

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
*A Public School - 13NC7*

School Type (Public Schools): Charter  Title 1  Magnet  Choice

Name of Principal: Mr. Scott Spencer Ed.S

Official School Name: Shiloh Elementary School

School Mailing Address: 5210 Rogers Road  
Monroe, NC 28110-8527

County: Union State School Code Number\*: 900356

Telephone: (704) 296-3035 E-mail: scott.spencer@ucps.k12.nc.us

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Dr. Mary Ellis Ed.D. Superintendent e-mail: mary.ellis@ucps.k12.nc.us

District Name: Union County Public Schools District Phone: (704) 296-9898

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. Richard Yercheck

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge 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.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## **PART I - ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application 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 K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent 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, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP 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 and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
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

1. Number of schools in the district 30 Elementary schools (includes K-8)  
9 Middle/Junior high schools  
11 High schools  
0 K-12 schools  
50 Total schools in district
2. District per-pupil expenditure: 7557

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 2

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

| Grade                            | # of Males | # of Females | Grade Total |
|----------------------------------|------------|--------------|-------------|
| PreK                             | 5          | 3            | 8           |
| K                                | 43         | 51           | 94          |
| 1                                | 55         | 56           | 111         |
| 2                                | 42         | 51           | 93          |
| 3                                | 46         | 38           | 84          |
| 4                                | 63         | 47           | 110         |
| 5                                | 56         | 44           | 100         |
| 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 in Applying School:</b> |            |              | <b>600</b>  |

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
1 % Asian  
13 % Black or African American  
17 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
66 % White  
2 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 15%  
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

| Step | Description   | Value |
|------|---|-------|
| (1)  | Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.   | 54    |
| (2)  | Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year. | 40    |
| (3)  | Total of all transferred students [sum of rows (1) and (2)].  | 94    |
| (4)  | Total number of students in the school as of October 1, 2011  | 618   |
| (5)  | Total transferred students in row (3) divided by total students in row (4).                                       | 0.15  |
| (6)  | Amount in row (5) multiplied by 100.  | 15    |

8. Percent of English Language Learners in the school: 6%  
Total number of ELL students in the school: 36  
Number of non-English languages represented: 4  
Specify non-English languages:

Amharic, Russian, Bulgarian, and Spanish.

9. Percent of students eligible for free/reduced-priced meals: 45%

Total number of students who qualify: 271

If this method does not produce 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.

10. Percent of students receiving special education services: 13%

Total number of students served: 76

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>8</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>11</u> Other Health Impaired                |
| <u>0</u> Deaf-Blindness        | <u>26</u> Specific Learning Disability         |
| <u>1</u> Emotional Disturbance | <u>12</u> Speech or Language Impairment        |
| <u>2</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>1</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>14</u> Developmentally Delayed              |

11. Indicate number of full-time and part-time staff members in each of the categories below:

|   | <u><b>Full-Time</b></u> | <u><b>Part-Time</b></u> |
|---|-------------------------|-------------------------|
| Administrator(s)  | <u>2</u>                | <u>0</u>                |
| Classroom teachers  | <u>30</u>               | <u>0</u>                |
| Resource teachers/specialists<br>(e.g., reading specialist, media specialist, art/music, PE teachers, etc.) | <u>9</u>                | <u>1</u>                |
| Paraprofessionals   | <u>12</u>               | <u>0</u>                |
| Support staff<br>(e.g., school secretaries, custodians, cafeteria aides, etc.)                              | <u>13</u>               | <u>3</u>                |
| Total number  | <u>66</u>               | <u>4</u>                |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

21:1

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

|                             | <b>2011-2012</b> | <b>2010-2011</b> | <b>2009-2010</b> | <b>2008-2009</b> | <b>2007-2008</b> |
|-----------------------------|------------------|------------------|------------------|------------------|------------------|
| Daily student attendance    | 96%              | 97%              | 97%              | 98%              | 96%              |
| High school graduation rate | %                | %                | %                | %                | %                |

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: \_\_\_\_\_

Enrolled in a 4-year college or university \_\_\_\_\_ %

Enrolled in a community college \_\_\_\_\_ %

Enrolled in vocational training \_\_\_\_\_ %

Found employment \_\_\_\_\_ %

Military service \_\_\_\_\_ %

Other \_\_\_\_\_ %

**Total** \_\_\_\_\_ **0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award? Prior to 2000

## **PART III - SUMMARY**

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Shiloh Elementary has served its students and the community with one thought in mind: “Making our mark, one child at a time.” The school has been a landmark for students and their families since 1917, and has existed in the current building since 1992. The school has an inviting atmosphere, and visitors immediately sense a community of kindness, safety, and respect. Students enter and quickly begin the morning routines as teachers and staff greet them throughout the halls. Expectations for behavior and student effort are clearly posted throughout the building by the PAWS posters that promote our Positive Behavioral Intervention Support school-wide discipline system. Our School Improvement Team-staff, administrators, and parents are the guiding force that makes Shiloh successful. The combined forces of this team, our Grade Level Teams, and our school wide committees working behind the scenes make the day-to-day operations very smooth. There is no magic about it; there is simply a commitment to excellence from all members of the Shiloh staff every day.

Shiloh has a strong commitment to the local and global communities. It is the only elementary school in North Carolina that hosts both a VIF Global Gateway Grade Level and a VIF SPLASH Spanish Immersion class. Our First Grade Team took on the challenge of providing worldwide exposure for their students through Global Gateway while our Kindergarten Team welcomed a Spanish Immersion classroom. Locally, the students and staff support the community food drive and the Shiloh After School Walk the Track for Cancer. International Family Night offers resources and a sense of belonging to our diverse population. Classrooms celebrate grandparents and community leaders in ways that support the required essential standards. For two years, Heifer International benefited from a reading pledge drive, netting animals for families throughout the world. The needs of families who suffer losses are met through the Shiloh Memory Garden that was constructed in 2008. Former students coordinated community donations and volunteers from the local cluster of schools to create a space for students and staff to meditate and to celebrate their loved ones. Our counselor uses the garden to comfort those students in need, and it is also used as an outdoor classroom.

