

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

[X] Public or [] Non-public

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

Name of Principal Mrs. Stephanie R. Raiford

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

Official School Name Briarcliff Elementary School

(As it should appear in the official records)

School Mailing Address 1220 Pond Street

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

City Cary State NC Zip Code+4 (9 digits total) 27511-4418

County Wake County State School Code Number* 920-340

Telephone 919-460-3443 Fax 919-460-3420

Web site/URL http://www.briarcliffes.net E-mail sraiford@wcpss.net

Twitter Handle

https://twitter.com/briarcliffes 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. James Merrill E-mail: jmerrill@wcpss.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Wake County Public School System Tel. 919-431-7400

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 Mrs. Christine Kushner
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

_____ Date _____
(School Board President's/Chairperson's Signature)

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

PART I – ELIGIBILITY CERTIFICATION

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

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district (per district designation):
- 106 Elementary schools (includes K-8)
 - 35 Middle/Junior high schools
 - 32 High schools
 - 0 K-12 schools
- 173 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. 2 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	24	11	35
K	53	47	100
1	52	64	116
2	51	50	101
3	56	46	102
4	48	38	86
5	47	53	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
Total Students	331	309	640

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 5 % Asian
 - 16 % Black or African American
 - 26 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 47 % White
 - 6 % Two or more races
 - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 10%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	25
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	44
(3) Total of all transferred students [sum of rows (1) and (2)]	69
(4) Total number of students in the school as of October 1	665
(5) Total transferred students in row (3) divided by total students in row (4)	0.104
(6) Amount in row (5) multiplied by 100	10

7. English Language Learners (ELL) in the school: 15 %
92 Total number ELL
 Number of non-English languages represented: 10
 Specify non-English languages: Students enroll from a number of countries that speak different languages that include Spanish, Chinese, Arabic, Korean, Swahili, Bengali, Malayalam, Ponapean/Papiamentic, Thai, and Turkish
8. Students eligible for free/reduced-priced meals: 43 %
 Total number students who qualify: 275

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

9. Students receiving special education services: 16 %
105 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>13</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>13</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>36</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>15</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>25</u> Developmentally Delayed |

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

	Number of Staff
Administrators	2
Classroom teachers	30
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	16
Paraprofessionals	14
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

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 22:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	95%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

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

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

Yes No X

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

PART III – SUMMARY

Briarcliff Elementary is a small traditional school with approximately 640 students located in Cary, North Carolina and has often been referred to as “The Best Kept Secret in Cary”. In the almost 50 years since its construction, Briarcliff Elementary has been actively engaged in the Cary community. Since 1967, the building has been renovated several times but retains the character of a small school.

As potential parents and visitors come into the school for tours, they often comment that something feels special about Briarcliff. From the office staff, cafeteria workers, teachers, and instructional assistants to the custodian, there is a sense of commitment and loyalty demonstrated by the fact that there are quite a few staff members who have spent their entire career at Briarcliff. Of the 45 certified instructional staff, 100% are highly qualified, 40% have Masters Degrees, and 4 are Nationally Board Certified. Our mission has been that the Briarcliff Elementary Family will educate and empower all students to become responsible citizens.

The Briarcliff School family provides a welcoming, safe, and caring learning environment. Our staff shares a commitment to high expectations, collaboration and continuous improvement. The curriculum is implemented so that students are actively engaged in a differentiated and challenging instructional program. Students are responsible for their actions, decisions, and learning. Briarcliff Elementary creates and sustains relationships with families and community organizations to ensure academic excellence.

While our base attendance area remains fairly constant, the number of families moving in and out varies. Our mobility rate during the 2012-2013 school-year was approximately 10%. Briarcliff is considered a neighborhood school where we have many students who live within walking distance. A large number of families reside in the apartment complexes close to the school. There is also a node that comes from downtown Raleigh. Student turnover presents a challenge especially when we try to plan for staffing each year.

Students come from both culturally and socio-economically diverse backgrounds. The percentage of students identified as Economically Disadvantaged (ED) is currently 43 %. Our diverse population creates challenges especially where language is concerned with 15% of students identified as Limited English Proficient (LEP) with Spanish as their first language. With a full-time English as a Second Language (ESL) teacher and several staff members who speak Spanish, we are equipped to meet the needs of our school. Our diversity provides the opportunity to learn from each other so that our children can become part of a larger community that accepts people for who they are.

Over the past ten years, student enrollment has gradually grown. Despite these challenges, Briarcliff Elementary has been honored as a North Carolina School of Distinction and an Honor School of Excellence during a time when standards were raised. Although there has been a change in state-wide tests administered and the implementation of the Common Core, Briarcliff Elementary students continue to exceed expected growth and meet all state and federal targets.

There are several community based partnerships that support the students at Briarcliff including the Y-Learning program through the YMCA, Koala sponsored by a local church, and Read-a-Book funded by the Cary Rotary.

As a Title I school, we are able to support students through the use of Reading Intervention teachers who target instruction based on student data. We have employed a pull out model for students who require intensive support and push in for those that need support for a particular skill. During the 2012-2013 school year, we made the transition from a targeted assistance to a school-wide Title I school which has expanded our ability to reach all students.

Briarcliff Elementary is known for having a strong commitment from parents, teachers and students. We have a small but active PTA that sponsors school-wide events such as Eating out for Technology, Movie Night, Fall Festival, Family Literacy Book Fair Night, and Spring Fling. Students both past and present

attend these family events showing their support and connection to Briarcliff Elementary.

Extra-curricular activities reflect the interests of the students and the community. Many of our clubs are formed in conjunction with our PTA and parent volunteers. Students are able to become involved in school through a number of ways including Running Club, Scratch Computer Programming, Literacy around the World Book Club, Ultimate Frisbee, Student Council, Safety Patrol, Flag Team and Recycling Team.

Briarcliff Elementary is a Blue Ribbon School because we pour our heart and soul into our children. The reason why Briarcliff students succeed is because our staff is invested in building successful relationships with the students and their families. As a school community, we live our motto “Believe, Achieve, and Succeed.”

