting at local/state conferences on project-based learning.



## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Chocowinity Primary School (CPS) has high expectations for student learning and strives for excellence in the use of best practices. Our staff believes in providing quality education and establishing a positive environment as we develop, nurture, and prepare our 21st century learners for the future. The dedicated and collaborative attitude of our highly qualified teachers is one of the greatest contributions to our success. Our school stays abreast of the latest research, and constantly seeks new and innovative teaching techniques. Weekly, grade level teams, including classroom teachers and support staff, plan instruction adhering to our School Improvement Plan, local pacing guides, and the North Carolina Standard Course of Study (NCSOS) which is aligned with the Common Core and Essential Standards. All CPS stakeholders have a voice in our curricular approach, which is founded on research-based best practices emphasizing technology, communication, collaboration, and creativity. Curriculum is the focus as we discuss teaching strategies, effective classroom techniques, and instructional methods. Quarterly vertical planning sessions provide opportunities for educators to develop awareness of standards across grade levels in order to strengthen our school and maximize student learning.

Classroom teachers use a variety of research-based programs and teaching strategies to address learning standards and ensure that students acquire fundamental foundational skills in Reading and English Language Arts (ELA). Centered on a balanced-literacy approach, teachers integrate all core subjects into the ELA framework in regards to the five domains of literacy using whole-group and small-group instruction within a 60-90 minute daily literacy block. An adapted guided reading/writing model focused on decoding, fluency, comprehension and written response to text provides the foundation of differentiated literacy instruction in the primary grades. Literature circles, novel studies, and small-group instruction in upper grades provides opportunities for students to apply skills in a literature-rich environment. Observational reading assessments and benchmark assessments identify at-risk students in order to target critical skills, select interventions, and provide individualized instruction to support students in becoming lifelong learners. A careful analysis of this concrete data drives instruction leading to high student growth and proficiency.

Also aligned with the NCSOS and Common Core, Mathematics instruction is data-driven with formative/summative assessments providing essential data that CPS educators use to identify strengths and weaknesses while targeting students for small-group or individualized remediation. Online programs are used for skills practice and provide additional assessments to evaluate student understanding. Teachers model concepts with concrete examples as they provide a scaffold for students as they learn new objectives. The use of manipulatives aids in the systematic study and exploration of mathematical reasoning. Independent practice is consistently provided to assess skills application and provide insights into conceptual understanding.

As we address the Essential Standards related to Science and Social Studies, it is a necessity to integrate these core subject areas into ELA with high-quality literature studies. In addition to textbook research, we use technology tools to access videos and websites that provide visual interpretations of current events. Students gain knowledge through inquiry by researching topics and planning investigations to learn about the natural world. Guest speakers, field trips, and virtual tours enhance instruction and broaden student experiences. Yearly, we host a career fair in order to expose students to community businesses and emphasize scientific learning links to local industry while preparing students to be responsible citizens.

CPS has two Pre-Kindergarten (Pre-K) classrooms blended with typically developing students and students with physical, emotional, and/or social disabilities. The Pre-K environment engages young minds, encourages exploration and creativity, builds independence, and provides early language opportunities for social development with a blend of curriculum and age-appropriate practices such as free choice centers and uninhibited play that aid in cognitive and fine/gross motor development. Pre-K teachers attend kindergarten meetings in order to track student progress and gain awareness of curriculum. This year, we have developed a new strategy for emerging readers in an effort to jumpstart kindergarten readiness. During Pre-K enrollment, parents will be encouraged to attend a series of workshops to gain “make and take” resources

and informational packets about school expectations and curriculum requirements in order to “bridge the gap” between pre-K growth and kindergarten achievement.

The strength of the CPS core curriculum is grounded in our practice of continuously monitoring student progress, our adherence to the NCSOS, the district pacing guide, the expectations of administration, and the goals set forth in our School Improvement Plan. At the heart of our core curriculum is our belief in collaboration, the community, and the families of our students to ensure that each individual child achieves to the best of his/her ability.

## **2. Other Curriculum Areas:**

CPS provides students with opportunities to acquire new knowledge and life experiences through non-core subject areas in order to support acquisition of essential skills. Students in Kindergarten through fourth grade attend weekly, scheduled “special area” classes including Art, Music, Physical Education, Computer Lab, and Library for 40-50 minutes of daily instruction. Objectives are taught based on the North Carolina Standard Course of Study and Essential Standards curriculum. Non-core subject area teachers create a framework for curriculum integration based on weekly collaboration through grade level planning in core subject areas.