The learning environment throughout the building meets the needs of all students through diverse settings: traditional, small group, special education, and our Buddies Learning Together program, which uses all staff to remediate and enrich student learning. While these learning environments may vary, the universal method to ensure student achievement is differentiated instruction. Our Intervention Team process has been critical in providing instruction to all students based on needs. As a result, our school has “made our mark” by achieving the North Carolina School of Excellence award, first established in 1996, for 13 years.

Although high test results might be sufficient for National Blue Ribbon School consideration, it is the dedication-and forward thinking-of all stakeholders in our school community that provide a rigorous and safe environment by meeting our students' social, emotional, and academic needs. The PBIS program provides the framework for a cohesive community that fosters a respectful environment where positive choices are made. Misguided students benefit from coaching by our PAWS and Reflect assistant. Students receive specific strategies to maintain focus and self-discipline in the classroom. Time on task has increased due to shorter absences from the classroom to handle discipline issues. Our counselor tackles many issues such as death, divorce, and anti-bullying through in-class lessons and one-on-one interventions. Social development is also promoted through after school clubs, allowing students to discover common interests that promote a positive social and emotional climate conducive to success.

The monthly Principal's Paw award is earned by students demonstrating good citizenship. Quarterly, students receive tags for positive behavior and a responsible work ethic and become members of our Totally Awesome Group of Students. Students recognized for their outstanding behavior may be selected

for daily pledge leaders or to enjoy a “pride party” at lunchtime. Being recognized for their positive efforts motivates students to achieve their best and encourages others to improve.

Shiloh’s efforts have been recognized. Our administrators have been honored with the highest honor in our county, with recognition as an Honor School of Excellence by the state of North Carolina. The US Department of Education selected Shiloh as a Blue Ribbon School in 1999 when our enrollment was nearly double our current numbers. Back then, with 28 trailers and 1200 students, it seemed impossible to meet our goals “one child at a time,” but we did. Today, we are humbled to be nominated to receive the National Blue Ribbon Schools Award a second time. For the staff and students of Shiloh Elementary, giving our best every day is as natural as breathing. Our students deserve nothing less.



## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

A) Shiloh has achieved high student performance and growth consistently based on the NC End of Grade Assessment results. These assessments measure student performance in reading and math for grades 3-5. The North Carolina Standard Course of Study was the basis for what students are tested on from 2007 until 2012. The levels of achievement for the NC EOGs are Level 1, Level 2, Level 3, and Level 4. Levels 1 and 2 are below grade level, and levels 3 and 4 are grade level expectations and above. A student growth component is another indication of student success recognized by the state of NC.

Shiloh has received the following honors during the last few years:

2007-2008 School of Progress (76.5% of students at level 3 or 4)

2008-2009 School of Distinction with High Growth (85.8% of students at level 3 or 4)

2009-2010 Honor School of Excellence with High Growth (92.3% of students at level 3 or 4)

2010-2011 Honor School of Excellence with High Growth (92.6% of students at level 3 or 4)

2011-2012- Honor School of Excellence with Expected Growth (93.2% of students at level 3 or 4)

We met our Adequate Yearly Progress (AYP) for each of our subgroups from 2008-2012.

We have strived to increase our percentage of students on grade level each year. The Shiloh staff uses best practices in order to track individual students growth on these assessments. Our School Improvement Plan specifies strategies we will implement to meet these goals. Each year, our current School Improvement Plan states that Shiloh will increase the percentage of students demonstrating grade level proficiency in reading.

B) Prior to the 2007-2008 school year, Shiloh was a North Carolina School of Excellence indicating that 90% or more of students scored at or above grade level on the North Carolina End of Grade Assessments. In the 2007-08 school year, the state test was re-normed causing a statewide decrease in student performance scores. Additionally, Shiloh had 30 outside portable classrooms that year, and our school was significantly overcrowded. Because of not meeting the AYP for students with disabilities in the 2007-2008 school year, and having fewer than 90% of students performing on grade level, Shiloh's staff began to plan to regain our title of School of Excellence. As a School Improvement Team we began analyzing data by subgroup to identify any gaps made a plan to begin increasing student performance on grade level each year. Staff development became a focus at the district as well as at the school level. We have many strong leaders among our grade levels, and certain teachers are called upon to lead staff development sessions. Specifically, we have focused on using data to drive instruction. Monthly meetings for each grade level are held with the literacy curriculum coordinator from central services to address how to best meet the needs of our students.

There is an achievement gap of more than 10 percentage points between our regular education students, and our students with disabilities, Other Health Impaired, and/or speech language identified students. We address the need to close this gap with high expectations for communication between our EC teachers and regular education classroom teachers. We include our EC teachers in staff development and intervention team meetings to help train regular education teachers in differentiating instruction and learning best practices for teaching students with disabilities. Our staff works collaboratively, understanding that these are "our kids", not "my kids" in order to address individual student needs. Shiloh has also implemented an EC Parent Information Night in order to assist parents with ways they can support their children at home. Students in our EC program are also able to attend after school Tuesday tutoring (Grades 1-5), morning academic support time in the computer lab, and our mini-intersession classes (Grades 3-5). We have hired tutors at Shiloh who assist with our EC students, as needed, to provide additional support.

There has been significant growth by male and female Hispanic students in reading and math since the 2007-08 school year. Shiloh has implemented a Hispanic Information Night for parents during which the ESL teacher presents information to help parents support their children at home. A Spanish club has been formed that focuses on giving Hispanic students the tools for being more confident and successful in the classroom.

Data-driven planning, dashboards that document student progress on various assessments, PEP(Personalized Education Plan) expectations, running records, and review of midterms by administration are all components of teacher accountability that have contributed to the gains in student performance over the past five years. Data-driven instruction is developed through formative assessments including benchmarks and county-adopted reading assessments. Dashboards of classroom rosters with pertinent data are a way to monitor student progress at a glance, enabling teachers to identify student concerns quickly in order to ensure student success. With input from staff, administration has set guidelines with clear expectations for when it is necessary to address student concerns. We believe this proactive approach helps to ensure that students will receive academic support from our dedicated staff in a timely manner.

