

U.S. Department of Education
2015 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. Jennifer S Lewis

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

Official School Name Rock Ridge Elementary School

(As it should appear in the official records)

School Mailing Address 6605 Rock Ridge School Road

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

City Wilson State NC Zip Code+4 (9 digits total) 27893-7758

County Wilson State School Code Number* 980364

Telephone 252-399-7955 Fax 252-399-7995

Web site/URL http://rockridgeelem.nc.wce.schoolinsites.com E-mail jennifer.lewis@wilsonschoolsnc.net

Facebook Page
www.facebook.com/pages/Rock-
Ridge-Elementary-
Twitter Handle School/325679384204455?fref=ts Google+ _____

YouTube/URL https://www.youtube.com/watch?v=1tW Other Social Media

5P7m8sTM&feature=youtu.be Blog _____ 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*Mr. Sean Bulson E-mail: sean.bulson@wilsonschoolsnc.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Wilson County Schools Tel. 252-399-7700

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 Dr. Christine Fitch
(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 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

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):
- 14 Elementary schools (includes K-8)
 - 6 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools
- 25 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. 5 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	0	0	0
K	53	45	98
1	49	37	86
2	45	44	89
3	48	50	98
4	50	33	83
5	45	34	79
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	290	243	533

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 11 % Black or African American
 - 29 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 58 % White
 - 2 % 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: 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, 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	36
(3) Total of all transferred students [sum of rows (1) and (2)]	53
(4) Total number of students in the school as of October 1	545
(5) Total transferred students in row (3) divided by total students in row (4)	0.097
(6) Amount in row (5) multiplied by 100	10

7. English Language Learners (ELL) in the school: 14 %
77 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 47 %
 Total number students who qualify: 232

Information for Public Schools Only - Data Provided by the State

The state has reported that 31 % 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: 5 %
28 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>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>7</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>8</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>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>1</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	23
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 23:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	96%	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

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

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

15. Please summarize your school mission in 25 words or less: Students will learn in a safe, nurturing, learning environment with teachers, parents, and the community all working together for continual development of the whole child.

PART III – SUMMARY

A “Welcome to the Rock Ridge Community” sign greets residents and visitors to this hard-working agricultural community whose pride is its school. Rich in tradition and dating back to the 1860’s, Rock Ridge has transformed from a union high school to the present K-5 facility renovated in 2000. Just as the farmer plants and nurtures crops, teachers sow seeds in the minds of students and nurture them to their greatest potential, equipping them as lifelong learners and productive citizens for a rapidly changing world. Just as its founders envisioned, the belief that all children should receive a strong educational foundation is alive and flourishing in our diverse community today.

Strong leadership and community support are key components that lead and sustain high student achievement at Rock Ridge. An auditorium and athletic field named for school leaders symbolize the vested interest of the community who devote time, talents and financial support to help children succeed. Built upon the concept of developing the total child, Rock Ridge serves as the hub of activities for both students and the community from sporting and fitness events, reunions, and community celebrations, to an emergency shelter and food pantry, as well as academic preparedness.

Though deeply rooted in tradition, we continuously strive to improve and innovate, keeping pace with an ever changing world. Recognizing the keys to our success are partnerships with parents which foster a sense of well-being for each child, Rock Ridge educates and develops relationships critical to this feeling of trust. With a significant Hispanic population, our school overcomes a language barrier with interpreters and bilingual communication for parents. An authentic Mexican foods meal is a sell-out each year and engages Hispanic parents in preparing and sharing a part of their culture with others. Parent workshops target specific needs and personal contact from teachers and staff encourage them to feel comfortable and appreciated in their child’s education. Parents from all socioeconomic levels take pride in the success at Rock Ridge and are active volunteers at the school.

Positive relationships with parents and the community produce students that are well-behaved and respectful toward adults and peers. This cooperative effort is a tremendous asset in promoting an environment conducive for learning at high levels. Students take pride in their school as they recite the ROCK pledge, a promise to follow rules and treat others the right way, as they begin each school day. An emphasis on positive reinforcement, following our district initiative AJ Rightway Character Traits Program, is apparent as students receive AJ reward cards from any staff member who observes their outstanding character throughout the school campus.

Rock Ridge is extremely proud of its longstanding high academic performance and high student growth. Recognized as a School of Excellence or School of Distinction for at least 14 consecutive years by the state, our students have met the standards for Adequate Yearly Progress every year since its inception in North Carolina. Equally impressive, our students exceed 100% in growth expectations for this same period and have led the district in growth every year to date. Twice honored as one of the top 15 Title I schools in North Carolina, as well as a Hallmark of Excellence school, Rock Ridge attributes our outstanding student attendance of 97% and staff attendance of 93% as major contributors to this success. Also garnering honors as a REAL DEAL school from North Carolina’s Teacher Working Conditions survey, teachers enjoy working at Rock Ridge where high expectations for students and staff are the norm.

