

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

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[X] Public or [ ] Non-public

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

Name of Principal Mrs. Caroline Clapp-Horne

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

Official School Name Beverly Woods Elementary School

(As it should appear in the official records)

School Mailing Address 6001 Quail Hollow Road

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

City Charlotte State NC Zip Code+4 (9 digits total) 28210-5032

County Mecklenburg County State School Code Number\* 600322

Telephone 980-343-3627 Fax 980-343-3733

Web site/URL

[http://schools.cms.k12.nc.us/beverlywoodsES/Pages/](http://schools.cms.k12.nc.us/beverlywoodsES/Pages/Default.aspx)

Default.aspx

E-mail caroline.horne@cms.k12.nc.us

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

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

\_\_\_\_\_  
Date

(Principal's Signature)

Name of Superintendent\*Ms. Ann Clark, N/A E-mail: a.clark@cms.k12.nc.us

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

District Name Charlotte Mecklenburg Schools Tel. 980-343-6270

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 Ms. Mary McCray, N/A

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

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

\_\_\_\_\_  
Date

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

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

## **PART I – ELIGIBILITY CERTIFICATION**

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

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

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

1. Number of schools in the district (per district designation):
- 104 Elementary schools (includes K-8)
  - 28 Middle/Junior high schools
  - 31 High schools
  - 1 K-12 schools
- 164 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. 10 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	17	12	29
K	72	64	136
1	57	68	125
2	57	72	129
3	64	60	124
4	70	66	136
5	51	59	110
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	388	401	789

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 3 % Asian
  - 12 % Black or African American
  - 5 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 77 % White
  - 3 % Two or more races
  - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 4%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	17
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	28
(4) Total number of students in the school as of October 1	758
(5) Total transferred students in row (3) divided by total students in row (4)	0.037
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 3 %  
24 Total number ELL  
 Number of non-English languages represented: 15  
 Specify non-English languages: Farsi, Tagalog/Filipino, Manipuri, Spanish, Telugo, Persian/Dari, Tamil, Ethiopic, Bengali, Bulgarian, Swahili, Chinese (Mandarin), Marathi, German, Slovak
8. Students eligible for free/reduced-priced meals: 19 %  
 Total number students who qualify: 149

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

The state has reported that 24 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services:  $\frac{11}{82}$  %  
 82 Total number of students served

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

- |                                |  |
|--------------------------------|--|
| <u>5</u> Autism                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>17</u> Other Health Impaired                |
| <u>0</u> Deaf-Blindness        | <u>17</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance | <u>10</u> Speech or Language Impairment        |
| <u>1</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>20</u> Mental Retardation   | <u>0</u> Visual Impairment Including Blindness |
| <u>3</u> Multiple Disabilities | <u>8</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:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	33
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	14
Paraprofessionals	19
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 24:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	100%	97%	97%	97%	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 2014

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

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

Yes  No

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

15. Please summarize your school mission in 25 words or less: Our mission is to provide students with a strong academic and character-based foundation which prepares them to explore, lead and serve in our global society.

## **PART III – SUMMARY**

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Nestled among neighborhoods in the South Park area, Beverly Woods Elementary School continues to attract new families and currently has an enrollment just under 800 students. The school was built over 50 years ago, and has had additions as well as five mobiles to accommodate growth. Over the last ten years, we have increased the number of students who historically go to private schools and now are opting into public. The school serves established neighborhoods with homes that range from 200K to over one million. We also have three large apartment complexes and two condominium sites that feed into the school. One of these is a lower income housing property where the majority of our economically disadvantaged children live. Although our student body is large, we routinely receive positive feedback about our community and family-oriented environment. Our PTA offers many after school and evening activities which foster parent participation and collaboration. Our parent involvement is high, and there is a strong commitment toward working for the success for all students.

At Beverly Woods, our teachers surpass the district and state averages for advanced degrees and National Board Certification. We have among the lowest staff turnover in the district, and our teachers are invested in our school and community. We received 100% on our safe school audit, and we have been named a CMS, State, and National School of Character. We have a long standing track record of high satisfaction scores rated by staff, parents, and students on district surveys. This past year our staff survey indicated our school was in the top 5% in the district for staff morale and satisfaction. Our school mission shows a commitment to preparing our students not only academically, but also as leaders who will make good choices and give back to the community.

It is our goal to provide all students with a strong academic and character-based foundation, and we provide leadership opportunities for students where they either apply or are elected by peers and staff. Some of these "jobs" include peer mediation, Character Council, Honors Choir, Tech Crew and peer buddies for students with disabilities. These "jobs" allow students to learn the responsibility of performing a service on which others depend. We also partner with local homeless agencies who come in and teach our students about the issue of homelessness and how they can help.