## **2. Using Assessment Results:**

Shiloh uses research-based instruction and materials to meet the needs of students of all levels. Teachers use a variety of assessments to ensure that each student receives differentiated instruction and the instructional support needed to succeed.

The Developmental Reading Assessment (DRA) is given to gain knowledge about each student's reading level and abilities and develop individual and small group instruction of specific skills at that student's reading level. Teachers administer the DRA again in the middle of the school year. The school uses running records, conferencing notes, and benchmark assessments to better understand and follow student progress. Teachers can then build on skills the students are mastering.

Our county provides quarterly reading and math assessments which are used for data collection. These give teachers information about the knowledge that the students have retained over a 9 week period. Teachers use this data to re-teach concepts and skills to small groups of students.

Shiloh developed a midyear assessment for grades 3-5 that aligns with the CCSS, replacing an earlier assessment aligned to the NCSCOS. The new assessment gives teachers an indication of how students will perform on the End of Grade tests, and teachers then disaggregate the data to re-teach reading and math skills. The test includes untaught standards, so our teachers use that information to pretest for skills that will be taught in the second semester. This test is useful to our third grade students, as this is the first year they have taken a standardized test. It helps them feel more comfortable with standardized testing.

Our fourth and fifth grade students took the midyear assessment on-line through the ClassScape assessment program. ClassScape is a site loaded with questions that meet the CCSS. Teachers in grades 3-5 can use prepackaged quizzes or create their own assessment to gather additional data on each student.

One of Shiloh's initiatives is to become a stronger Professional Learning Community. Part of this is to produce common assessments and to use that data to teach and re-teach skills in small group settings. Formative assessments are also important in order to construct the groups. Shiloh calls this remediation and challenge time our "WIN" (What I Need) time. Students who have mastered a given skill are placed in groups where they can be challenged on that skill. This is another time of our day when we are meeting the needs of all of our students.

Shiloh uses data to meet the needs of the students who attend our free, weekly after school tutoring session called BLAST (Bulldogs Learning After School Together). This is a time in which our entire

staff works with small groups of identified students in order to extend their learning based on the skills in which they need the most help. The classroom teachers use the data from a variety of assessments to determine those individual needs.

The Intervention Team at Shiloh is a resource for teachers and supports teachers in assisting struggling learners. During team meetings, multitudes of data are reviewed to come up with the best plan for helping the student become more successful. Teachers first meet with their grade level twice to brainstorm and implement interventions. If those interventions are not successful, then the teacher must meet with the Intervention Team. The team comprises teachers from other grade levels, school counselor, special education teachers, and administration. In step two, teachers are given more interventions to implement for the struggling student and the team monitors student progress. The team may meet again before deciding that the student is making progress or that the student needs to be referred to the Individualized Education Plan team.

Shiloh informs the school community of student achievement. Teachers send home graded work weekly in PRIDE Packs. Students and parents are required to review the work together and track academic progress on a data sheet. In grades 3-5, parents can access on-line grades for current information.

Midterms go home at the four and a half week mark. Honor roll and most improved students' names are posted in the hallway, and the newspaper. End of grade testing results are shared through data sheets provided by the state. Standardized testing accomplishments are presented on banners, in newspapers, and our website. Teachers communicate with parents via phone, contact logs, email, and/or postcards.

Shiloh's staff ensures student success through the use and analysis of a variety of testing data. The data are compiled throughout the academic year in order to develop a complete picture of each student, and then used to meet each student's needs.

### **3. Sharing Lessons Learned:**

Shiloh is devoted to continuous improvement. We pride ourselves on being leaders in our district. Shiloh has a strong relationship with other county elementary schools, and sharing, learning, and collaborating with them has been important to our academic success.

Visitors often come to observe our workshop models in reading, writing, and math. Shiloh has hosted teachers from Charlotte Mecklenburg Schools and our system. We welcome students from Wingate University and UNCC.

Shiloh teachers volunteer to participate in our district Total Quality Education (TQE) Share Day. Our teachers present on best practices in a variety of subjects. Our third grade teachers are sharing how they have used Professional Learning Communities to create skill groups based on data collection and analysis. We call this approach to meeting student needs our What I Need (WIN) time and hope to be a model for WIN to other schools in our area.

Over the past three years, Shiloh has been a model in our district for implementing the Positive Behavior Intervention System (PBIS). Grade level representatives, our assistant principal, our PE teacher, and our counselor make up our PBIS team. They attended both Tier I and Tier II training. PBIS provides positive, individualized strategies for students. The team learned ways to support positive behaviors. We implemented clear expectations for behavior school-wide in classroom settings, and at the level of individual students. We seamlessly transitioned from our former rules to the PBIS model. The PBIS team gathered evidence of current rules and consequences, and surveyed the teachers to learn their thoughts on a new behavior system. We trained our teachers. Working together, we learned how to teach, monitor, and reward appropriate behaviors before relying on punishment. Our assistant principal was asked to present our program to various elementary school assistant principals. Our counselor discussed the effectiveness of this program with peers. We are dedicated to maintaining our school-wide rules and procedures. Student discipline referrals have decreased. We have more on task time for students.

Redirecting negative behaviors, teaching appropriate behaviors, and maintaining clear and high standards continue to make us special school. Students learn in Kindergarten to walk on the side of the hallways, to not talk in the hallways, to raise their hands before talking, and to keep their hands to themselves. Rules that expect safety and respect from everyone are necessary to maintain our high expectations of student performance.

#### **4. Engaging Families and Communities:**

Parents are notified immediately of teacher concerns and the Intervention Team meets with parents to addresses students' academic and behavioral concerns. Grade levels meet to support each other with interventions to address the needs of the individual child. Teachers meet with the Intervention team when they see that a student is not progressing toward grade level mastery. Administrators monitor student progress by reviewing midterm grades and class dashboards. The counselor plans the meetings and invites the parents. We share with parents that support from all of us, including parents, is what makes our school successful. The intervention team is a necessary part of providing academic and behavioral support to our struggling students.