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

North Carolina requires all third through fifth grade students to take an End of Grade (EOG) test in English/Language Arts and Mathematics. Additionally, fifth graders are required to take an End of Grade Science test. The state calculates scores on a scale of 1 to 4 where 3 and 4 are proficient and 1 and 2 are considered below proficient.

Over the past five years, Briarcliff Elementary students have made gains in their academic achievement and have made strides in narrowing the achievement gaps. As a school, we focused on the growth of all students at every grade level. From 2008-2012, Briarcliff Elementary met Adequate Yearly Progress (AYP) goals and has worked to close achievement gaps. For the 2011-2012 school year, Briarcliff Elementary was recognized as an Honor School of Excellence, school-wide proficiency was 90% and students demonstrated high growth.

During the 2012-2013 school year, the curriculum changed as did the state-wide assessments. The cut scores were set with the re-norming of the test which resulted in a drop in scores. Despite the state-wide drop in proficiency, Briarcliff Elementary continued to meet AMO (Annual Measurable Objective) goals and met all state and federal targets for each subgroup. Most recently 27 out of 27 Annual Measurable Objectives were met.

The North Carolina statewide proficiency rate in Reading for the new assessment last year was 43.9% whereas Briarcliff was at 57.1% for students in grades 3-5. In Math, the North Carolina proficiency rate was 42.3% and Briarcliff was 67.5%. The largest gaps present were students in the following subgroups: Students with Disabilities, African American, Hispanic, LEP, and Economically Disadvantaged (ED) in both Reading and Math.

As a school, we recognized the need to spend more time on core instruction especially since the first year was spent learning how to implement the Common Core curriculum. In order to address the student achievement gaps, teachers worked together in grade level and cross-grade level PLTs to analyze student data and better understand the progression of the standards. Teachers were provided additional time to collaborate and design instruction focused on skill gaps.

Briarcliff Elementary implemented a 30-minute Team Time to minimize the number of interruptions to core instruction throughout the day and better target progress within subgroups. During Team Time, Intervention teachers work with small groups of students to support their areas of need, the Academically and Intellectually Gifted (AIG) teacher enhances and enriches the curriculum for identified students, and the ESL teacher works with students who require language instruction. The classroom teacher is able to re-teach or work with a small group of students during team time.

The gaps were much smaller from 2008-2012 in almost every subgroup with the exception of Students with Disabilities. Briarcliff has a strong commitment to improving the performance of Students with Disabilities and students who are Economically Disadvantaged. The Special Education team works with the classroom teachers to not only meet students' IEP goals but also to address grade level content standards. Our goal is to minimize any knowledge gaps that may occur when students are not in the general education classroom. We have applied the same logic when providing supplemental Reading instruction.

The number of students tested who were identified as Hispanic/ Latino grew from 48 students being tested in grades 3-5 to 75 on the most recent year's test. These students grew each year in terms of proficiency but still were below their peers. As teachers worked with their teams to provide explicit core instruction, the number of Hispanic students who were considered proficient grew from 41.7% in 2008 to 73.1% in 2012. The school utilizes a full-time ESL teacher to provide a differentiated program based on student needs. The teacher creates opportunities for the students to experience the academic content while developing their language skills. The ESL teacher collaborates with a different grade level Professional Learning Team

(PLT) each week to discuss the ESL students' performance, progress and curriculum.

As compared to the state average, the students in each subgroup performed higher with the exception of African American students during the 2008-2009 school year. We recognize there are discrepancies in performance between grade levels especially in Reading. Looking at the patterns over time, the cohorts of students improved from 3rd-5th grade.

The School Improvement Plan is the driving force for positive change. Goals are written for both Reading and Math. Within each of these goals are specific strategies to target the gaps between the subgroups. As a school we have committed to the use of guided reading, mini lessons, and reading conferences as a means to increase fluency and comprehension. Communicating and maintaining high expectations for student performance is implemented by incorporating higher order questions using the revised Bloom's taxonomy. Each week in PLTs, the teachers discuss how to embed this into their practice. In addition to providing solid core instruction in Math, we believe that Math instruction should be differentiated using a variety of approaches including centers based learning. Our professional development was designed specifically to strengthen the capacity of our teachers to address the achievement gaps.

2. Using Assessment Results:

Using our assessment data, we examined our strengths and weaknesses. It is very important for the teachers to own their data so they can use it to effectively drive their instruction. At the end of each quarter, master spreadsheets that include report card grades, benchmark data, reading data, and EOG data are created. Our goal is to match appropriate interventions with every student who is not performing on grade level. We look at all of our available resources which range from daytime Intervention, school sponsored after school tutoring, or daytime tutoring provided by volunteers.

Briarcliff informs parents, students, and the community of students' academic achievement through the use of weekly School Messenger broadcasts via telephone, parent-teacher conferences, progress reports, report cards, monthly school newsletters, classroom newsletters, PTA meetings and Coffee with the Principal meetings. Parents participate in each of the major school committees, the School Leadership Team, School Improvement Team, and Positive Behavior and Intervention Support (PBIS) team.

Universal screenings are completed in grades K-5 at the beginning, middle, and at the end of the year. Parents are sent a report that details their child's performance and how they can help at home. Data is used to create guided reading groups and determine who needs additional support. The Intervention Team assists classroom teachers with conducting these assessments. Afterward, they analyze the school-wide data and meet with the grade level teams to develop the service delivery.

In addition to the standardized assessments administered by the state, our district administers Case 21 quarterly assessments in Reading and Math. In fifth grade, Science is also assessed quarterly. The data from the benchmark assessments allows the teachers to examine how well their students performed and to determine where gaps in student understanding occur. Teachers work in their PLTs to discuss strategies to address individual needs.

Teachers often focus on specific objectives during morning work. Using materials such as Case 21 item bank questions, teachers can target specific objectives with each child. One teacher may work on a particular skill while another teacher enriches those not struggling or introduces an activity that requires students to reach a deeper level of understanding of a concept or skill. Teachers use online tools such as Study Island and Raz Kids which can be used at home or school to supplement instruction.