While we are not a STEM magnet in name, we feel like we offer the same opportunities as we have a full-time math/science facilitator, fully equipped science lab, involvement with Math and Science Olympiad, permanent and mobile technology lab/carts, as well as smartboards in each classroom. Many of our teachers have been trained with the Engineering is Elementary curriculum and we utilize a hands-on and problem based inquiry approach in math. Our PTA is committed to ensuring part of the annual direct giving campaign funds raised go to STEM resources and training for our students and staff.

Our school has consistently met all growth goals and AMO targets for all subgroups of students. We have a large percentage of students in the Talent Development Program and a full-time gifted education teacher. Additionally we have three self-contained exceptional children's classrooms and two pre-kindergarten rooms. We value all components of our total school program, and our inclusive practice philosophy has been recognized within our school system and state. As the district recognizes our commitment to innovation and learning new strategies to meet the diverse needs of each child, we have been in the first CMS pilot group for Bring Your Own Technology to School (BYOT), Opportunity Culture, the Gates MET study, MAP testing, RTI, and a model school for balanced literacy instruction. Our school program is unique in that we have taken ideas from each pilot study in which we are involved and blended to shape a total school structure that supports specific needs of students at our school.

Operating as a Professional Learning Community, we strive to keep moving from good to great. It is our responsibility to treat every child that enters our doors as we would our own. Our staff is skilled in the use of data to drive instructional planning and differentiation for students based on individual levels of need. We value a relationship-oriented environment where we trust and respect one another. We operate as a school culture where staff can take risks and be innovative while utilizing data to closely track new initiatives and their success. Despite national recognition and test scores that are among the highest in the district and state, we have a belief-system that there is always room to grow and to learn.

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

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

At Beverly Woods curriculum is an ever evolving plan of action to meet the needs of each of our students. Nine years ago we began the journey from a one size fits all reading program to a differentiated plan to meet the needs of every student. Each year we put another piece of the literacy puzzle in place very carefully so as not to overwhelm teachers with too much change too soon. We began with writing workshop because our district had purchased Units of Study for Teaching Writing as a way of reintroducing writing into the literacy block. After that piece was in place, we added a comprehension focus highlighting the strategies proficient readers use when reading a text. Next came guided reading, comprehending non-fiction texts, and the structure of the reading/writing workshop. As each of these components was introduced, there was year-long professional development and coaching support in place to ensure the success of the initiative.

When Common Core State Standards were adopted by our state, there was a level of comfort among our staff members because we felt that we were in a position to take on this new challenge. We had spent several years working towards building a rigorous curriculum that had a foundation in collaboration.

As this work in literacy was going on, we were selected to pilot a math program that was focused on hands-on learning for building number sense for our youngest mathematicians as well as complex problem solving and real-world applications for our older students. This change from the old math book format to a plan that focused on a deeper understanding of mathematical concepts and applications was very successful and was adopted by the district for use in all elementary schools in Charlotte.

Our strong belief that content knowledge is a priority influences our instruction in science and social studies. The science program is enhanced by the use of a full-service science lab where teachers and students can conduct hands-on demonstration/exploration of scientific principles. We are fortunate to have an outdoor learning area/garden where students can learn to care for the environment.

Our social studies curriculum consists of real-world problem solving opportunities supported by a variety of resources including technology. Topics for inquiry are researched and solutions are proposed for further study or action. For most of the lower grades the curriculum focuses on community service and the world around us, and in upper grades the focus is studying the state of North Carolina and history of the Americas.

We believe that reading to learn is a life-long skill which will serve our learners well enabling them to be contributors to society at large.

English/Language Arts:

At Beverly Woods our approach has been balanced literacy for the past nine years. We served as a model for the district in implementing balanced literacy across all Charlotte-Mecklenburg Schools. Our school has hosted many visiting teachers from within the district and across the state who come to observe balanced literacy classrooms in action.

No matter where our students enter our classrooms the teachers at Beverly Woods are committed to high quality, differentiated, literacy instruction. We intend that each student will grow as readers and writers to their full potential during the 180 days we have them.

Our youngest learners develop knowledge of how words work through practice with word study/phonics using a variety of resources. Through shared reading and interactive read aloud students hear fluent reading modeled. In guided reading groups, they have an opportunity to read texts in multiple genres based on their individual reading levels. In writing, they learn to write small moment stories, informational pieces, poetry, and persuasive pieces while practicing phonics skills and writing conventions.

By second grade, our readers are moving into novel studies which are continued through fifth grade. If you visited our school, you would see small groups or partnerships discussing novels which they are reading. Some reading options are chosen by the teacher, but many times the students select their own reading material based on interest or recommendations by peers or others. Students in novel study are taught as early as the end of first grade to talk about their reading citing evidence from the text to make a point or make their thinking visible. Students at Beverly Woods read a variety of genres and across curriculum content areas. Because of high expectations of student behavior and independence, teachers are able to meet with small strategy groups or with individual readers without concern for interruption.