International Family Night was a goal of Shiloh's School Improvement Plan starting in 2008. Since many cultures and ethnicities make up our diverse student population, we wanted to address the needs of these groups of parents. Our teachers share information to enable parents to assist their children with homework, vocabulary practice/review, and to explain what our math and reading workshop models entail. We feel strongly that providing information for parents that includes our expectations of student learning is critical in building strong community support systems. We have provided this community outreach each school year. We adapt and change the information presented as needed so it fits each school year's goals and expectations.

A grade level parent night is held at the start of each school year. Teachers plan presentations that review the expectations from our state, county, and school. We explain to parents how each grade requires more of the students, both behaviorally and academically. Our counselor speaks with the parents of 3rd graders to explain the accountability measures of the state EOG assessments, and parents are informed of the change in the report card. In grades 3-5, students switch to a grading scale that uses letters. Third grade is the first year that students are assessed with our state EOG tests. These can be used to determine retention or progression to the next grade level.

Shiloh implemented an EC Parent Information Night to assist parents with ways they can support their children at home, specifically with information about our EC department, the intervention team, and 504 plans. The speech pathologist, the school counselor, two special education teachers, our school psychologist, and our occupational therapist presented to the parents.

We have also opened up the school for family movie nights twice a month. We feel that this important event helps to strengthen ties between the school and the home.

# **PART V - CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

Shiloh has embraced the new Common Core standards for English Language Arts and Math and the NC Essential Standards for Science and Social Studies. Our curriculum supports these learning standards.

Shiloh uses Reader's and Writer's Workshop to teach our English Language Arts Common Core standards. With mini-lessons, teachers give direct instruction to the learning standards that our students need to master. Through the use of word study, read-alouds, shared reading, and interactive writing, our students learn the foundational skills to make them successful readers and writers. Based on the research from Columbia University, this approach works to provide differentiated literacy instruction to our students.

Our mathematics approach is based on developing strong foundational skills through real world lessons and hands-on learning. We develop lessons from the Common Core State Standards which include differentiation for all learners. Formative assessment drives our instruction and guides our mathematics instruction.

Our school uses an inquiry-based model of science instruction, allowing our students to develop a conceptual understanding of science. We integrate inquiry, experimentation, and technological design by creating opportunities that are "hands on/minds on." We provide our students a cooperative learning environment where they can explore, ask questions, and find answers. As our students grow older, the scientific inquiry becomes more thorough, as students are able to ask more specific questions, make predictions, and conduct investigations with partners or small groups to discover answers. Through our hands-on investigations we are able to teach the Essential State Standards for Science.

The Essential State Standards for Social Studies focus strongly on students demonstrating chronological thinking. At Shiloh, our curriculum encourages the students to ask questions. In grades K-2, students study social studies through studying themselves, others, families, and communities. In 3rd grade and on, students use this information to make economic, cultural, and geographic connections in community living.

Shiloh's visual and performing arts programs complement classroom instruction and extend each student's learning. Students study global and cultural art. Through their study of art techniques, the students learn about animals and habitats, furthering the Science Essential Standards. Math standards, such as patterns, sequencing, symmetry, geometric shapes, vertical, horizontal, perpendicular, and parallel lines are also explored through art techniques. Our Music lessons incorporate literacy, math, and science. Globalism is incorporated as students study music and drumming from around the world.

The Physical Education program complements the core curriculum by incorporating literacy and math components that students are learning about in their classes. We discuss culture and globalization with respective sports and activities. Health and nutrition information is also provided to the students through the physical education program, and supplemented in the classroom and in the cafeteria.

The use of technology at Shiloh has given teachers new tools to actively engage all learners. Every classroom in Shiloh has either a Promethean or interactive board, providing students with interactive lessons that allow for higher levels of engagement and encouragement of critical thinking skills. Shiloh is also able to provide all students access to our two computer labs and four netbook carts.

Shiloh offers many unique curricula to our students. Our media coordinator provides a weekly lesson that ties into the classroom curriculum, and students learn about the different types of research materials.

Another unique curriculum is our SPLASH program, a full immersion Kindergarten Spanish classroom. Fourth and Fifth grade students are also offered AIG (Academically Intellectually Gifted) classes. This program enhances and enriches the regular education curriculum and provides active student engagement through differentiated instruction.

## **2. Reading/English:**

Shiloh utilizes Reader's Workshop, a research-based balanced literacy program that includes guided reading, shared reading, and word study and is differentiated for each child. Reader's Workshop begins daily with a mini-lesson for the class that provides direct instruction through demonstration and scaffolded practice in print concept skills, phonological awareness, and decoding strategies. Students are then given independent time to read high-interest books that are "just right" for reading with fluency, accuracy, and comprehension. There is a school-wide goal to increase reading stamina. An important aspect of Reader's Workshop is that students have time to talk about their books with reading partners daily, which increases their comprehension. Using Reader's Workshop, our students have access to a variety of different genres of text. Our teachers are able to assess student progress frequently through conferencing, running records, and Developmental Reading Assessments, providing data to determine next steps.

Each classroom in Kindergarten through fifth grade uses read-alouds, some with accountable talk, throughout the day. Many read-alouds are linked to the genres being studied and the instruction being given in reading, writing, and content areas. Shared reading begins in Kindergarten with big books, poems and songs, and focuses on the procedures of reading. Then instruction moves on to short fiction, nonfiction, and poetry, with a focus on comprehension and meaning. Shiloh incorporates Fountas and Pinnell's word study program into our literacy framework.

Shiloh provides many opportunities for additional instruction to help children working below grade level to gain the skills they need to be successful. Shiloh uses tutors on each grade level to implement programs such as Great Leaps, Learning Language Intervention, and Touchphonics. These tutors also pull out book clubs and strategy groups. Shiloh has created other opportunities to give students extra time to practice and strengthen their literacy skills, such as Accelerated Reader, IReady, and many before and after school tutoring opportunities. Each grade level has a plan to provide WIN ("What I Need") time to students in groups based on skills that the students need. We therefore differentiate instruction to better meet each student's needs. Students above grade level also receive guided reading and individual conferencing within the classroom. Fourth and fifth grade students are offered AIG (Academically Intellectually Gifted) classes to enhance and enrich the regular education curriculum. AIG classes provide active student engagement through differentiated instruction.