The Responsiveness to Instruction (RtI) team is an integral part in the development of strategies to support classroom teachers with struggling students. The team makes recommendations based on research-based interventions. Personal Education Plans (PEPs) are created for students who are at risk of failure. Progress monitoring is done by the teacher as a means to continuously evaluate student needs.

3. Sharing Lessons Learned:

Briarcliff understands that a student's success depends on having a comprehensive program that addresses social and emotional needs as well as educational needs. Over the past five years our PBIS committee has worked to promote consistent, positive school-wide behavior. We have learned that by pre-teaching expectations in all areas of school including hallways, classrooms, cafeteria, and bathroom, we have seen a dramatic decrease in negative behavior and office referrals. Because of our success with behavior our PBIS team has been invited to present at the state level.

A component of PBIS is Character Education. The school counselor and a classroom teacher presented at a counselor conference on how Briarcliff addressed character education through a video broadcast program. The program highlights the character trait of the month, the reading of a story related to that character trait, and showcases a guest speaker and their experiences. Some of our students lack a stable and nurturing environment in the home and because of the PBIS initiative and our focus on character education, we provide our students with a safe environment that allows them to concentrate on learning. Briarcliff was highlighted on the Wake County Public School System blog and PBIS newsletter for our Tardy Buster program to promote being on time and emphasize how punctuality contributes to academic success.

Briarcliff teachers understand that being an excellent teacher includes continuing their own education and sharing that knowledge with others. For example, several of our Master Math teachers have been invited to participate in long range studies to analyze curriculum resources provided by the district. The purpose is to use their professional experience to improve lessons and content pacing that can be replicated across the district.

When schools in the district review their School Improvement Plans, they often look at schools with similar demographics with higher proficiency rates. We have opened our doors to several school teams that have conducted walkthroughs to examine our practices and progress made with our subgroups. Due to our success with our subgroups, one of our teacher's was invited to participate in an Economically Disadvantaged Student Task Force over a period of three years. The teacher was able to share how Briarcliff has addressed the challenges faced by Economically Disadvantaged students in the school setting.

4. Engaging Families and Community:

While we have an active PTA presence, Briarcliff continually seeks to examine how to better communicate and serve its families. Our Parents Are Connected (PAC) nights, which are required as a Title I school, typically provide a dinner and a program to help parents work with their children at home. Sessions are often held in English and Spanish. Parent input is sought to provide programming that is relevant and surveys are conducted annually in order to improve how they assist their children.

Programs range from make and take sessions to "Summer Reading Adventures." The local newspaper highlighted the emphasis Briarcliff placed on educating parents on how to minimize the summer reading loss. Students and parents participated in activities such as the Literacy Carnival night where they played literacy games and learned how to help at home.

At Briarcliff Elementary, we provide a number of opportunities for students to receive the academic support they need. For instance, parent and community volunteers work with a Volunteer Coordinator to provide tutoring for struggling students and enrichment for those who are ready for more challenging material. It is important that we support all students regardless of academic level.

For many years, Briarcliff Elementary has partnered with Kirk of Kildaire Church to provide after school tutoring to first and second grade students. Briarcliff's Read-a-Book program is supported by the Cary Rotary. Children participating in the program receive books to boost their home library and encourage reading. Once these children receive their first book they practice it at home and bring it back to read to volunteers before the school day begins. After they successfully read the book, they can choose another to add to their collection. In the past year, the program has expanded to include student volunteers from a local

private high school.

We encourage learning on all levels. Students from the local high school come to work with our fourth grade students during recess. Many of these students went to Briarcliff Elementary and are eager to give back to the school. It is not an uncommon occurrence to see former students volunteer at school-wide events. This sense of community provides a positive influence on our students.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Briarcliff Elementary followed the North Carolina Standard Course of Study in all subject areas through the 2011-2012 school year. The transition to the Common Core State Standards occurred during the 2012-2013 year for English Language Arts and Math. The Essential Standards for Science and Social Studies were also implemented at that time. During the Common Core implementation, teacher leaders attended professional development in order to train the teachers.

Briarcliff Elementary provides a strong academic foundation by maintaining high expectations for all of our students. We work hard to give them the skills to excel in school and in life. Our grading system is standards-based and maintains a particular emphasis on closely monitoring students' progress in order to provide any support they need to master the curriculum. Our district has developed an online application that includes pacing guides, lesson plans, enrichment and remediation lessons, links to outside resources, vocabulary, content connections for integration, and videos that support instruction.

Briarcliff Elementary preserves large blocks of time for reading instruction. Students in grades K-2 receive approximately 150 minutes of instruction for reading and writing. Literacy instruction for students in grades 2-3 is 135 minutes and 130 minutes for students in grades 4-5. Instruction is comprised of reading literature, informational texts, foundational reading skills, and writing. Teachers also integrate listening and speaking standards into their lessons.

In Math, the following strands are taught: Operations & Algebraic Thinking, Measurement & Data, Geometry, Number & Operations in Base Ten, and Number & Operations-Fractions. Teachers have embraced the curriculum and are building their repertoire of skills to create classroom environments that encourage students to take ownership of their learning. Math talk is a key element in daily math lessons.

Science is taught by creating a hands-on, content-rich learning experience for students. The instructional materials come from a variety of publishers to ensure that we target the curriculum systematically and completely. Hands-on experiments, live specimens, an outdoor classroom, and on-site gardens are used to help entice the students into a love of science. Often Science is our best tool for closing the achievement gap since it taps into all students' natural curiosity. By engaging in inquiry-based lessons, students are able to develop critical thinking skills.

The Social Studies curriculum lends itself to creating interdisciplinary lessons that address multiple standards. Students learn about community helpers, government, culture, and history. These units teach students about their role in the world around them and how history has shaped our lives today. For instance, fourth grade students study North Carolina History and events such as the Greensboro Lunch Counter Sit In. Students have also gone on field trips to the North Carolina History Museum and to the North Carolina Legislature.

In Physical Education classes, students learn how to engage in healthy lifestyles, persevere when the tasks are difficult, and cultivate a love for learning. Technology is integrated into lessons through modeling and to monitor student progress on their wellness goals. There have been a number of students who have required a modified physical education program. One example is a student who wanted to share their love of basketball and brought the Bridge II Sports program to the school. The students and staff experienced firsthand what it was like to be a wheelchair athlete.