In Music, the content and skills are not limited to particular materials or methodology; however, the Kodaly approach, using musical compositions specifically designed for children, is predominantly utilized. Each music class involves learning through singing, moving, reading, and playing instruments. An extension of music occurs through optional student performance opportunities. Each year a grade level is chosen to perform a winter musical, in which students demonstrate dedication through repeated practice and performances. Third and fourth grade students are encouraged to try out for show choir. These students rehearse weekly in the spring and perform at a county-wide music performance showcase.

Physical Education (P.E.) focuses on teaching the importance of life-long physical activity, proper nutrition, adequate sleep, and overall good health. During each class, a student who displays appropriate behavior, a strong work ethic, good listening, and kindness to fellow classmates is chosen to receive a special “P.E. Super Star” award. The names of selected students are then displayed in the hall. P.E. skills are further emphasized through an annual Field Day. Students from the local high school foster positive role model relationships while volunteering to instruct students on how to perform field day activities and assisting when necessary. In order to raise awareness about heart disease and get students actively involved, our school participates in the Jump Rope for Heart fundraiser. This year, our students raised over \$5000 which surpassed our fundraising goal!

Our Art program fosters a love and respect for visual arts used to communicate effectively, think critically, and problem solve on a daily basis. Students study cultural arts of the past and present at all grade levels. Original art is created through a variety of media using many different techniques. Technology is used in the art room through virtual galleries to do research on famous artists, and to create graphic art. Multiple bulletin board displays throughout our building and ongoing displays at the NC State Employees’ Credit Union showcase student work. Each year, students take part in a district competition to create holiday cards with several winners from our school in the past. Student artwork is displayed in county shows including the Lights of Love Holiday display at the local hospital and the Beaufort County Student Show at the Arts Council. Links on the art webpage encourage students to continue creating independently from home. Older students use technology skills to respond to blog questions that stem from subjects presented and discussed in class.

Technology skills are further enhanced in the Computer Lab. Basic computer skills and orientation are introduced in Kindergarten and built upon each year. Educational websites are used to extend and build upon topics discussed in the classroom while providing an engaging enrichment opportunity. Specific programs are available for reading and math skills practice. One-on-one tutoring is available for students struggling with particular concepts and mastery of standards.

Students attend library classes on a bi-weekly basis where they are taught the proper use and care of books, how to navigate the library, and independently select texts. The librarian collaborates with teachers to

incorporate classroom themes into library instruction including interactive read alouds and author studies. The library operates on a flexible check-out schedule. Beginning in kindergarten students are taught to independently select books and use the self-check-in and check-out stations which allows students to utilize the library even while classes are taking place. Fourth grade students are invited to participate in the Elementary Battle of Books competition in which students are introduced to the title list in the fall, read and discuss the novels over monthly lunches, and battle in a county-wide competition hosted in the spring. The library program helps with school-wide read-ins, hosts two bookfairs annually, and has also participated in distributions of books for the Reading is Fundamental grant.

### **3. Instructional Methods and Interventions:**

Chocowinity Primary School (CPS) practices a variety of instructional approaches and interventions to achieve goals and meet student needs. Our staff provides remediation of at-risk students including small-group instruction, one-on-one tutoring, and after-school assistance. Additionally, we offer classes to challenge academically gifted students. These initiatives enable teachers to target specific skills and increase overall achievement in core areas.

Professional development opportunities provide teachers with strengthened skills and innovative strategies for literacy instruction. All of our teachers have participated in Foundations of Reading professional development to enhance literacy interventions such as Dictation and Reading Mastery. CPS uses a Guided Reading/Writing model developed by Jan Richardson in Grades K-2 and Literature Circles developed by Harvey Daniels in Grades 3-4 to differentiate instruction, enhance critical thinking skills, and develop meaningful written responses to text. Our K-2 teachers use The Daily 5 approach developed by The Two Sisters which provides a framework for literacy instruction that fosters the development of independence, stamina, and accountability while allowing the teacher to meet student needs through small-group instruction. The Reading Recovery program (one-on-one), developed by Marie Clay, and supplemental Literacy Group are used with at-risk first graders to individualize instruction for students struggling to understand the reading process. Hill Center Strategies and the Hill Rap systematic instructional approach are used for students who are struggling with phonological awareness.