In upper grades, writing becomes more sophisticated while the genres remain Common Core aligned. Sometimes a persuasive piece will find a real-world audience and has been the call to action for change in our community. This evidence reinforces the lesson that writing can make a difference in the world.

#### Mathematics:

Mathematics instruction at Beverly Woods is aligned to the Common Core State Standards. Our approach to mathematics gives students and teachers the opportunity to focus on the eight Mathematical Practices outlined in the Common Core. The curriculum is designed to support students as they start to make sense of mathematics and realize that they can be mathematical thinkers. We emphasize the practice of constructing viable arguments and critiquing the reasoning of others. This emphasis allows the students the opportunity to develop the ability to communicate with others while justifying their own conclusions and responding to others' arguments. These standards lead to a deeper understanding of mathematical concepts and a greater knowledge of not just the how numbers work but the why of mathematical practices. Rote memorization is a thing of the past, and now students are asked to find multiple ways to solve problems. They also need to be able to collaborate with others to find the best solution and be able to explain their thinking. Learning math this way will prepare students for college and careers in the future.

In fifth grade, students build their understanding of fractions by participating in a project to design an ice cream booth for the PTA's Spring Celebration. Students are given the mathematical parameters to complete the project (ie. 320 servings are needed, each serving is  $\frac{1}{2}$  cup, a given recipe makes 32 servings), then the students must decide whether to sell homemade ice cream or to purchase ice cream from the store. Once the team makes their decision, the students must design their booth so that all of the ice cream and toppings fit properly in the space. Finally students must write a note to the teacher explaining which type of ice cream should be served. Within the letter, students must defend their arguments using mathematical thinking.

Our teachers constantly assess students for understanding and for grouping purposes. Students work with different teachers and students as appropriate to meet their mathematical needs.

#### PreK program:

The CMS Pre-Kindergarten curriculum, Opening the World of Learning (O.W.L.), incorporates all domains of learning, including social-emotional, cognitive, language, communication and physical development. This comprehensive curriculum integrates language and literacy skills through rich content in social studies and science, favorite children's books, non-fiction books, songs, and poems.

The language skills in the O.W.L curriculum include conversation (speaking and listening), vocabulary development, book and print awareness, phonemic awareness, letter identification and writing. Integrated mathematics skills include number sense, numeration, spatial sense, measurement, geometry, and patterns. Science and social studies and the arts are woven throughout the day.

The OWL curriculum provides the tools to implement six thematically organized units, Family, Friends, Wind and Water, the World of Color, Shadows and Reflections, and Things That Grow. The content of each unit is built around a carefully crafted, active daily routine. The O.W.L schedule includes a "Morning Meeting", center time, story time, "Songs, Word Play and Letters," small groups, and "Let's Find Out About It." Activities within these components are designed to encourage conversations, social skills and concept knowledge.

In addition to language, literacy and math skills, participation in Pre-Kindergarten fosters the development of the whole child.

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

Technology instruction at Beverly Woods is an area of which we are quite proud. We have a full time technology teacher who teaches classes throughout the day to students in all grade levels from how to conduct effective research, to using some of the many educational apps and programs available as well as supporting work being done in the classroom. She also conducted year-long professional development on the use of all the technology devices available to our staff members. Students and teachers have access to programs such as Reading A-Z, Dreambox Math, Compass Learning and BrainPOP to extend learning in and beyond the classroom.

Our PTA has generously donated funds for the purchase of Smartboards in every classroom, iPads for all teachers, iPad carts for each grade level, and sets Chromebooks for use in grades 3 - 5 and a cart of 30 for use in the media center. Our school was a pilot for the district for BYOT(Bring Your Own Technology). This initiative allowed students in grades 2-5 to bring their own devices from home to use daily in the classroom. It was such a success that our district is now has BYOT system-wide.

Visual and performing arts are integral parts of our curriculum. Several times a year we have musical extravaganzas that feature the talents of our students. Our fifth grade musical is professionally choreographed and features both solo and ensemble performances. We also have a school chorus which performs for all Open House events and Beginner's Day when prospective parents come to visit our school.

We have a talented art teacher at Beverly Woods who continually stretches our students artistically. She is instrumental in instilling in our students a love of the visual arts. Once a year she and her budding artists hold an art show which draws many art lovers in the area. All students produce a grade level piece of art (mural, sculpture, etc..) that is displayed at the school art show. The work of our students is showcased throughout the school and in the community. She also works with the community to bring visiting artists to Beverly Woods to work with the students using multiple media. This year we had an Artist in Residence who created a fifteen foot weaving on a 200 year-old loom with every student in the school. Students brought in items that were of this time period and the weaver and the students worked to create a Fabric Time Capsule. This was tied into history and the process of making fabric for clothing which is so important to our state of North Carolina.