The Music and Arts programs are rich with engaging learning experiences. Students look forward to being able to show what they know by singing and moving in music class. Students learn vocabulary pertaining to the discipline and how to read musical notation. In Art, students learn the 7 Elements of Art and how they apply to their world. The teacher infuses literacy and technology into many lessons to broaden their experiences and connect to what students are learning in the classroom.

At Briarcliff, the school library media coordinator and the technology teacher guide students through the North Carolina Information and Technology Essential Standards. Students learn to classify text as nonfiction or fiction. They identify various resources for information and evaluate resources as relevant for a given purpose and/or topic. They also learn to navigate through the internet and become responsible digital citizens understanding the implications of having a digital footprint.

2. Reading/English:

The foundation of our Reading instruction is through the use of Guided Reading. One strategy for effectively implementing Guided Reading has been the use of the Daily Five and the Daily CAFÉ. In addition to whole group instruction on big ideas, the teachers in all grade levels use small group instruction to focus more on individual student needs. Students are able to work on the core components of literacy instruction involving writing, word work, reading to self, reading to someone, and listening to reading. These structures allow the teachers to work with small groups of students and target the most important facets of reading. Additionally, there is a leveled book room that provides materials for teachers to use during Guided Reading.

Data from our universal screening tool is used to determine students' needs and guide instruction. Interventions are put in place to advance students and our teachers progress monitor to determine which skills need further instruction and which skills, such as phonics, fluency and comprehension, students have mastered.

During the school day, students working above benchmark have the opportunity to be a part of the Briarcliff Enrichment Program. The tutors are trained parent volunteers who provide reading and writing lessons that are integrated with science and social studies objectives. Teachers are using Content Specific Word Walls to focus more on content vocabulary and strengthen their academic language. We have found that with exposure and understanding of content vocabulary students are more successful.

Students identified as AIG also receive pull out services twice a week to expand their understanding of the core curriculum. The creative lessons extend students' thinking by exploring topics such as the Lost Colony in fourth grade and involving the students in Paideia like seminars.

The programs we use at Briarcliff Elementary have proven effective in meeting the needs of our diverse student population. We have given tremendous effort to improve our students' reading skills and close achievement gaps. Our faculty and staff believe each child who comes through our doors has the potential to be the best.

3. Mathematics:

Briarcliff Elementary uses a variety of methods when delivering the mathematics curriculum. A minimum of 60 minutes is protected and carefully scheduled across grade levels to allow for students who are significantly advanced to receive accelerated instruction in the grade level above. The AIG teacher uses Enrichment Units to extend student learning such as the use of sundials to reinforce the concepts of angles and measurement.

The dedicated math time provides an opportunity for Special Education teachers to push into the regular classroom setting to serve their students without loss of direct classroom instruction. Teachers focus on the content and how standards build upon each other. Within a math class, students are not only exposed to standard algorithms but also learn various strategies to model computation.

Students of every ability level are exposed to hands on, or concrete, examples of problem solving before moving to a picture model and then to the algorithm. After practicing with the manipulatives, students model their ideas using drawings as well as the standard algorithm. When students are able to see clearly why an algorithm works, it helps them make mathematical connections.

In our classes, there is a combination of whole group learning that is facilitated by the teacher and driven by student led math talk. During small group or partner work, students are encouraged to work on real world problems on their own, then compare and contrast their work. By doing this, students are able to see how varied problem solving can be. Students often present to the class, allowing them to take ownership of their learning, but also allowing them to be leaders. To address the variety of academic needs in the math classroom, practice activities are provided at a variety of levels. Students learn by working collaboratively in groups strengthening their critical thinking and problem solving skills.

Math and Science Night is an evening hosted by staff that encourages families to experience firsthand how Math and Science are important to the world around us. Community members are invited to speak about careers that involve Math and Science. Children participate in a Math Scavenger Hunt and decipher clues by solving math problems.

4. Additional Curriculum Area:

The visual and performing arts are showcased at Briarcliff Elementary. Experiences in and exposure to various art forms enhance young students' learning, whether it is problem solving to find just the right compositional balance in a painting, learning to read musical notes and develop rhythm, reading and understanding a poem, or mapping out dance steps.

Critical intellectual thinking skills help shape students to become responsible citizens, and these skills can be acquired through experiences in the arts. Skills such as close observation (looking closely at an object to create a contour drawing in a still life painting), analyzing, (looking at a painting and finding the elements of art; listening to the NC Symphony and distinguishing the different instruments), synthesizing (taking bits of found objects and putting them together to make a whole sculpture; putting different percussion instruments together to create a beat), interpreting (what do you think the artist or musician is trying to say?), comparing and contrasting (compare Jazz to Classical Music, contrast Impressionism to Modern Art), and sharing different perspectives (looking at art and music from diverse cultures around the globe) are all fostered in enriching arts experiences. Most importantly for the Briarcliff student, this is accomplished in an atmosphere where the learning is fun! An essential skill for a rapidly changing 21st century is creativity. Visual and performing arts enhance creativity.

Briarcliff Elementary has a rich tradition of collaboration among the Specialists. They work together to design a theme in which to integrate their respective curricula throughout the school year. For example, the study of the continent of Africa led students on a Safari through their own imagination. In Art, students created Mud Cloth painting inspired by the Senufo Art from the Ivory Coast and made African animals out of clay. In Music, they sang African folk songs and heard stories by a master storyteller recounting African tales. In Media, students read African folk tales and wrote their own folk tale. The PE teacher led the students through African games.

The culminating experience was an inspired performance by the African American Dance Ensemble. Performances were made possible by the PTA and the Cultural Arts Program working closely with the Art and Music teachers to enrich the student body with a variety of diverse and engaging arts opportunities. These all broaden students' awareness of diverse cultures and encourage exposure to different perspectives that align with the school's mission of fostering responsible citizenship.