Additionally, most teachers have participated in Foundations of Mathematics, a framework that engages students in mathematical learning using a model of concrete, representational, and abstract problem-solving approaches. Accelerated Math and teacher-created spiral reviews are utilized in grades 2-4 to identify areas of weakness and provide additional skills practice on learned objectives while learning new concepts. Tutors are utilized in grades 2-4 as well as full-time classroom assistants in K-1 to provide remediation of number sense, algebraic thinking, geometry, and measurement/data concepts. Number Worlds and online research-based interventions are utilized to engage students with unique learning needs in hands-on approaches utilizing visuals to enhance mathematical understanding.

Collectively, all of these methods and interventions allow teachers to target the needs of students, encourage and challenge all students, and close the achievement gap. All approaches are centered on high quality research-based instructional resources. With the goal of providing the highest quality of instruction possible, teachers and support staff continuously receive professional development to manage current initiatives and seek additional methods, interventions, and/or strategies that will promote academic growth.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

Formal and informal assessment data is consistently used at Chocowinity Primary School to measure student achievement and progress. The data tables give a snapshot of student achievement over the last five years, but they are not the only model used for assessment. Trends noted in 2009-2011 across third and fourth grade ELA and Math tables reflected student progress that was either maintained or increased. In 2012-2013 the test was re-normed and scores dropped. However, CPS student scores were above the state average by more than 20% in all grade levels and tested subjects. The 2013-2014 school year reflected an increase in overall student achievement.

Data was analyzed revealing ELA achievement gaps for exceptional student populations, English Language Learners, and African American students. In math, achievement gaps existed for exceptional children's population and African American students. To close these gaps, CPS has carefully studied daily structure and programs utilized to maximize the time for intervention with subgroups.

The EC program is currently transitioning schedules to create a more authentic resource model. Our EC students require a "double dip" approach, allowing more than one experience with material. Reflex Math and Number Worlds are research-based, tier III programs for students with severe deficiencies that are being implemented.

In order to close the ELA gap for ELL students, we use a balanced literacy approach with guided reading/writing groups to increase reading levels and scaffold written response to text. In addition, WIDA and ACCESS scores are reviewed in data meetings and targeted for additional assistance by the ESL teacher, tutors, and special personnel to address areas of need.

To close the gap among our African American student population, we target students that need additional assistance by providing Title I hired tutors and teacher-led after school tutoring. For those who do not have internet access, we provide extra opportunities to access on-line programs that increase student achievement.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

At Chocowinity Primary School, assessments are used on a regular basis not only as a measurement of achievement and growth, but also as a driving force for our teachers' instruction. In Kindergarten through Grade 3, formal/informal assessments (running records, teacher-made tests, Read-to-Achieve passages, anecdotal notes) as well as benchmark assessments (DIBELS, Reading 3D, K-2 state math test, Beginning-of-Grade/End-of-Grade tests) data is used to target critical skills, differentiate small groups, and pace instruction based on performance. Our teachers rely on this data to determine where students need assistance in the standards of their curriculum.

Using data as a springboard, we utilize a Data Wall to track the progress of individual students in Grades K-3 and provide a visual interpretation of student strengths and weaknesses. Quarterly data meetings provide opportunities to discuss the data, identify patterns, track successes, and plan strategies/initiatives to meet individual needs while promoting the achievement of all students. Personnel involved in our data meetings include the principal, assistant principal, guidance counselor, literacy specialists, intervention specialists, and cross-curricular grade level teams. Using this method, we can more clearly see the big picture across grade levels in the area of reading achievement and work as a team to better individualize instruction.

Our staff engages, informs, and educates stakeholders by providing various parent informational sessions and holding parent-teacher conferences. Teachers share data from assessments, review expectations, discuss strategies for improvement, and establish a plan for continual progress. This progress is communicated and monitored by quarterly report cards, progress reports every three weeks, weekly folders, and daily access to the parent portal (an online portal where parents can access grades across subject areas). Through this systematic process, we make it a priority to continuously review assessment data in order to ensure that we target the individual needs of all students.