## **3. Mathematics:**

Shiloh's approach to mathematics instruction is to focus on meeting the needs of all students through differentiating instruction to prepare all students for success. Our approach includes the following: A standards-based math program for grades K-5, interactive whiteboard activities, use of hands-on manipulatives, activities that address all learning styles, formative assessments, and data driven instruction.

Our school's mathematics instruction focuses on the Common Core State Standards for Mathematics. Math Expressions, our school-wide math program, is a spiraling curriculum which allows each grade level to provide the foundational skills needed, building on skills established in the previous grade. It is a standards-based instructional program that uses real-world situations and hands-on activities to help students learn foundational mathematics skills. In this program, students are encouraged to find natural solutions, methods, and are also taught effective procedures when ready. Using math language daily helps students to become more fluent and to develop a better understanding of math concepts. Our teachers use

a combination of Math Expressions lessons and supplemental activities to address all of the learning standards.

Some of our classrooms have adopted a “Math Workshop” model of instruction. This includes a short mini lesson followed by individual practice, partner work, and small group instruction. This allows the teacher the appropriate time to differentiate instruction to re-teach for struggling students and to challenge our above grade level students. Teachers use many different tools to teach mathematics, including interactive white board activities and hands-on manipulatives. It is essential that our students develop a strong foundation of number sense, appropriate math language, and problem solving skills.

Differentiation is an essential part of our mathematics program. Students are consistently monitored using formative assessments, and that information is used to develop strategy groups, WIN groups, and after school tutoring groups. Struggling students are taught according to a variety of learning styles, including activities from auditory, kinesthetic and visual learning styles. Higher level students are given enrichment activities that are extensions of current learning standards.

Shiloh also works closely with our county Math curriculum coordinators. One of them recently presented staff development training to our entire staff to help with better implementing our math program.

#### **4. Additional Curriculum Area:**

The mission of the Shiloh Community is to provide a safe and rigorous learning environment that prepares our students to become successful citizens in a global society. Shiloh has made it a priority to strengthen our students’ knowledge of globalization this year. We are doing this is by becoming the only school in the state of North Carolina to have both a VIF SPLASH Kindergarten Spanish immersion program and a Global Gateway grade level.

The Global Gateway program provides a grade level with an inquiry-based global learning environment that prepares students for success as global citizens. This team has been implementing global learning experiences through Social Studies, Science, and Technology. Essential skills in reading, writing, and problem solving are taught through high interest and culturally diverse lessons. As one of the cultural awareness projects linked to the curriculum, one of our SPLASH teachers gave a presentation on the language and culture of Colombian children and their families. First graders also learned the difference and similarities between schools in Colombia and North Carolina.

Each year Shiloh participates in a Globalization Festival. All schools in our cluster join forces to create a fun and educational night for families in our community. The Globalization Festival ties in directly with our globalization initiatives. This year, our first graders will be spending time during their non-fiction unit to learn about animals and their habitats. Each class will focus on a different habitat around the world and will create projects with information gathered from text and technology.

In the Spanish Language Immersion Program, Kindergartners are taught in Spanish throughout most of the instructional day, becoming fluent in Spanish as well as English. Students in this program are not only learning a new language but are also being exposed to many culturally diverse primary sources of learning.

As a school, all grade levels are implementing global activities. Each class incorporates global awareness into lessons, such studying an author from a different country, locating places on maps and studying people and places in different parts of the world. Global bulletin boards on each hallway showcase some of our global projects. We recently placed five clocks in the main hallway that display time zones from around the world. We believe that all of these efforts will help us to produce future global citizens.

## **5. Instructional Methods:**

Shiloh constantly assesses students, collects data, and uses the data to determine what instruction is needed, and how it should be differentiated to best meet our students' needs. In classrooms, students have access to one-to-one time, small group, individual conferencing, partner work, individual work, and mini-lessons based on their needs. Each grade level also has tutors that pull out small groups to re-teach skills and offer additional support with programs such as LLI, CORE, Great Leaps, Touch Phonics, and Touch Math.

Our school uses grade level PLCs to create WIN ("What I Need") time for each grade level. Using all available staff, grade levels create differentiated small groups based on needed skills and provide students WIN time every day. When needed, we re-teach a skill or challenge above-level students to learn a new skill.

Shiloh differentiates instruction to best meet the needs of all students and subgroups. Our ESL teacher pulls out small groups in grades 1-5 to provide direct services on language skills and reinforce skills taught in the classroom. Other ESL students receive consultation on strategies that can help them to be successful in the classroom. At Shiloh, 4th and 5th grade students are offered AIG (Academically Intellectually Gifted) classes. AIG enhances and enriches the regular education curriculum and provides active student engagement through differentiated instruction.

Shiloh provides direct services to our EC students through a program that provides differentiated instruction in accordance with each student's IEP (Individual Education Plan) goals.

The use of technology at Shiloh has given teachers new tools to actively engage all learners. Every classroom in Shiloh has an interactive board to provide students with interactive lessons that allow for higher levels of engagement and encouraging critical thinking skills. Shiloh provides all students access to our two computer labs and four netbook carts. Each teacher has a laptop computer in his or her classroom as well as 3-5 classroom computers. We have access to many programs that allow for differentiated instruction to meet the needs of students on, above, and below grade level, including iReady, Type to Learn, sumdog.com, Accelerated Reader, Moodle forums and Google apps.

Our teachers provide many additional opportunities for our students to learn, such as BLAST (Bulldogs Learning After School Together), MOST (Morning Online Support Time), BREAK (Bulldogs Receiving Education and Knowledge), and SHAPE (SHiloh Afterschool Providing Enrichment). We are looking to start an optional on-line learning program here in the near future.