In addition to the K-5 programs, Briarcliff Elementary houses three pre-Kindergarten programs that address the varied needs of the children in the community. The Ready to Learn center is a hub of excitement and children ages 2-5 engage in weekly sessions centered on Kindergarten readiness skills. The Ready to Learn center at Briarcliff serves more than 100 children in the local community. Parents attend the classes with their children and are shown how to work with them at home.

In addition to the Ready to Learn center, the Title I Pre-Kindergarten and Special Education Pre-School programs focus on social skills, Kindergarten Readiness, and overall academic support. The Special Education Pre-School Classroom serves children with developmental delays or Autism age's three to five.

The program is divided into two half day programs. The Title I Pre-Kindergarten class is an inclusive classroom for four year olds. The classes are diverse in terms of their development, social, and language needs.

Educators from all three programs have been trained using the Letterland Program which is used by teachers in K-1. The Title I Pre-Kindergarten and the Special Education classrooms effectively implement the program to teach letters and sounds. The preschool curriculum is aligned with the Common Core State Standards (CCSS). Teachers focus on the elements of expressive and receptive language in reading, writing, speaking, and listening. The standards also focus on emotional and social development so students will be able to develop a sense of self and a sense of self with others. This allows our youngest students to understand classroom expectations and to foster a love of learning in the school setting.

5. Instructional Methods:

When you enter a Briarcliff Elementary classroom, you will see students actively engaged in instruction via whole group, small group, and individually. Teachers establish consistent expectations for processes and procedures that maximize a student's time on task.

Instructional objectives are posted in "kid friendly" language to set the stage for learning. Teachers take the time to review the goals with students so they will understand what to expect and have the opportunity to connect to prior knowledge. Frequently teachers give a pre-test to determine who has a sufficient grasp of the concept to move on to a deeper understanding and who may need extra support to understand.

Instruction in all subject areas begins with a lesson intended to prepare for further investigation and practice. Teachers take the time to model concepts to students, scaffold their learning for assisted practice, and allow for independent practice. As part of the Common Core philosophy, students have the opportunity to explain their thinking to their classmates and to work together to solve problems to encourage a language-rich learning experience.

Collaboration is at the heart of our instructional practice. The AIG, ESL, Intervention, and Special Education Teachers partner with classroom teachers to effectively push into the classroom and team teach to give support to the students they serve as well as others in the classroom that may benefit from their expertise.

Technology has revolutionized the way our teachers deliver instruction. The Technology teacher provides staff development to enhance teachers' capacity to use available resources. She also collaborates with classroom teachers and specialists to devise lessons using interactive boards, document cameras, projectors, iPads, and response clickers. The students learn how to effectively use technology in core curriculum areas by using programs such as PowerPoint, Smart notebook, and Board Builder from Discovery Education to create 21st century products.

The digital divide still exists and some of our students may not have access to digital resources at home. We want them to have the opportunity for exposure to current trends and methods using technology. The goal is to provide real world experiences to prepare them to be the next generation of leaders.

6. Professional Development:

Professional growth is first and foremost in teacher collaboration. Learning from each other creates quality instruction and collaborating allows teachers to share best practices and discuss how to best reach all students. Since 2008, we have refined our use of PLTs. They are the core of teacher growth and student achievement.

Our Professional Development Plan is based on our School Improvement Plan (SIP). The SIP team analyzes the trends in student data and conducts professional development surveys to ensure that our programs give teachers what they need to improve instruction.

Recent data has shown us that our focus needs to be on core reading instruction with an emphasis on vocabulary. Word walls have been implemented school-wide with the understanding that they are not static products. For word walls to be effective there needs to be constant reference to them in direct instruction as well as fluidity based on the different content areas. Our concentration on vocabulary has included academic vocabulary. Understanding academic vocabulary helps mitigate the impact that lack of English and limited exposure creates.

In an effort to create continuity across grade levels in Reading instruction, the Daily Five and Daily CAFÉ framework were implemented. Working in K-2 and 3-5 groups, we used a train-the-trainer model to create relevance for teachers. Our specialists actively support these efforts and have committed to supporting literacy efforts as it applies to their discipline. Our Kindergarten and First Grade teachers are implementing Letterland to give students a firm foundation in phonics.

Between 2011 and 2013, much of our professional development focused on the implementation of the CCSS. Not only did the curriculum change, but also the way teachers had to provide instruction. At the school level the Instructional Resource Teacher facilitated training on the CCSS and teacher leaders guided their PLTs in how it looked in the classroom.

We have continued to look for improvements in our Math instruction by learning to implement “Kid Talk” in math instruction as well as the more focused approach of using small group instruction and learning centers.

We have provided professional development on the use of Interactive Boards, iPads, document cameras, and digital video devices. These tools have given teachers a wide variety of methods for engaging students in their own learning.

7. School Leadership

Distributive leadership is at Briarcliff’s core. Each grade level team is represented by a grade chair. The grade chair serves as the PLT leader and the representative on the Leadership Team. The School Improvement Team (SIT) is comprised of representatives from different stakeholders that examine what is working and what is not in order to develop a two year plan. Parents are visible and active participants on all of the major committees in our school (PBIS, Leadership, and School Improvement Team).

The principal meets with the School Leadership Team monthly to discuss the implementation of policy, allocation of resources, programming, best practices and scheduling in order to improve student achievement. This is a two way communication process whereby the Leadership Representative brings issues, concerns, or feedback regarding what is discussed in an open forum. While Leadership meetings are comprised of a core team, all staff members are welcome. Before school starts each year, the team participates in a planning day to get off on the right foot.

The master schedule is an example where collaboration is vital. It is devised by a representative sample of teachers and the administrative team. The ultimate goal of the schedule is to preserve instructional time and minimize disruptions.

Monthly Staff meetings are always approached with an open mind and a creative spirit to involve all staff. Ultimately, we are all working for the same purpose. Meetings provide professional development, curriculum updates, school events, community involvement, and team building. Team building is vital to supporting a positive school climate.

The principal also meets with the Intervention team to adhere to the Title I guidelines. As a team, the budget is prepared with the mindset that all students' needs be met. Therefore, resources are allocated to provide services such as after school tutoring, staff salaries, parent outreach, and instructional supplies.