## **Part VI School Support**

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### **1. School Climate/Culture**

At Chocowinity Primary School (CPS) we provide a sense of “family” with a safe environment where the diverse needs of all students are met in preparation to become well-rounded effective 21st century citizens. When you walk into our building, the warm and friendly climate is felt by students, families, educators, and visitors. This is evidenced by comments such as you always feel welcome and the teachers, staff, and principals are very approachable recorded on our annual survey. As the foundation for student motivation and success, we work to ensure students, parents, and family members feel encouraged and valued as they embark on their academic journey. It is essential to build a positive repertoire with students and families from day one in order to support the development of social, emotional, and academic growth as students mature each year.

We believe in meeting the needs of the “whole child” by getting to know the family culture and dynamics of our students. We kick this off each year with a “meet the teacher” night where we open the doors of CPS to communicate expectations and provide resources in preparation for the upcoming year. We encourage parent involvement by hosting curriculum workshops for all grade levels to aid in academic development and enrichment events showcasing achievement while providing an incentive for continued success. To accelerate progress and target social/emotional growth, our counselor provides private/group counseling, conducts monthly character education lessons, and partners with the local Kiwanis Club to provide awards for students nominated as a “Terrific Kid” in which a specific character trait is exhibited. This type of emotional stimulation helps all students strive for excellence and has created student leaders which gain a sense of trust, appreciation, and intrinsic motivation while serving as role models for other students. The average teacher turnover for CPS is less than 14% (mostly retirees) with experienced veterans devoted to mentoring new teachers. This dedication creates a cooperative, consistent, and cohesive staff that understands and values the necessity of collaboration among and across grade levels. Teachers feel comfortable taking on responsibility, sharing ideas, and having difficult conversations. Administration uses teacher/student data to target areas of weakness in order to plan professional development while selecting areas of strengths to delegate teacher leaders and models, thus building a sense of trust and appreciation. This administrative support creates a conscientious staff which diligently performs tasks and carefully develops instruction that will increase student motivation and achievement as evidenced with a school-wide growth proficiency rate remaining above the district average.

### **2. Engaging Families and Community**

Family and community engagement begins by analyzing feedback from annual surveys on school-wide programs, classroom strategies, and overall performance. Families, volunteers, and community members are encouraged to attend school events, school improvement team meetings, and district board meetings to voice concerns or offer insights.

We host enrichment and curriculum events to collaborate and recognize students. These events include open house, curriculum night, parent-teacher conferences, literacy/math workshops, pizza bingo, book fair family nights, classroom read-ins in honor of Grandparent’s Day and Dr. Seuss, awards ceremonies, reading festivals, community-helper visits, Father/Daughter Dance, Muffins for Moms, Poetry Night, author visits, and classroom celebrations. Through these events, we equip families with resources to aid in the development of literacy/math skills at home while providing a networking opportunity. We strive to plan events that engage families. As a result, we have seen approximately a 20% increase in parent involvement over the past two years. Students are more motivated to complete classwork and homework in order to take part in school-wide celebrations. Teachers strengthen the home-school connection by sharing news and assignments via technology while providing at-home program access for parents to monitor student progress. We have seen a particular increase in skills practice within the Accelerated Reader/Math Program home-school connection, resulting in 80% of reading and 70% of math goals met. This year alone, over 37,000 books have been read!

During summer break, we continue providing academic support and increasing motivation. We kick this off with our year-end Book Exchange in which students bring books from home to exchange with other gently used books. The Summer Program provides daily childcare and enrichment activities with tutoring available in all subject areas. The Book Mobile for all ages runs every two weeks for book checkout in low socioeconomic communities. The Library is open weekly to provide book checkout to all students while hosting the Book Club for 2nd/3rd graders participating in novel studies.

Local businesses such as First South Bank, East Carolina University School of Dental Medicine, Active Health Chiropractic, Sheetz, Kona Ice, and Walmart provide funding, staff volunteers for tutoring, and career awareness. Local Non-profit organizations such as: Eagles Wings, Purpose of God, and Cypress Landing Women's Club increase student motivation and stability by providing counseling, remediating critical skills, donating food/supplies, and assisting with medical expenses. Through this collaboration, we have seen a positive change in student motivation and social/emotional well-being contributing to a 96% student promotion rate.