## **6. Professional Development:**

Shiloh provides opportunities for our staff to grow professionally and to gain knowledge of academic standards to better support student achievement and school improvement. Administration works with teachers to identify areas for staff development. Through on-site trainings including Professional Learning Communities (PLC), monthly technology, and Common Core, our staff collaborates to enhance our knowledge to better educate our students. Out of our PLC discussions, each grade level has created WIN ("What I Need") time which addresses the current needs for each student. Through our monthly technology trainings, we learned about new tools to create more engaging classroom activities. This has also helped us to increase parent communication. Our Common Core trainings have provided essential information about how to teach these new standards in our curriculum.

To support our students' success, school leaders monitor and support the instructional practice of teachers. Twice a month, teachers participate in collaborative learning communities to improve student instruction and learning and to work together to learn and understand the new Common Core standards. Specific topics for professional development include word study, the writing continuum, and foundational



math skills. District experts share resources to help us better understand the new standards and ways to use them in our classroom instruction. Cross grade level meetings are another way to allow our teachers time to communicate the needs of each grade level, by looking at the standards of the previous and post grade levels. Teachers appreciate the time together to enhance their impact on all students at Shiloh. The professional and support staffs are also rigorously trained in the evaluation, interpretation, and use of data.

Professional development is an essential part of Shiloh's success. The district has made it possible to send staff members to state conferences which addressed the Kindergarten Curriculum, Common Core State Standards and Globalization. As a school, we recently sent a teacher to a Common Core training in Greensboro, and a 3rd grade teacher will soon attend a national math conference in Greensboro. As a result, those who attended collaborated with professionals across the state and brought back important information and teaching techniques to share with others.

Shiloh recognizes that follow-up from staff development is critical, so we make sure that teachers consistently implement practices learned from trainings.

## **7. School Leadership:**

At Shiloh, leadership simply is everything. Understanding that little is achieved without a core belief system that is embraced by all, Shiloh's principal introduced the credo that "All Students Can and Will Succeed". Our principal was able to take that belief and turn it into action. The result was the creation of a positive school atmosphere that allowed for high levels of students achievement and success.

As a foundation for all that was to be achieved, the Shiloh Principal modeled and insisted on an environment of free and open communication at all levels of the school. Input from all, especially disagreements, is welcome. This approach led teachers and other staff to trust and embrace the open door policy that characterizes the leadership at Shiloh. Teachers and staff understand that if students are to succeed, they too must succeed and must freely express their ideas and dreams about success for Shiloh's students, even if the principal disagrees. The Grade Level Chairpersons coordinate with all staff on their grade level, identify issues or problems and report on their grade level to the Principal and at staff meetings.

Since words are important but not enough to solve all problems of helping students succeed, the principal reinforces the belief system in ways that encourage teachers and students. Funds are shifted to employ tutors and other specialists who more precisely meet student needs. Additionally, materials are provided to teachers based on their assessment of needs. In areas where special training is required, workshops are made available to teachers in order to help meet student needs. To support Shiloh's philosophy even more, an emphasis has been placed on staff development. The focus of staff development is on grade level needs and approaches that will improve student achievement.

Perhaps Shiloh's shorthand captures its spirit and leadership better than any other illustration. We have many acronyms about engaging students and teachers in the joy of learning, from Bulldogs Assist Struggling Students (BASS), to Bulldogs As Mentors (BAM), to SHAPE (SHiloh's Afterschool Providing Enrichment), to Bulldogs Receiving Education And Knowledge (BREAK), etc., we create programs to ensure student success.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: North Carolina End-of-Grade Tests Mathematics

Edition/Publication Year: 2008-2012 Publisher: State of North Carolina

|   | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Percent at or Above Level 3   | 95        | 95        | 95        | 89        | 89        |
| Percent at Achievement Level 4  | 52        | 55        | 61        | 35        | 42        |
| Number of students tested   | 114       | 95        | 107       | 121       | 177       |
| Percent of total students tested  | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed   | 0         | 0         | 0         | 3         | 2         |
| Percent of students alternatively assessed  | 0         | 0         | 0         | 2         | 1         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Percent at or Above Level 3   | 95        | 95        | 95        | 75        | 85        |
| Percent at Achievement Level 4  |           |           |           |           |           |
| Number of students tested   | 54        | 27        | 47        | 40        | 48        |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Percent at or Above Level 3   | 95        | 95        | Masked    | 85        | 88        |
| Percent at Achievement Level 4  |           |           | Masked    |           |           |
| Number of students tested   | 14        | 14        | 9         | 20        | 17        |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Percent at or Above Level 3   | 95        | Masked    | Masked    | 94        | 79        |
| Percent at Achievement Level 4  |           | Masked    | Masked    |           |           |
| Number of students tested   | 20        | 7         | 9         | 16        | 29        |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Percent at or Above Level 3   | 92        | 95        | Masked    | Masked    | Masked    |
| Percent at Achievement Level 4  |           |           | Masked    | Masked    | Masked    |
| Number of students tested   | 12        | 10        | 9         | 5         | 9         |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Percent at or Above Level 3   | 95        | Masked    | Masked    | Masked    | 43        |
| Percent at Achievement Level 4  |           | Masked    | Masked    | Masked    | 7         |
| Number of students tested   | 16        | 5         | 8         | 5         |           |
| <b>6.</b>   |           |           |           |           |           |
| Percent at or Above Level 3   |           |           |           |           |           |
| Percent at Achievement Level 4  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>NOTES:</b>   |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested.  |           |           |           |           |           |
| EOG Tests were renormed 2007-2008 The value of the percentages that are listed as "95" are actually "95 percent or greater", as noted on School performance Data Charts |           |           |           |           |           |

13NC7

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: North Carolina End of Grade Test Reading