One of the most important roles of any principal is communicating with the various stakeholders. The principal communicates with parents on a weekly basis through the use of School Messenger. Monthly parent newsletters are sent home with a calendar of events so parents can stay informed about activities and know grading timelines. The staff receives a Weekly Bulldog Update so they can be apprised of important school activities, curriculum updates, and deadlines. Keeping parents and teachers informed is paramount to creating the conditions for student success.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

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

All Students Tested/Grade: 3

Edition/Publication Year: 2008

Publisher: North Carolina Department of Public Instruction

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced Levels 3 & 4	70	90	95	89	92
% Advanced Level 4	33	50	30	41	31
Number of students tested	79	107	112	92	102
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	5	7	5	11	3
% of students tested with alternative assessment	6	7	5	12	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced Levels 3 & 4	45	85	89	86	82
% Advanced Level 4	10				
Number of students tested	29	33	47	28	39
2. Students receiving Special Education					
% Proficient plus % Advanced Levels 3 & 4	36	50	93	67	67
% Advanced Level 4	7	0	7	6	0
Number of students tested	14	4	14	18	11
3. English Language Learner Students					
% Proficient plus % Advanced Levels 3 & 4	58	86	94	71	77
% Advanced Level 4	17	27	19	24	14
Number of students tested	12	22	31	17	22
4. Hispanic or Latino Students					
% Proficient plus % Advanced Levels 3 & 4	50	89	93	73	73
% Advanced Level 4	15	29	18	18	14
Number of students tested	20	28	28	11	22
5. African- American Students					
% Proficient plus % Advanced Levels 3 & 4	25	89	84	89	87
% Advanced Level 4	0	11	16	11	7

Number of students tested	8	9	19	18	15
6. Asian Students					
% Proficient plus % Advanced Levels 3 & 4	100	100	100	50	100
% Advanced Level 4	50	75	50	25	67
Number of students tested	2	4	2	4	6
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced Levels 3 & 4	100	100			100
% Advanced Level 4	0	100			0
Number of students tested	1	1	0	0	1
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced Levels 3 & 4					
% Advanced Level 4					
Number of students tested					
9. White Students					
% Proficient plus % Advanced Levels 3 & 4	81	97	96	95	100
% Advanced Level 4	44	54	41	58	39
Number of students tested	43	61	56	55	57
10. Two or More Races identified Students					
% Proficient plus % Advanced Levels 3 & 4	100	100	100	100	100
% Advanced Level 4	60	50	29	25	100
Number of students tested	5	4	7	4	1
11. Other 1: Other 1					
% Proficient plus % Advanced Levels 3 & 4					
% Advanced Level 4					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced Levels 3 & 4					
% Advanced Level 4					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced Levels 3 & 4					
% Advanced Level 4					
Number of students tested					

NOTES: Data received from the state was not disaggregated for levels 3 and 4 so the information provided in these charts was calculated manually. Any minor discrepancies would result from including students who were not counted by state and federal eligibility requirements.

In instances where 100% of students were not assessed, it is due to an exemption for students in their first year in the United States.

Data was not always available to break down the Economically Disadvantaged in the level 4 advanced category.

The North Carolina State Report Card for Briarcliff can be accessed at the following website:
<http://www.ncreportcards.org/src/search.jsp?pYear=2012-2013&pSearch=briarcliff>

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: North Carolina End-of-Grade
Mathematics Assessment - Grade 4
Edition/Publication Year: 2008

All Students Tested/Grade: 4

Publisher: North Carolina Department of Public Instruction

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced - Levels 3 & 4	70	94	89	94	93
% Advanced - Level 4	32	42	38	36	47
Number of students tested	106	101	84	107	70
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment	7	4	7	4	2
% of students tested with alternative assessment	7	4	8	4	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced - Levels 3 & 4	45	89	89	95	78
% Advanced - Level 4	8				
Number of students tested	38	26	26	44	18
2. Students receiving Special Education					
% Proficient plus % Advanced - Levels 3 & 4	19	77	85	71	90
% Advanced - Level 4	6	0	8	7	30
Number of students tested	16	13	13	14	10
3. English Language Learner Students					
% Proficient plus % Advanced - Levels 3 & 4	27	89	89	93	100
% Advanced - Level 4	0	33	0	7	20
Number of students tested	11	9	9	14	5
4. Hispanic or Latino Students					
% Proficient plus % Advanced - Levels 3 & 4	54	96	93	94	100
% Advanced - Level 4	18	40	27	17	43
Number of students tested	28	25	15	18	7
5. African- American Students					
% Proficient plus % Advanced - Levels 3 & 4	0	94	82	85	78
% Advanced - Level 4	0	18	0	15	0
Number of students tested	9	17	17	20	9
6. Asian Students					

% Proficient plus % Advanced - Levels 3 & 4	100	100	100	89	
% Advanced - Level 4	75	50	100	33	
Number of students tested	4	2	1	9	0
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced - Levels 3 & 4					100
% Advanced - Level 4					0
Number of students tested	0	0	0	0	1
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced - Levels 3 & 4					
% Advanced - Level 4					
Number of students tested					
9. White Students					
% Proficient plus % Advanced - Levels 3 & 4	86	94	100	100	94
% Advanced - Level 4	42	48	54	51	56
Number of students tested	59	50	46	57	48
10. Two or More Races identified Students					
% Proficient plus % Advanced - Levels 3 & 4	67	100	80	100	100
% Advanced - Level 4	17	57	40	0	60
Number of students tested	6	7	5	1	5
11. Other 1: Other 1					
% Proficient plus % Advanced - Levels 3 & 4					
% Advanced - Level 4					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced - Levels 3 & 4					
% Advanced - Level 4					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced - Levels 3 & 4					
% Advanced - Level 4					
Number of students tested					

NOTES: Data received from the state was not disaggregated for levels 3 and 4 so the information provided in these charts was calculated manually. Any minor discrepancies would result from including students who were not counted by state and federal eligibility requirements.

In instances where 100% of students were not assessed, it is due to an exemption for students in their first year in the United States.

Data was not always available to break down the Economically Disadvantaged in the level 4 advanced category.