Special programs in media that celebrate reading throughout the year include our annual Read Across America Day. This year's event began with a Dr. Seuss parade through the school led by the "Cat in the Hat" and a marching band made up of members of a local middle school band. During this event, our students had the opportunity to interact with members of the community. We had a Charlotte firefighter, a media specialist from the public library, a fitness instructor, a theater teacher from a local high school, and a local author come to read stories to students throughout the day. Our teachers dressed up as their favorite book characters and competed in the "Teacher Takes the Cake" contest to win a cake for their classroom. Students dress in their red and white to celebrate Dr. Seuss and their love of reading.

At Beverly Woods, physical education and health are a priority as well. Our students participate in activities which promote a healthy lifestyle. They are involved in programs such as Jump Rope for Heart, Girls on the Run, Let me Run, and Mile Run Challenge. This year we set a school record and raised over \$20,000 in Jump Rope for Heart. Fun Day is a culminating PE activity in which our PE teacher works with the school PTA and other community agencies to bring works of literature and other common core subjects to life through games and physical activity. Previous themes include "Suesstacular" (each activity was a different Dr. Seuss book), the Olympic games, and Survivor (games from around the world).

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

We endeavor to match teaching strategies, interventions, and resources with the needs of our students. We have a diverse student population at Beverly Woods which includes three specialized academic curriculum classrooms (moderate to severely academically challenged students), 131 students certified as academically gifted, 31 English language learners, as well as students all across the learning spectrum. For this reason, we have to update our teaching methods and strategies continuously.

In literacy, we use a differentiated balanced literacy approach which begins with assessing individual student needs and planning instruction to meet those needs. We rely on a number of resources and methods to accomplish this such as leveled reading texts in all genres, individualized word study, workshop model for reading, writing, and mathematics, as well as inquiry and collaboration.

We group students in many different ways so that they have a variety of opportunities to learn from and teach one another. All students come with their own special gifts and we strive to maximize the potential of all learners.

We have experimented with some strategic staffing this year to enhance the learning of students at Beverly Woods. One of our second grade teachers teaches a group of 20 of our most dependent readers for a two and a half hour block at the beginning of the day. She works on basic reading skills with the group and moves students in and out as they progress or new needs arise. In the afternoon, she has a group of academically gifted students for a 50 minute integrated studies block; those students recently completed an economics unit of study on supply and demand. Students created goods to sell to raise money to adopt some of our needier families at Christmas. They raised enough money to sponsor three families.

Another example of strategic staffing to maximize instructional time is, our third grade team created a plan to disperse one class of students and use a master teacher to team teach in the other classes in order to reach more students. This has been highly successful in moving students to higher reading levels of more complex texts. This gifted teacher also teaches one class off grade level to model successful methods of teaching guided reading and strategy instruction in a first grade classroom.

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

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

Beverly Woods continues to achieve high levels of success for students by closely examining best practices that yield results for students. Enrollment varies from year to year, but the three subgroups most commonly represented by our student population is White, Students with Disabilities (SWD), and African-American. Academically Gifted is another subgroup that has made up 16-22% of our student population over the last five years. The SWD subgroup is comprised of students with Individualized Education Plans spanning a large spectrum of needs. We have students who are served in the general education setting through pull-out and inclusive services ranging in times from 30 minutes to three hours as well as students in self contained classrooms taught on extended content standards.

A noticeable change in our achievement data from the 2011-2012 to the 2012-2013 school years is evident. 2013 is the first year the state assessment reflected the shift from NC State Standards to Common Core. These standards set a new benchmark for what students were required to know. Therefore scores prior to 2013 cannot be compared to scores following. Each grade level and subject area assessed demonstrated growth from 2012-2013 to 2013-2014. Effective best practices as measured by district and classroom formative assessments was analyzed and shared among grade levels. As grade level teams, across grade levels and with support staff; teachers engaged in consistent reflection and improvement upon teaching strategies and material selected.

There is an achievement gap of more than 10% between all three of these subgroups. Combined with the reflective practices of individual teachers and teams, as a school we have increased time in which students are served through inclusive practices. Exceptional Children's and instructional support teachers attend grade level planning meetings and work collaboratively with teachers to plan and adapt instruction to meet student needs. There is a common language of instructional strategies, assessments, and benchmarks for all students. Teams engage in student specific discussion about the results of instruction in continued pursuit of a mastery teaching cycle.

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

Teachers use a variety of data to monitor student progress and plan instruction. During weekly planning meetings teachers bring classroom common assessments they have created to reflect on the teaching and learning that has taken place. Students are flexibly grouped based on pre and posttest results to ensure the instruction they receive meets their needs for that objective. Teachers are provided with quarterly half day data meetings to reflect on district level universal screener assessments. This information is used to monitor student progress, respond to needs for reteaching and enrichment. Reading comprehension benchmarks are established school-wide. Students not meeting benchmarks for that time in the year are monitored through the completion of a running record and results are shared with instructional support staff and administration. Teachers monitor fluency, comprehension, written response and make observations of proficient readers' strategies.