Edition/Publication Year: 2008-2012 Publisher: State of North Carolina

|   | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Percent at or Above Level 3   | 86        | 92        | 93        | 73        | 66        |
| Percent at Achievement Level 4  | 27        | 31        | 42        | 19        | 24        |
| Number of students tested   | 114       | 95        | 107       | 121       | 177       |
| Percent of total students tested  | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed   | 3         | 0         | 2         | 3         | 5         |
| Percent of students alternatively assessed  | 3         | 0         | 2         | 2         | 3         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Percent at or Above Level 3   | 76        | 85        | 92        | 65        | 48        |
| Percent at Achievement Level 4  |           |           |           |           |           |
| Number of students tested   | 54        | 27        | 47        | 40        | 48        |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Percent at or Above Level 3   | 86        | 79        | Masked    | 75        | 65        |
| Percent at Achievement Level 4  |           |           | Masked    |           |           |
| Number of students tested   | 14        | 14        | 9         | 20        | 17        |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Percent at or Above Level 3   | 75        | Masked    | Masked    | 63        | 48        |
| Percent at Achievement Level 4  |           | Masked    | Masked    |           |           |
| Number of students tested   | 20        | 7         | 9         | 16        | 29        |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Percent at or Above Level 3   | 75        | 70        | Masked    | Masked    | 50        |
| Percent at Achievement Level 4  |           |           | Masked    | Masked    |           |
| Number of students tested   | 12        | 10        | 9         | 5         | 14        |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Percent at or Above Level 3   | 50        | Masked    | Masked    | Masked    | Masked    |
| Percent at Achievement Level 4  |           | Masked    | Masked    | Masked    | Masked    |
| Number of students tested   | 16        | 5         | 8         | 5         | 7         |
| <b>6.</b>   |           |           |           |           |           |
| Percent at or Above Level 3   | 88        | 93        | 93        | 77        | 74        |
| Percent at Achievement Level 4  |           |           |           |           |           |
| Number of students tested   | 72        | 69        | 75        | 75        | 115       |
| <b>NOTES:</b>   |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested.  |           |           |           |           |           |
| EOG Tests were renormed 2007-2008 The value of the percentages that are listed as "95" are actually "95 percent or greater", as noted on School performance Data Charts |           |           |           |           |           |

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: North Carolina End of Grade Tests Mathematics

Edition/Publication Year: 2008-2012 Publisher: State of North Carolina

|   | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Percent at or Above Level 3   | 95        | 95        | 95        | 94        | 88        |
| Percent at Achievement Level 4  | 49        | 58        | 28        | 49        | 45        |
| Number of students tested   | 98        | 104       | 113       | 102       | 184       |
| Percent of total students tested  | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed   | 0         | 1         | 2         | 3         | 3         |
| Percent of students alternatively assessed  | 0         | 1         | 2         | 3         | 2         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Percent at or Above Level 3   | 95        | 95        | 95        | 94        | 83        |
| Percent at Achievement Level 4  |           |           |           |           |           |
| Number of students tested   | 32        | 44        | 38        | 32        | 54        |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Percent at or Above Level 3   | 95        | 95        | 95        | Masked    | 82        |
| Percent at Achievement Level 4  |           |           |           | Masked    |           |
| Number of students tested   | 15        | 10        | 19        | 9         | 17        |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Percent at or Above Level 3   | 95        | 95        | 95        | 86        | 87        |
| Percent at Achievement Level 4  |           |           |           |           |           |
| Number of students tested   | 12        | 14        | 15        | 14        | 23        |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Percent at or Above Level 3   | 95        | Masked    | Masked    | 69        | 67        |
| Percent at Achievement Level 4  |           | Masked    | Masked    |           |           |
| Number of students tested   | 11        | 8         | 8         | 13        | 21        |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Percent at or Above Level 3   |           |           |           |           | Masked    |
| Percent at Achievement Level 4  |           |           |           |           | Masked    |
| Number of students tested   |           |           |           |           | 6         |
| <b>6.</b>   |           |           |           |           |           |
| Percent at or Above Level 3   | 95        | 95        | 95        | 94        | 88        |
| Percent at Achievement Level 4  |           |           |           |           |           |
| Number of students tested   | 66        | 69        | 70        | 71        | 125       |
| <b>NOTES:</b>   |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested. 2008-2009: English Language Learner Students: The student population in the subgroup is too small to report this value. 2009-2010: English Language Learner Students: The student population in the subgroup is too small to report this value. 2010-2011: English Language Learner Students: The student population in the subgroup is too small to report this value. 2011-2012: English Language Learner Students: The student population in the subgroup is too small to report this value. EOG Tests were renamed 2007-2008 The value of the percentages that are listed as "95" are actually "95 percent or greater", as noted on School performance Data Charts |           |           |           |           |           |

13NC7

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: North Carolina End of Grade Tests Reading

Edition/Publication Year: 2008-2012 Publisher: State of North Carolina

|   | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Percent at or Above Level 3   | 91        | 95        | 83        | 83        | 72        |
| Percent at Achievement Level 4  | 35        | 40        | 22        | 40        | 36        |
| Number of students tested   | 98        | 104       | 113       | 102       | 184       |
| Percent of total students tested  | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed   | 0         | 1         | 1         | 4         | 9         |
| Percent of students alternatively assessed  | 0         | 1         | 1         | 4         | 5         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| Percent at or Above Level 3   | 88        | 95        | 82        | 81        | 59        |
| Percent at Achievement Level 4  |           |           |           |           |           |
| Number of students tested   | 32        | 44        | 38        | 32        | 54        |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Percent at or Above Level 3   | 93        | 90        | 79        | Masked    | 59        |
| Percent at Achievement Level 4  |           |           |           | Masked    |           |
| Number of students tested   | 15        | 10        | 19        | 9         | 17        |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| Percent at or Above Level 3   | 92        | 95        | 73        | 64        | 74        |
| Percent at Achievement Level 4  |           |           |           |           |           |
| Number of students tested   | 12        | 14        | 15        | 14        | 23        |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Percent at or Above Level 3   | 73        | Masked    | Masked    | 46        | 52        |
| Percent at Achievement Level 4  |           | Masked    | Masked    |           |           |
| Number of students tested   | 11        | 8         | 8         | 13        | 21        |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| Percent at or Above Level 3   |           |           |           |           | Masked    |
| Percent at Achievement Level 4  |           |           |           |           | Masked    |
| Number of students tested   |           |           |           |           | 6         |
| <b>6. White</b>   |           |           |           |           |           |
| Percent at or Above Level 3   | 89        | 95        | 84        | 83        | 75        |
| Percent at Achievement Level 4  |           |           |           |           |           |
| Number of students tested   | 66        | 69        | 70        | 71        | 125       |
| <b>NOTES:</b>   |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested. 2008-2009: English Language Learner Students: The student population in the subgroup is too small to report this value. 2009-2010: English Language Learner Students: The student population in the subgroup is too small to report this value. 2010-2011: English Language Learner Students: The student population in the subgroup is too small to report this value. 2011-2012: English Language Learner Students: The student population in the subgroup is too small to report this value. EOG Tests were renamed 2007-2008 The value of the percentages that are listed as "95" are actually "95 percent or greater", as noted on School performance Data Charts |           |           |           |           |           |