The North Carolina State Report Card for Briarcliff can be accessed at the following website:

<http://www.ncreportcards.org/src/search.jsp?pYear=2012-2013&pSearch=briarcliff>

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: North Carolina End-of-Grade
Mathematics Assessment - Grade 5
Edition/Publication Year: 2008

All Students Tested/Grade: 5

Publisher: North Carolina Department of Public Instruction

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced - Levels 3 & 4	63	94	92	96	94
% Advanced Level 4	25	48	32	56	47
Number of students tested	97	89	104	71	81
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	8	8	3	3	4
% of students tested with alternative assessment	8	9	3	4	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced - Levels 3 & 4	50	91	86	95	90
% Advanced Level 4					
Number of students tested	44	33	50	20	38
2. Students receiving Special Education					
% Proficient plus % Advanced - Levels 3 & 4	29	92	62	100	87
% Advanced Level 4	10	17	0	36	13
Number of students tested	24	12	13	11	15
3. English Language Learner Students					
% Proficient plus % Advanced - Levels 3 & 4	63	100	78	80	77
% Advanced Level 4	0	40	22	0	8
Number of students tested	8	5	9	5	13
4. Hispanic or Latino Students					
% Proficient plus % Advanced - Levels 3 & 4	55	93	77	88	85
% Advanced Level 4	10	50	19	13	25
Number of students tested	29	14	26	8	20
5. African- American Students					
% Proficient plus % Advanced - Levels 3 & 4	39	85	88	69	90
% Advanced Level 4	6	5	0	31	25
Number of students tested	18	20	16	13	20
6. Asian Students					

% Proficient plus % Advanced - Levels 3 & 4	50	100	100		100
% Advanced Level 4	0	100	40		0
Number of students tested	2	2	5	0	1
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced - Levels 3 & 4				100	
% Advanced Level 4				0	
Number of students tested	0	0	0	1	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced - Levels 3 & 4					
% Advanced Level 4					
Number of students tested					
9. White Students					
% Proficient plus % Advanced - Levels 3 & 4	79	100	100	98	100
% Advanced Level 4	43	63	48	73	69
Number of students tested	42	49	48	44	36
10. Two or More Races identified Students					
% Proficient plus % Advanced - Levels 3 & 4	67	75	100	100	100
% Advanced Level 4	33	50	33	83	75
Number of students tested	6	4	9	6	4
11. Other 1: Other 1					
% Proficient plus % Advanced - Levels 3 & 4					
% Advanced Level 4					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced - Levels 3 & 4					
% Advanced Level 4					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced - Levels 3 & 4					
% Advanced Level 4					
Number of students tested					

NOTES: Data received from the state was not disaggregated for levels 3 and 4 so the information provided in these charts was calculated manually. Any minor discrepancies would result from including students who were not counted by state and federal eligibility requirements.

In instances where 100% of students were not assessed, it is due to an exemption for students in their first year in the United States.

Data was not always available to break down the Economically Disadvantaged in the level 4 advanced category.

The North Carolina State Report Card for Briarcliff can be accessed at the following website:

<http://www.ncreportcards.org/src/search.jsp?pYear=2012-2013&pSearch=briarcliff>

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: North Carolina End-of-Grade Reading
Comprehension Assessment - Grade 3

All Students Tested/Grade: 3

Edition/Publication Year: 2008

Publisher: North Carolina Department of Public Instruction

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced Levels 3 & 4	58	79	68	77	70
% Advanced Level 4	27	38	26	28	28
Number of students tested	78	107	110	91	102
Percent of total students tested	99	100	98	99	100
Number of students tested with alternative assessment	0	6	7	13	3
% of students tested with alternative assessment	0	6	6	14	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced Levels 3 & 4	24	58	60	61	44
% Advanced Level 4		9	6		10
Number of students tested	29	33	47	28	39
2. Students receiving Special Education					
% Proficient plus % Advanced Levels 3 & 4	21	25	36	44	42
% Advanced Level 4	0	0	7	6	0
Number of students tested	14	4	14	18	11
3. English Language Learner Students					
% Proficient plus % Advanced Levels 3 & 4	33	46	62	50	27
% Advanced Level 4	0	5	14	6	9
Number of students tested	11	22	29	16	22
4. Hispanic or Latino Students					
% Proficient plus % Advanced Levels 3 & 4	26	57	62	46	14
% Advanced Level 4	5	18	12	0	5
Number of students tested	19	28	26	11	22
5. African- American Students					
% Proficient plus % Advanced Levels 3 & 4	13	89	63	78	53
% Advanced Level 4	0	22	5	11	7
Number of students tested	8	9	19	18	15
6. Asian Students					

% Proficient plus % Advanced Levels 3 & 4	50	100	100	25	83
% Advanced Level 4	50	25	0	25	50
Number of students tested	2	4	2	4	6
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced Levels 3 & 4	100	100			100
% Advanced Level 4	0	100			100
Number of students tested	1	1	0	0	1
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced Levels 3 & 4					
% Advanced Level 4					
Number of students tested					
9. White Students					
% Proficient plus % Advanced Levels 3 & 4	74	93	86	89	90
% Advanced Level 4	40	43	41	41	37
Number of students tested	43	61	56	54	57
10. Two or More Races identified Students					
% Proficient plus % Advanced Levels 3 & 4	80	50	57	25	100
% Advanced Level 4	40	25	29	25	100
Number of students tested	5	4	7	4	1
11. Other 1: Other 1					
% Proficient plus % Advanced Levels 3 & 4					
% Advanced Level 4					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced Levels 3 & 4					
% Advanced Level 4					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced Levels 3 & 4					
% Advanced Level 4					
Number of students tested					

NOTES: Data received from the state was not disaggregated for levels 3 and 4 so the information provided in these charts was calculated manually. Any minor discrepancies would result from including students who were not counted by state and federal eligibility requirements.

In instances where 100% of students were not assessed, it is due to an exemption for students in their first year in the United States.

Data was not always available to break down the Economically Disadvantaged in the level 4 advanced category.