### **3. Professional Development**

Professional development (PD) needs are identified by state/district initiatives, benchmark/formative assessments, individualized teacher professional development goals, and administration/teacher recommendations. In order to build a cohesive school-wide program, required PD for all teachers includes: Reading/Math Foundations, Common Core, Dictation, Balanced Literacy, Guided Reading/Writing, Literature Circles, and Daily Five. Other PD sessions such as Shelter Instruction Observation Protocol, standard-specific math methods, differentiated instruction, analyzing data from informal/formal assessments, Writer's Workshop, vocabulary instruction, and project-based technology, are provided by our staff, district leaders, or contracted professionals. Our literacy specialists utilize rigorous training provided monthly with the UNC-W Watson School of Education partnership to lead and assist staff in providing PD and hosting parent workshops. We also partner with East Carolina University to contract instructors to conduct PD on cutting-edge initiatives. The local Tar River Reading Council (affiliate of the International Literacy Association) provides monthly workshops given by literacy professionals across the state to offer additional innovative teaching techniques.

Through scholarships, grants, personal funds, and district/school funding, we provide opportunities for staff to attend local, state, regional, and/or national reading/math conferences to continue growing in the profession. Teachers acquire effective instructional strategies to continue accelerating all students while strengthening low performing students and challenging high performing students. In order to encourage teacher reflection, critique instructional practices, and enhance leadership, our administration attends PD such as district principal/curriculum meetings and state/regional conferences. Through round table discussions and gallery walks with other district leaders, our administration develops a method of how to positively impact staff capacity. From this collaboration, our administrators learn how to analyze concrete data that guides critical conversations for specific areas of instructional improvement, mentor administrators/teachers at other schools in the district, and provide/model examples of how accomplished teachers demonstrate best practices.

To address school challenges of low growth/performance and assist teachers with best practices, our focus for the past three years has been on developing strategic readers/writers, increasing vocabulary/comprehension skills, and enhancing written response to text. The correlation between these PD selections and high achievement is tracked using data sources from formative assessments. As a result, we maintained a proficiency rate of 81% on K-2 Text Reading Comprehension and our proficiency rate on standardized testing continues to increase, remaining above the state average. We persistently monitor growth patterns of students to select appropriate professional development in order to sustain high achievement.

#### **4. School Leadership**

School leadership at Chocowinity Primary School (CPS) consists of administration, teacher leaders, and parents with a common focus on the belief that all children can learn and be successful. The leadership team has the same philosophy of holding high expectations for student learning in which children are provided with an education that meets their individual learning needs. Administration takes a dynamic role in the teaching and learning at CPS by actively participating in professional development opportunities and providing the resources needed to implement research based best practices.

Administration and staff collaborate frequently during data-rich meetings to analyze student progress, discuss individual student needs, and set achievement goals. Administrators participate in everyday operations of the school to ensure visibility and provide cohesion. Administrators visit classrooms daily to greet students, visitors, and teachers. Much of their day is spent in the classrooms observing, instructing, and mentoring teachers and students. This conviction of classroom engagement and observations, is vital to the success of both teachers and students. Administrators use post-observation conversations to discuss meaningful and necessary feedback and establishment teacher mentoring relationships that facilitate high quality instruction. These conversations are sometimes difficult, but are essential to quality teaching and student learning.

Establishing teacher leaders across grade levels is a crucial component of the team approach that administration strives to cultivate. This fosters a connection among the staff so that no person is isolated. This relational approach to leadership not only aids in creating a team atmosphere among the staff but is also an integral part of developing this dynamic with families. An open door policy establishes a welcoming, open atmosphere for all because we recognize that families are essential to student success. They are invited and encouraged to be enmeshed in their student's education and the school as a whole. Parents are active participants on the School Improvement Team, offering insights and recommendations for school initiatives. Budget, school and classroom needs, professional development, and other elements of school business are discussed and decided. All stakeholders are invited to attend and have a voice in the school decisions. Overall, the key factor in student success comes from the shared vision and collaboration of the administration, teachers, support staff, and families.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