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: North Carolina End of Grade Tests Mathematics

Edition/Publication Year: 2008-2012 Publisher: State of North Carolina

|   | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| At or above level 3   | 95        | 92        | 95        | 95        | 84        |
| Percent at Achievement Level 4  | 37        | 30        | 45        | 39        | 38        |
| Number of students tested   | 108       | 111       | 101       | 90        | 189       |
| Percent of total students tested  | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed   | 1         | 1         | 2         | 2         | 4         |
| Percent of students alternatively assessed  | 1         | 1         | 2         | 2         | 2         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>  |           |           |           |           |           |
| At or above level 3   | 95        | 84        | 95        | 95        | 77        |
| Percent at Achievement Level 4  |           |           |           |           |           |
| Number of students tested   | 46        | 43        | 38        | 30        | 56        |
| <b>2. African American Students</b>   |           |           |           |           |           |
| At or above level 3   | Masked    | 88        | 95        | 90        | 75        |
| Percent at Achievement Level 4  | Masked    |           |           |           |           |
| Number of students tested   | 9         | 16        | 10        | 10        | 32        |
| <b>3. Hispanic or Latino Students</b>   |           |           |           |           |           |
| At or above level 3   | 94        | 85        | 92        | 92        | 68        |
| Percent at Achievement Level 4  |           |           |           |           |           |
| Number of students tested   | 17        | 13        | 13        | 13        | 28        |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| At or above level 3   | Masked    | 64        | 75        | Masked    | 67        |
| Percent at Achievement Level 4  | Masked    |           |           | Masked    |           |
| Number of students tested   | 9         | 11        | 12        | 8         | 18        |
| <b>5. English Language Learner Students</b>   |           |           |           |           |           |
| At or above level 3   | Masked    |           |           | Masked    | Masked    |
| Percent at Achievement Level 4  | Masked    |           |           | Masked    | Masked    |
| Number of students tested   | 5         |           |           | 5         | 9         |
| <b>6. White</b>   |           |           |           |           |           |
| At or above level 3   | 95        | 93        | 95        | 95        | 89        |
| Percent at Achievement Level 4  |           |           |           |           |           |
| Number of students tested   | 70        | 74        | 69        | 59        | 113       |
| <b>NOTES:</b>   |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested.  |           |           |           |           |           |
| 2010-2011: English Language Learner Students: The student population in the subgroup is too small to report this value. 2009-2010: English Language Learner Students: The student population in the subgroup is too small to report this value. EOG Tests were renormed 2007-2008 The value of the percentages that are listed as "95" are actually "95 percent or greater", as noted on School performance Data Charts |           |           |           |           |           |

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: North Carolina End of Grade Test Reading

Edition/Publication Year: 2008-2012 Publisher: State of North Carolina

|  | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month  | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES</b>   |           |           |           |           |           |
| Percent at or Above Level 3  | 93        | 86        | 91        | 82        | 66        |
| Percent at Achievement Level 4   | 23        | 21        | 19        | 12        | 53        |
| Number of students tested  | 108       | 111       | 101       | 90        | 189       |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed  | 1         | 4         | 3         | 7         | 4         |
| Percent of students alternatively assessed   | 1         | 4         | 3         | 7         | 2         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>   |           |           |           |           |           |
| Percent at or Above Level 3  | 91        | 84        | 87        | 70        | 54        |
| Percent at Achievement Level 4   |           |           |           |           |           |
| Number of students tested  | 46        | 43        | 38        | 30        | 56        |
| <b>2. African American Students</b>  |           |           |           |           |           |
| Percent at or Above Level 3  | Masked    | 88        | 95        | 90        | 69        |
| Percent at Achievement Level 4   | Masked    |           |           |           |           |
| Number of students tested  | 9         | 16        | 10        | 10        | 32        |
| <b>3. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Percent at or Above Level 3  | 88        | 85        | 69        | 77        | 54        |
| Percent at Achievement Level 4   |           |           |           |           |           |
| Number of students tested  | 17        | 13        | 13        | 13        | 28        |
| <b>4. Special Education Students</b>   |           |           |           |           |           |
| Percent at or Above Level 3  | Masked    | 64        | 67        | Masked    | 28        |
| Percent at Achievement Level 4   | Masked    |           |           | Masked    |           |
| Number of students tested  | 9         | 11        | 12        | 8         | 18        |
| <b>5. English Language Learner Students</b>  |           |           |           |           |           |
| Percent at or Above Level 3  | Masked    |           |           | Masked    | Masked    |
| Percent at Achievement Level 4   | Masked    |           |           | Masked    | Masked    |
| Number of students tested  | 5         |           |           | 5         | 9         |
| <b>6. White</b>  |           |           |           |           |           |
| Percent at or Above Level 3  | 94        | 84        | 93        | 81        | 71        |
| Percent at Achievement Level 4   |           |           |           |           |           |
| Number of students tested  | 70        | 74        | 69        | 59        | 113       |
| <b>NOTES:</b>  |           |           |           |           |           |
| Masked indicates data were not made public because fewer than 10 students were tested. 2009-2010: The student population for English Language Learner Students is too small to report the value. 2010-2011: The student population for English Language Learner Students is too small to report the value. EOG Tests were renormed 2007-2008 The value of the percentages that are listed as "95" are actually "95 percent or greater", as noted on School performance Data Charts |           |           |           |           |           |

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