The Talent Development (TD) and Exceptional Childrens (EC) teachers plan with teachers to ensure instruction meets the needs of students performing at, above or below grade level. Seminar discussions, book clubs, problem based learning are some strategies used with academically gifted students to raise the level of critical thinking. Targeted intervention programs and hands on learning experiences provide our struggling learners with opportunities to make concrete learning connections.

Communication is an integral part of an effective school environment. Teams maintain a spreadsheet where formative assessment and benchmark information is provided and shared with involved support staff and administration. This level of transparency allows all stakeholders to be involved in the conversation about student progression.

Classroom teachers are instrumental in communicating student success and progress to our involved parents. Bi-weekly emails, class and grade level webpages provide curriculum updates, study tips and current events in the classroom. Parents are often invited in for conferences, including but not limited to quarterly conferences, 504, IEP and Intervention team meetings.

## **Part VI School Support**

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

At Beverly Woods, students are actively engaged every day with hands-on learning and the use of real world experiences to enhance their academic development. For example, in writing students are able to choose their own topics of interest to do research and write about, in math teachers use cooking and recipes to teach fractions, and in science students are able to use an interactive lab to study a variety of topics. Students also set goals quarterly and develop a plan with their teacher to reach these goals to help build intrinsic motivation as well as for them to feel success in the classroom.

Once students are engaged and motivated we work with them to create a positive environment that supports their academic, social, and emotional growth through a number of measures.

We pride ourselves on our character education program which was awarded a National School of Character distinction in 2009 and helps foster a positive culture for all students. The program encompasses a character trait each month where students are given a lesson on that trait. Students then can earn “caught being good cards” for demonstrating those traits throughout their school day, and classrooms have an opportunity to receive “bear bucks” from special area teachers and the instructional leadership team for following the rules and having great character. We also foster a positive atmosphere through our peer mediation and character council programs. Both are leadership opportunities for 4th and 5th graders who have demonstrated outstanding character traits throughout their education. Peer mediators help students solve problems before they reach the administration level, and character council members help with a number of character related activities like recycling with our special needs students, helping with tours for new families, and advertising service learning activities.

Socially we also teach our students about the importance of giving back to those less fortunate, so we have many service learning activities throughout the year such as collections for A Child’s Place (a non-profit organization that helps homeless children), creating snack bags for students at our sister school, writing letters to children in the hospital, and making over 800 sandwiches for Charlotte’s Soup Kitchen. Students also participate in Anti-Bullying Week, Random Acts of Kindness Week, World Down’s Syndrome Day, and Inclusion Week all of which have activities and lessons for students to learn and grow socially and emotionally.

Furthermore, we support student’s emotional growth with classroom and small group lessons relating to social skills, making friends, stress management, and self-esteem. This nurturing culture that is created with the students also transcends to the teachers where on our fall Instructional Culture Insight Survey 93% of teachers surveyed said Beverly Woods was a good place to teach and learn. We are able to have such a high percentage because teachers feel valued through leadership opportunities, consistent communication about expectations, through our Faculty Advisory Council, and ongoing changes based on teacher feedback from surveys and meetings.

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

Engaging families in student success is a main focus at Beverly Woods. We have a very active PTA with over 600 parent members and 100% staff representation. Parents help support teachers and students. At a time when the state has cut the school’s budget and positions, parents help out in the front office, tutor students, assist with after school clubs such as chess and Odyssey of the Mind, providing an extra set of hands. Parents also make up our School Leadership Team where we focus on Character Education, Grants, Communication, and Infrastructure for school improvement every year. Even if parents are not members of our PTA we engage them in their student’s learning through conferences, effective communication, and feedback. We know that one of the keys to student success is partnering with families so we work around schedules to ensure that every family has contact and input on their student’s success.

We partner with the community on many projects such as the YMCA to do our fitness parties and the Urban Ministry to do lessons on homelessness/poverty. We were the recent recipient of the Whole Foods Grant which might translate into a partnership with our local Whole Foods store. We also reach out to our community for enrichment opportunities enabling our kids to attend theater and symphony performances and visit museums, historical sites, and farms.

We also enlist BWE community support for key areas of our school improvement plan. For example, with a goal to increase our 5th grade science EOG scores, a group of parents and our math/science facilitator developed and executed a plan to create and equip a school science lab. This work included collecting numerous donations from local businesses and the BWE community to up-fit the lab. The PTA supported the work by paying for lab equipment and materials and volunteering countless hours to get the lab set up and then volunteering many hours to assist our teachers with lab experiments. Another way we are working to improve the science EOG scores is by holding an annual Science Fair. We have enjoyed tremendous support from members of the community who have volunteered their time to judge hundreds of projects. Another similar example of parent participation was the creation and maintenance of our school garden to enhance the science curriculum. As a result of these initiatives, our science scores have increased and we have been able to reduce the achievement gap between our white and African American students.