The North Carolina State Report Card for Briarcliff can be accessed at the following website:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: North Carolina End-of-Grade Reading Comprehension Assessment - Grade 4

All Students Tested/Grade: 4

Edition/Publication Year: 2008

Publisher: North Carolina Department of Public Instruction

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced - Levels 3 & 4	63	86	86	84	81
% Advanced Level 4	14	35	33	25	42
Number of students tested	106	101	84	107	69
Percent of total students tested	100	100	99	100	99
Number of students tested with alternative assessment	7	5	9	6	2
% of students tested with alternative assessment	7	5	11	6	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced - Levels 3 & 4	37	85	85	80	61
% Advanced Level 4					
Number of students tested	38	26	26	44	18
2. Students receiving Special Education					
% Proficient plus % Advanced - Levels 3 & 4	13	53	77	57	70
% Advanced Level 4	0	0	8	7	0
Number of students tested	16	13	13	14	10
3. English Language Learner Students					
% Proficient plus % Advanced - Levels 3 & 4	9	89	67	71	25
% Advanced Level 4	0	11	0	0	0
Number of students tested	11	9	9	14	4
4. Hispanic or Latino Students					
% Proficient plus % Advanced - Levels 3 & 4	43	84	87	67	43
% Advanced Level 4	11	20	14	0	0
Number of students tested	28	25	15	18	7
5. African- American Students					
% Proficient plus % Advanced - Levels 3 & 4	56	77	77	80	78
% Advanced Level 4	11	18	12	0	33
Number of students tested	9	17	17	20	9
6. Asian Students					

% Proficient plus % Advanced - Levels 3 & 4	50	100	100	89	
% Advanced Level 4	25	100	100	33	
Number of students tested	4	2	1	9	0
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced - Levels 3 & 4					100
% Advanced Level 4					0
Number of students tested	0	0	0	0	1
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced - Levels 3 & 4					
% Advanced Level 4					
Number of students tested					
9. White Students					
% Proficient plus % Advanced - Levels 3 & 4	73	90	98	90	87
% Advanced Level 4	15	48	48	39	49
Number of students tested	59	50	46	57	47
10. Two or More Races identified Students					
% Proficient plus % Advanced - Levels 3 & 4	83	86	80	100	80
% Advanced Level 4	17	43	20	0	40
Number of students tested	6	7	5	1	5
11. Other 1: Other 1					
% Proficient plus % Advanced - Levels 3 & 4					
% Advanced Level 4					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced - Levels 3 & 4					
% Advanced Level 4					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced - Levels 3 & 4					
% Advanced Level 4					
Number of students tested					

NOTES: Data received from the state was not disaggregated for levels 3 and 4 so the information provided in these charts was calculated manually. Any minor discrepancies would result from including students who were not counted by state and federal eligibility requirements.

In instances where 100% of students were not assessed, it is due to an exemption for students in their first year in the United States.

Data was not always available to break down the Economically Disadvantaged in the level 4 advanced category.

The North Carolina State Report Card for Briarcliff can be accessed at the following website:

<http://www.ncreportcards.org/src/search.jsp?pYear=2012-2013&pSearch=briarcliff>

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: North Carolina End-of-Grade Reading
Comprehension Assessment - Grade 5

All Students Tested/Grade: 5

Edition/Publication Year: 2008

Publisher: North Carolina Department of Public Instruction

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced - Levels 3 & 4	50	89	84	89	84
% Advanced - Level 4	14	24	23	37	27
Number of students tested	97	89	103	71	81
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment	12	9	7	3	4
% of students tested with alternative assessment	12	10	7	4	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced - Levels 3 & 4	25	82	74	80	71
% Advanced - Level 4				20	
Number of students tested	44	33	50	20	38
2. Students receiving Special Education					
% Proficient plus % Advanced - Levels 3 & 4	17	92	77	91	60
% Advanced - Level 4	4	8	0	36	7
Number of students tested	24	12	13	11	15
3. English Language Learner Students					
% Proficient plus % Advanced - Levels 3 & 4	13	80	63	20	62
% Advanced - Level 4	0	0	13	0	0
Number of students tested	8	5	8	5	13
4. Hispanic or Latino Students					
% Proficient plus % Advanced - Levels 3 & 4	35	93	68	50	65
% Advanced - Level 4	3	0	8	25	5
Number of students tested	29	14	25	8	20
5. African- American Students					
% Proficient plus % Advanced - Levels 3 & 4	17	70	81	77	70
% Advanced - Level 4	6	0	6	8	15
Number of students tested	18	20	16	13	20
6. Asian Students					

% Proficient plus % Advanced - Levels 3 & 4	0	100	80		100
% Advanced - Level 4	0	100	20		0
Number of students tested	2	2	5	0	1
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced - Levels 3 & 4				100	
% Advanced - Level 4				100	
Number of students tested	0	0	0	1	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced - Levels 3 & 4					
% Advanced - Level 4					
Number of students tested					
9. White Students					
% Proficient plus % Advanced - Levels 3 & 4	74	98	94	91	100
% Advanced - Level 4	29	37	33	48	47
Number of students tested	42	49	48	44	36
10. Two or More Races identified Students					
% Proficient plus % Advanced - Levels 3 & 4	67	25	78	100	100
% Advanced - Level 4	0	25	44	33	25
Number of students tested	6	4	9	6	4
11. Other 1: Other 1					
% Proficient plus % Advanced - Levels 3 & 4					
% Advanced - Level 4					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced - Levels 3 & 4					
% Advanced - Level 4					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced - Levels 3 & 4					
% Advanced - Level 4					
Number of students tested					

NOTES: Data received from the state was not disaggregated for levels 3 and 4 so the information provided in these charts was calculated manually. Any minor discrepancies would result from including students who were not counted by state and federal eligibility requirements.

In instances where 100% of students were not assessed, it is due to an exemption for students in their first year in the United States.

Data was not always available to break down the Economically Disadvantaged in the level 4 advanced category.

The North Carolina State Report Card for Briarcliff can be accessed at the following website:

<http://www.ncreportcards.org/src/search.jsp?pYear=2012-2013&pSearch=briarcliff>