|  |  |
|--|--|
| <b>Subject:</b> <u>Math</u>                | <b>Test:</b> <u>NC End of Grade Grade 3 Math</u> |
| <b>All Students Tested/Grade:</b> <u>3</u> | <b>Edition/Publication Year:</b> <u>N/A</u>      |
| <b>Publisher:</b> <u>NC DPI</u>            |  |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| Level 3 and above  | 76        | 71        | 94        | 96        | 90        |
| LEVEL 4 and 5  | 64        |           |           |           |           |
| Number of students tested  | 112       | 103       | 82        | 113       | 135       |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students tested with alternative assessment                        |           |           |           |           |           |
| % of students tested with alternative assessment                             | 4         | 3         | 5         | 1         | 3         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| Level 3 and above  | 70        | 64        | 94        | 96        | 86        |
| LEVEL 4 and 5  | 58        |           |           |           |           |
| Number of students tested  | 80        | 72        | 67        | 83        | 85        |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| Level 3 and above  | 25        | 14        | 56        | 80        | 53        |
| LEVEL 4 and 5  | 19        |           |           |           |           |
| Number of students tested  | 16        | 8         | 9         | 15        | 15        |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| Level 3 and above  | 92        | 63        | 89        | 96        | 96        |
| LEVEL 4 and 5  | 75        |           |           |           |           |
| Number of students tested  | 12        | 8         | 9         | 9         | 13        |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Level 3 and above  | 89        | 60        | 92        | 96        | 96        |
| LEVEL 4 and 5  | 78        |           |           |           |           |
| Number of students tested  | 18        | 15        | 12        | 13        | 16        |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| Level 3 and above  | 53        | 65        | 91        | 96        | 77        |
| LEVEL 4 and 5  | 47        |           |           |           |           |
| Number of students tested  | 30        | 23        | 21        | 39        | 35        |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| Level 3 and above  |           |           |           |           |           |
| LEVEL 4 and 5  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |



| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| <b>7. American Indian or Alaska Native Students</b>          |           |           |           |           |           |
| Level 3 and above  |           |           |           |           |           |
| LEVEL 4 and 5  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |           |           |           |           |           |
| Level 3 and above  |           |           |           |           |           |
| LEVEL 4 and 5  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>9. White Students</b>                                     |           |           |           |           |           |
| Level 3 and above  | 83        | 77        | 96        | 95        | 92        |
| LEVEL 4 and 5  | 69        |           |           |           |           |
| Number of students tested                                    | 58        | 60        | 44        | 56        | 77        |
| <b>10. Two or More Races identified Students</b>             |           |           |           |           |           |
| Level 3 and above  |           |           |           |           |           |
| LEVEL 4 and 5  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>11. Other 1: Other 1</b>                                  |           |           |           |           |           |
| Level 3 and above  |           |           |           |           |           |
| LEVEL 4 and 5  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>12. Other 2: Other 2</b>                                  |           |           |           |           |           |
| Level 3 and above  |           |           |           |           |           |
| LEVEL 4 and 5  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>13. Other 3: Other 3</b>                                  |           |           |           |           |           |
| Level 3 and above  |           |           |           |           |           |
| LEVEL 4 and 5  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |

**NOTES:** 2013-2014: NC DPI added a category of 5 in score reporting. Prior to that school year the highest score reported was a 4.

2012-2013: NC DPI renormed the NC EOG.

\*Percent proficient reported at 96% in the above table were reported as >95% by NC DPI.

**STATE CRITERION--REFERENCED TESTS**

|  |  |
|--|--|
| <b>Subject:</b> <u>Math</u>                | <b>Test:</b> <u>NC End of Grade Grade 4 Math</u> |
| <b>All Students Tested/Grade:</b> <u>4</u> | <b>Edition/Publication Year:</b> <u>N/A</u>      |
| <b>Publisher:</b> <u>NC DPI</u>            |  |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| Level 3 and above  | 82        | 70        | 96        | 96        | 96        |
| LEVEL 4 and 5  | 77        |           |           |           |           |
| Number of students tested  | 101       | 76        | 117       | 132       | 126       |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students tested with alternative assessment                        |           |           |           |           |           |
| % of students tested with alternative assessment                             | 4         | 1         | 3         | 4         | 1         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| Level 3 and above  | 75        | 66        | 96        | 93        | 96        |
| LEVEL 4 and 5  | 68        |           |           |           |           |
| Number of students tested  | 71        | 56        | 91        | 84        | 79        |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| Level 3 and above  | 22        | 40        | 89        | 83        | 86        |
| LEVEL 4 and 5  | 22        |           |           |           |           |
| Number of students tested  | 9         | 5         | 18        | 18        | 14        |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| Level 3 and above  | 75        |           | 96        | 96        | 96        |
| LEVEL 4 and 5  | 75        |           |           |           |           |
| Number of students tested  | 4         |           | 5         | 10        | 10        |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Level 3 and above  | 79        | 67        | 96        | 96        | 96        |
| LEVEL 4 and 5  | 79        |           |           |           |           |
| Number of students tested  | 14        | 9         | 12        | 20        | 12        |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| Level 3 and above  | 62        | 47        | 95        | 88        | 96        |
| LEVEL 4 and 5  | 46        |           |           |           |           |
| Number of students tested  | 26        | 17        | 39        | 34        | 38        |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| Level 3 and above  |           |           |           |           |           |
| LEVEL 4 and 5  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| Level 3 and above  |           |           |           |           |           |
| LEVEL 4 and 5  |           |           |           |           |           |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Number of students tested                                    |           |           |           |           |           |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |           |           |           |           |           |
| Level 3 and above  |           |           |           |           |           |
| LEVEL 4 and 5  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>9. White Students</b>                                     |           |           |           |           |           |
| Level 3 and above  | 93        | 80        | 95        | 96        | 96        |
| LEVEL 4 and 5  | 91        |           |           |           |           |
| Number of students tested                                    | 55        | 44        | 60        | 74        | 70        |
| <b>10. Two or More Races identified Students</b>             |           |           |           |           |           |
| Level 3 and above  |           |           |           |           |           |
| LEVEL 4 and 5  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>11. Other 1: Other 1</b>                                  |           |           |           |           |           |
| Level 3 and above  |           |           |           |           |           |
| LEVEL 4 and 5  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>12. Other 2: Other 2</b>                                  |           |           |           |           |           |
| Level 3 and above  |           |           |           |           |           |
| LEVEL 4 and 5  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>13. Other 3: Other 3</b>                                  |           |           |           |           |           |
| Level 3 and above  |           |           |           |           |           |
| LEVEL 4 and 5  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |

**NOTES:** 2012-2013: ELL was a non-qualifying subgroup. No data is available.  
2013-2014: NCDPI added level 5 for reporting. Prior to that year the highest reporting score was a 4.  
2012-2013:NC DPI renormed the NC EOG.

**STATE CRITERION--REFERENCED TESTS**

|  |   |
|--|---|
| <b>Subject:</b> <u>Reading/ELA</u>         | <b>Test:</b> <u>NC End Of Grade Grade 3 Reading</u> |
| <b>All Students Tested/Grade:</b> <u>3</u> | <b>Edition/Publication Year:</b> <u>N/A</u>         |
| <b>Publisher:</b> <u>NC DPI</u>            |   |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| Level 3 and above  | 78        | 70        | 85        | 87        | 79        |
| LEVEL 4 and 5  | 62        |           |           |           |           |
| Number of students tested  | 112       | 103       | 82        | 113       | 135       |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students tested with alternative assessment                        |           |           |           |           |           |
| % of students tested with alternative assessment                             | 4         | 3         | 6         | 1         | 3         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| Level 3 and above  | 73        | 58        | 82        | 86        | 74        |
| LEVEL 4 and 5  | 54        |           |           |           |           |
| Number of students tested  | 80        | 72        | 67        | 83        | 85        |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| Level 3 and above  | 63        | 25        | 56        | 73        | 33        |
| LEVEL 4 and 5  | 50        |           |           |           |           |
| Number of students tested  | 16        | 8         | 9         | 15        | 15        |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| Level 3 and above  | 67        | 38        | 44        | 78        | 77        |
| LEVEL 4 and 5  | 42        |           |           |           |           |
| Number of students tested  | 12        | 8         | 9         | 9         | 13        |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Level 3 and above  | 78        | 33        | 60        | 77        | 81        |
| LEVEL 4 and 5  | 61        |           |           |           |           |
| Number of students tested  | 18        | 15        | 12        | 13        | 16        |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| Level 3 and above  | 60        | 61        | 81        | 85        | 63        |
| LEVEL 4 and 5  | 33        |           |           |           |           |
| Number of students tested  | 30        | 23        | 21        | 39        | 35        |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| Level 3 and above  |           |           |           |           |           |
| LEVEL 4 and 5  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| Level 3 and above  |           |           |           |           |           |
| LEVEL 4 and 5  |           |           |           |           |           |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Number of students tested                                    |           |           |           |           |           |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |           |           |           |           |           |
| Level 3 and above  |           |           |           |           |           |
| LEVEL 4 and 5  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>9. White Students</b>                                     |           |           |           |           |           |
| Level 3 and above  | 86        | 83        | 96        | 89        | 84        |
| LEVEL 4 and 5  | 74        |           |           |           |           |
| Number of students tested                                    | 58        | 60        | 44        | 56        | 77        |
| <b>10. Two or More Races identified Students</b>             |           |           |           |           |           |
| Level 3 and above  |           |           |           |           |           |
| LEVEL 4 and 5  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>11. Other 1: Other 1</b>                                  |           |           |           |           |           |
| Level 3 and above  |           |           |           |           |           |
| LEVEL 4 and 5  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>12. Other 2: Other 2</b>                                  |           |           |           |           |           |
| Level 3 and above  |           |           |           |           |           |
| LEVEL 4 and 5  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>13. Other 3: Other 3</b>                                  |           |           |           |           |           |
| Level 3 and above  |           |           |           |           |           |
| LEVEL 4 and 5  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |

**NOTES:** 2012-2013: NC DPI renormed the NC EOG.

2013-2014: NC DPI added a level 5 for reporting scores. Prior to that year the highest reported score was a 4.

**STATE CRITERION--REFERENCED TESTS**

|  |  |
|--|--|
| <b>Subject:</b> <u>Reading/ELA</u>         | <b>Test:</b> <u>NC End of Grade Grade Four Reading</u> |
| <b>All Students Tested/Grade:</b> <u>4</u> | <b>Edition/Publication Year:</b> <u>N/A</u>            |
| <b>Publisher:</b> <u>NC DPI</u>            |  |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | May       | Jan       | Jan       | Jan       | Jan       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| Level 3 and above  | 72        | 66        | 85        | 84        | 83        |
| LEVEL 4 and 5  | 61        |           |           |           |           |
| Number of students tested  | 101       | 76        | 117       | 132       | 126       |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students tested with alternative assessment                        |           |           |           |           |           |
| % of students tested with alternative assessment                             | 4         | 1         | 3         | 4         | 1         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| Level 3 and above  | 65        | 61        | 82        | 77        | 84        |
| LEVEL 4 and 5  | 52        |           |           |           |           |
| Number of students tested  | 71        | 56        | 91        | 84        | 79        |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| Level 3 and above  | 22        | 20        | 72        | 44        | 21        |
| LEVEL 4 and 5  | 11        |           |           |           |           |
| Number of students tested  | 9         | 5         | 18        | 18        | 14        |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| Level 3 and above  | 50        |           | 80        | 80        | 60        |
| LEVEL 4 and 5  | 25        |           |           |           |           |
| Number of students tested  | 4         |           | 5         | 10        | 10        |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Level 3 and above  | 64        | 56        | 92        | 90        | 67        |
| LEVEL 4 and 5  | 57        |           |           |           |           |
| Number of students tested  | 14        | 9         | 12        | 20        | 12        |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| Level 3 and above  | 50        | 53        | 80        | 68        | 87        |
| LEVEL 4 and 5  | 35        |           |           |           |           |
| Number of students tested  | 26        | 17        | 39        | 34        | 38        |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| Level 3 and above  |           |           |           |           |           |
| LEVEL 4 and 5  |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| Level 3 and above  |           |           |           |           |           |
| LEVEL 4 and 5  |           |           |           |           |           |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Number of students tested                                    |           |           |           |           |           |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |           |           |           |           |           |
| Level 3 and above  |           |           |           |           |           |
| LEVEL 4 and 5  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>9. White Students</b>                                     |           |           |           |           |           |
| Level 3 and above  | 84        | 75        | 85        | 89        | 83        |
| LEVEL 4 and 5  | 75        |           |           |           |           |
| Number of students tested                                    | 55        | 44        | 60        | 74        | 70        |
| <b>10. Two or More Races identified Students</b>             |           |           |           |           |           |
| Level 3 and above  |           |           |           |           |           |
| LEVEL 4 and 5  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>11. Other 1: Other 1</b>                                  |           |           |           |           |           |
| Level 3 and above  |           |           |           |           |           |
| LEVEL 4 and 5  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>12. Other 2: Other 2</b>                                  |           |           |           |           |           |
| Level 3 and above  |           |           |           |           |           |
| LEVEL 4 and 5  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>13. Other 3: Other 3</b>                                  |           |           |           |           |           |
| Level 3 and above  |           |           |           |           |           |
| LEVEL 4 and 5  |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |

**NOTES:** 2012-2013: ELL was a non-qualifying subgroup. No data is available.  
2013-2014: NC DPI added a level of 5 for score reporting. Prior to that school year the highest score reported was a 4.  
2012-2013: NC DPI renormed the NC EOG.