### **3. Professional Development**

Just as instructional planning drives the instruction in the classroom, professional development drives our curriculum and is instrumental in making Beverly Woods successful. We attend closely to the needs of our teachers and students in planning professional development. We use staff survey results, classroom observations, latest learning in best practices, Common Core State Standards expectations, teacher requests, and district mandated initiatives to drive our offerings. The professional development opportunities can be as short as a collaborative session to a year-long study. Most of this work is done in-house and many are teacher led when possible. We believe in giving our teachers leadership roles and our teachers are also researchers who strive to maintain a high level of expertise. We have monthly learning walks where a group of teachers visit classrooms off grade level to foster dialogue between grade levels and observe quality instructional practices. We also plan opportunities for individual teachers who want to see how a colleague might approach a certain content area, skill, or strategy by arranging coverage of the teacher's class so that the visit can take place. Our teachers are generous about sharing support materials on and off grade level by placing them on our school's public drive for maximum access.

Our PTA supports many of our professional development options. They set aside monies each year to send teachers to a variety of workshops and conferences such as the Talented and Gifted Conference, the Technology Conference, and the Teacher's College Saturday Reunion at Columbia University. They allocate funds for teacher resources used for book studies each year. We typically run one or two book studies annually.

Last year our technology teacher conducted a year-long differentiated series of workshops to enable teachers and support staff to maximize their use of technology during classroom instruction. She makes herself available to conduct mini-sessions as needed.

Our school has been a project school which part of the Columbia University's Teacher's College and has been fortunate to send teachers to week-long summer institutes for the past three years. We were also included in schools hosting staff developers from the same institution.

We have already begun having conversations with staff members and among the leadership team about the direction we want to go for next year. We are selecting books for studies with input from our teachers and have surveyed them to see what next steps they would like to pursue.

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

Having worked as an assistant principal under several leaders, I was able to identify a leadership model that proved most effective and fit with my own personal style and philosophy. Using a distributed leadership approach, our instructional leadership team is able to work collaboratively where we capitalize on each other's strengths and work toward a common vision. To do so, we have built trust and established an open culture where we share ideas and are reflective, often pushing and challenging one another to continue to grow and learn. This requires having "the right people on the bus and in the right seats," which Jim Collins stated in his book, *From Good to Great*, is critical to an organization's success. Operating as an instructional leadership team, the assistant principal, academic facilitators (literacy, math/science, TD, technology) and counselor discuss data and make decisions, as well as elicit input when possible from team leads and other key stakeholders. Collins said, "Great vision without great people is irrelevant", and over the last ten years, I have been able to construct a staffing plan that builds on the talents of each staff member and groups them on teams where the sum is much greater than each separate part.

At Beverly Woods, we ensure all decisions are made in the best interest of children and reflect the goals of our School Improvement Plan. Sometimes this may mean making decisions on site that may differ from the district. Because we have a solid track record of academic achievement and growth, we were awarded "freedom and flexibility" and have been able to make sound decisions for our school such as the move to balanced literacy long before the district opted to move away from a basal series and work toward the same model. Additionally, we look to empower our teachers to be innovative and take risks, trying new strategies and assessing success with ongoing collection of data. As an instructional leadership team we utilize staff feedback and survey data as a means to hone in on specific areas each year, such as staff planning or scheduling. While the scores are far better than district averages, we want to support staff in giving them the resources and tools they need to help children learn.

# PART VIII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>North Caroline End of Grade Mathematics Test</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>North Carolina Department of Public Instruction</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Level 3 and above	83	73	93	96	94
LEVEL 4	72	32	49	59	63
Number of students tested	136	106	134	121	131
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	12				
% of students tested with alternative assessment	8	9	5	1	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Level 3 and above	68	17	83	81	78
LEVEL 4	48	11	10	38	13
Number of students tested	23	18	29	21	23
<b>2. Students receiving Special Education</b>					
Level 3 and above	55				
LEVEL 4	36				
Number of students tested	11	12	11	0	11
<b>3. English Language Learner Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>5. African- American Students</b>					
Level 3 and above	75		71		
LEVEL 4	63		14		
Number of students tested	16	13	14	9	14
<b>6. Asian Students</b>					
Level 3 and above					
LEVEL 4					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>9. White Students</b>					
Level 3 and above	86	84	96	99	96
LEVEL 4	74	37	56	62	70
Number of students tested	104	86	103	99	106
<b>10. Two or More Races identified Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>11. Other 1: Academically Gifted</b>					
Level 3 and above	100	100	100	100	100
LEVEL 4	100	83	90	98	100
Number of students tested	19	18	35	37	38
<b>12. Other 2: Other 2</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					

**NOTES:** \*Assessments given in the years 2009-2012 were based on North Carolina Standards. 2012-2013 is the first year students were assessed on the Common Core State Standards. A drop in scores was observed throughout the state in this transition year.

\*For the 2013-2014 year only, North Carolina revised the score range to include five levels. Levels 1-2 being considered below grade level. Level 3 continues to be considered grade level proficient. Levels 4-5 is considered college and career ready.

\* Subgroups reported based on 10% or more enrollment: White 2009-2014, SWD 2013-2014 only, African-American 2011-2012, 2013-2014

\* Data is not made public if the subgroup totals less than 10% of total enrollment.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>North Carolina End of Grade Mathematics Test</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>North Carolina Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Level 3 and above	76	70	98	95	94
LEVEL 4	67	30	65	62	60
Number of students tested	109	131	120	127	126
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	9	6	3	2	6
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Level 3 and above	59	36	100	87	86
LEVEL 4	29	0	100	13	32
Number of students tested	17	25	23	23	28
<b>2. Students receiving Special Education</b>					
Level 3 and above	40				
LEVEL 4	10				
Number of students tested	10	18	7	7	18
<b>3. English Language Learner Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>5. African- American Students</b>					
Level 3 and above	53		100		
LEVEL 4	20		18		
Number of students tested	15	13	11	13	15
<b>6. Asian Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Level 3 and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
LEVEL 4					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>9. White Students</b>					
Level 3 and above	83	76	97	96	96
LEVEL 4	77	33	74	71	70
Number of students tested	87	101	98	105	95
<b>10. Two or More Races identified Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>11. Other 1: Academically Gifted</b>					
Level 3 and above	100	100	100	100	100
LEVEL 4	100	68	90	98	100
Number of students tested	22	38	40	51	37
<b>12. Other 2: Other 2</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					

**NOTES:** \*Assessments given in the years 2009-2012 were based on North Carolina Standards. 2012-2013 is the first year students were assessed on the Common Core State Standards. A drop in scores was observed throughout the state in this transition year.

\*For the 2013-2014 year only, North Carolina revised the score range to include five levels. Levels 1-2 being considered below grade level. Level 3 continues to be considered grade level proficient. Levels 4-5 is considered college and career ready.

\* Subgroups reported based on 10% or more enrollment: White 2009-2014, SWD 2013-2014 only, African-American 2011-2012, 2013-2014

\* Data is not made public for subgroups reporting less than 10% enrolled

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>North Carolina End of Grade Mathematics Test</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>North Carolina Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Level 3 and above	86	80	94	92	88
LEVEL 4	84	46	57	56	44
Number of students tested	122	110	135	127	126
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	6	2	4	6	8
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Level 3 and above	64	63	77	83	68
LEVEL 4	55	26	19	26	11
Number of students tested	22	19	31	23	28
<b>2. Students receiving Special Education</b>					
Level 3 and above	71				
LEVEL 4	64				
Number of students tested	14	9	10	17	18
<b>3. English Language Learner Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>5. African- American Students</b>					
Level 3 and above	54		67		
LEVEL 4	46		33		
Number of students tested	13	8	15	17	22
<b>6. Asian Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Level 3 and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
LEVEL 4					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>9. White Students</b>					
Level 3 and above	90	85	98	95	97
LEVEL 4	89	51	65	65	55
Number of students tested	92	91	108	96	95
<b>10. Two or More Races identified Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>11. Other 1: Academically Gifted</b>					
Level 3 and above	100	98	100	100	100
LEVEL 4	100	81	92	95	88
Number of students tested	39	43	51	38	32
<b>12. Other 2: Other 2</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					

**NOTES:** \*Assessments given in the years 2009-2012 were based on North Carolina Standards. 2012-2013 is the first year students were assessed on the Common Core State Standards. A drop in scores was observed throughout the state in this transition year.

\*For the 2013-2014 year only, North Carolina revised the score range to include five levels. Levels 1-2 being considered below grade level. Level 3 continues to be considered grade level proficient. Levels 4-5 is considered college and career ready.

\* Subgroups reported based on 10% or more enrollment: White 2009-2014, SWD 2013-2014 only, African-American 2011-2012, 2013-2014

\* Data is not made public for subgroups reporting less than 10% enrolled

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>North Carolina End of Grade Reading Comprehension Test</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>North Carolina Department of Public Instruction</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Level 3 and above	87	74	88	93	89
LEVEL 4	76	25	49	50	52
Number of students tested	136	106	134	121	130
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	16	100			
% of students tested with alternative assessment	12	9	5	1	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Level 3 and above	72	39	66	76	61
LEVEL 4	52	5	17	29	9
Number of students tested	25	18	29	21	23
<b>2. Students receiving Special Education</b>					
Level 3 and above	72				
LEVEL 4	52				
Number of students tested	11	18	14	9	14
<b>3. English Language Learner Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>5. African- American Students</b>					
Level 3 and above	75		64		
LEVEL 4	63		14		
Number of students tested	16	13	14	9	14
<b>6. Asian Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Level 3 and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
LEVEL 4					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>9. White Students</b>					
Level 3 and above	89	84	91	97	94
LEVEL 4	81	30	54	56	60
Number of students tested	104	86	103	990	106
<b>10. Two or More Races identified Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>11. Other 1: Academically Gifted</b>					
Level 3 and above	100	100	100	100	100
LEVEL 4	100	61	91	89	89
Number of students tested	19	18	35	37	38
<b>12. Other 2: Other 2</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					

**NOTES:** \*Assessments given in the years 2009-2012 were based on North Carolina Standards. 2012-2013 is the first year students were assessed on the Common Core State Standards. A drop in scores was observed throughout the state in this transition year.

\*For the 2013-2014 year only, North Carolina revised the score range to include five levels. Levels 1-2 being considered below grade level. Level 3 continues to be considered grade level proficient. Levels 4-5 is considered college and career ready.

\* Subgroups reported based on 10% or more enrollment: White 2009-2014, SWD 2013-2014 only, African-American 2011-2012, 2013-2014

\* Data is not made public for subgroups reporting less than 10% enrolled

\* In 2009-2010 131 students were enrolled. 130 students were tested in reading. One student was not tested due to extreme illness and inability to make up the assessment.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>North Carolina End of Grade Reading Comprehension Test</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>North Carolina Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Level 3 and above	76	72	93	94	90
LEVEL 4	72	24	53	50	43
Number of students tested	109	131	120	127	126
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	9	6	3	2	6
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Level 3 and above	35	36	78	78	86
LEVEL 4	29	4	17	21	14
Number of students tested	17	25	23	23	28
<b>2. Students receiving Special Education</b>					
Level 3 and above	10				
LEVEL 4	10				
Number of students tested	10	18	7	7	18
<b>3. English Language Learner Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>5. African- American Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>6. Asian Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Level 3 and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
LEVEL 4					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>9. White Students</b>					
Level 3 and above	86	74	94	98	92
LEVEL 4	80	29	59	59	55
Number of students tested	87	101	98	105	95
<b>10. Two or More Races identified Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>11. Other 1: Academically Gifted</b>					
Level 3 and above	100	95	100	100	100
LEVEL 4	100	53	83	84	89
Number of students tested	22	38	40	51	37
<b>12. Other 2: Other 2</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					

**NOTES:** \*Assessments given in the years 2009-2012 were based on North Carolina Standards. 2012-2013 is the first year students were assessed on the Common Core State Standards. A drop in scores was observed throughout the state in this transition year.

\*For the 2013-2014 year only, North Carolina revised the score range to include five levels. Levels 1-2 being considered below grade level. Level 3 continues to be considered grade level proficient. Levels 4-5 is considered college and career ready.

\* Subgroups reported based on 10% or more enrollment: White 2009-2014, SWD 2013-2014 only, African-American 2011-2012, 2013-2014

\* Data is not made public for subgroups reporting less than 10% enrolled

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>North Carolina End of Grade Reading Comprehension Test</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>North Carolina Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Level 3 and above	78	73	89	91	87
LEVEL 4	68	25	33	35	28
Number of students tested	122	110	135	127	125
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	6	2	4	6	8
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Level 3 and above	41	47	61	83	75
LEVEL 4	27	5	10	13	4
Number of students tested	22	19	31	23	28
<b>2. Students receiving Special Education</b>					
Level 3 and above	43				
LEVEL 4	36				
Number of students tested	14	19	31	23	28
<b>3. English Language Learner Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>5. African- American Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested		8	15	17	22
<b>6. Asian Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Level 3 and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
LEVEL 4					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>9. White Students</b>					
Level 3 and above	80	76	96	92	94
LEVEL 4	72	27	41	42	36
Number of students tested	92	91	108	96	95
<b>10. Two or More Races identified Students</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>11. Other 1: Academically Gifted</b>					
Level 3 and above	100	98	100	100	100
LEVEL 4	100	51	65	68	66
Number of students tested	39	43	51	38	32
<b>12. Other 2: Other 2</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Level 3 and above					
LEVEL 4					
Number of students tested					

**NOTES:** \*Assessments given in the years 2009-2012 were based on North Carolina Standards. 2012-2013 is the first year students were assessed on the Common Core State Standards. A drop in scores was observed throughout the state in this transition year.

\*For the 2013-2014 year only, North Carolina revised the score range to include five levels. Levels 1-2 being considered below grade level. Level 3 continues to be considered grade level proficient. Levels 4-5 is considered college and career ready.

\* Subgroups reported based on 10% or more enrollment: White 2009-2014, SWD 2013-2014 only, African-American 2011-2012, 2013-2014

\* Data is not made public for subgroups reporting less than 10% enrolled