Staff development opportunities encourage teachers to experiment with new ideas within the parameters of research based methods to improve instruction. With an eye on data from formative and cumulative assessments, teachers collaborate in professional learning communities during common planning times to critique strategies and capitalize on peer strengths and insights.

A rigorous instructional program in Reading and Math based on Common Core State Standards along with North Carolina Essential Standards for Science and Social Studies ensure that students are held to high academic standards. This curriculum is differentiated to meet the needs of all students with scaffolding and acceleration to challenge and develop learners to their highest potential. An increased emphasis on

independent thinking, hands-on learning and teamwork in real life scenarios, prepare our students for higher level thinking in a 21st century world.

Dedication and love are the cohesive forces at Rock Ridge and the ties that bind the Rock Ridge family. Rock Ridge is a place where all are valued, staff members go the extra mile to help students succeed, and parents feel the love and concern for their children. Rock Ridge is a place where families seek to relocate, from seasonal workers looking for a permanent home to banking employees, all joining with fifth generation families who attend the beloved school knowing their children will receive a quality education.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Rock Ridge's curriculum is driven by our vision to provide all students opportunities to become independent lifelong learners who are critical thinkers and collaborative workers with 21st century skills allowing them to adapt to a changing world.

Our classroom instruction is a partnership between state and local education. It is driven by the Common Core State and North Carolina Essential Standards for Science and Social Studies, and the Wilson County Schools Curriculum Framework. Proactive classroom management is guided by Randall S. Sprick's CHAMPS and our administration guarantees interruption-free instruction time.

Professional Learning Communities (PLC) during common planning times provide a solid foundation for Rock Ridge's instruction. Rigorous instruction and assessments are planned by grade levels and guided by local and state assessments. Student achievement is examined and teachers take ownership of all students.

Cooperative learning groups and flexible grouping are used in our classrooms to enhance differentiation and rigor. Instruction is supported by Literacy Teachers, Instructional Assistants, Exceptional Children Services, English Language Learner (ELL) Services, Academic and Intellectually Gifted Program, Focused Intervention, After School Tutoring, ELL After-School Tutoring, Special Area Teachers, and parent/community volunteers.

Instruction via technology is a high priority. Each classroom has a Smart Board, document camera, desktop and laptop computers. Classroom sets of iPads are available for checkout in the media center. We have a computer lab constantly in use. Technology inspires student learning and creativity.

Our English Language Arts and Reading Curriculum contains standards aligned with college and career ready expectations. The standards are organized into Reading, Writing, Speaking/Listening, and Language Strands. The Reading Standards scaffold increasingly complex reading and comprehension skills forming the foundation necessary for college and career level texts. The Writing Standards focus on writing logical arguments based on sound reasoning and meaningful evidence. The Speaking and Listening Standards require students understand, present, evaluate, and reflect a variety of complex information and ideas. The Language Standards include vocabulary and convention standards.

Reading blocks consist of a variety of Balanced Literacy activities. Read 3D is used in grades K-3 to get a total picture of a student's reading skills. A child's phonological knowledge, fluency, word analysis, and comprehension are assessed and monitored through this program. Students are progress monitored based on their individual level. Our students benefit from an abundance of reading materials with an increased emphasis on non-fiction, many of which have been provided through funds from our PTO. STAR testing, Moby Max, and Accelerated Reader are programs used to further differentiate and motivate our students to read. All students in grades 1-5 have individualized Accelerated Reader Contracts where they are rewarded for meeting their goals. All students participate in our Read to Succeed Program which includes nightly reading and student/parent accountability.

Five strands make up the Mathematics curriculum. They are Numbers and Operations, Measurement, Geometry, Data Analysis and Probability, and Algebra. Instruction is based on processes and proficiencies. The process standards include problem solving, reasoning and proof, communication, representation, and connections. The proficiency standards consider adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and the ability to see mathematics as sensible and useful.

Rock Ridge sets the standard bar for our district in mathematics. Each classroom has a protected block of time for math instruction. The district supplies our math curriculum framework from which we determine which strategies and assessments are needed to drive our instruction. Our mathematics curriculum is supplemented by Accelerated Math and Moby Max. Over half of our students in grades 1-5 master the entire

Accelerated Math Library for their grade level each year. Rewards include a certificate and trophy. Moby Max is an online program used at school as well as at home. Each classroom is supplied with a variety of math manipulatives that ensures hands-on exploration and provides the foundation to be able to solve real world problems.

The North Carolina Essential Standards form the basis for our Science and Social Studies instruction. Science is taught with inquiry based learning and experimentation. Students have opportunities to be actively engaged in a school-wide science fair, participation in our county's Soil & Water Conservation Contest from which we have had numerous local and state winners, 4-H Club participation, a school-wide recycling project, and attendance at an Environmental Field Day.

Our Social Studies instruction focuses on developing students who are knowledgeable, think critically, and are capable of making informed decisions about the world around them; preparing them to participate actively and responsibly in a culturally diverse and interdependent world. Global awareness is encouraged through activities such as the travels of Flat Stanley and letters/care packages to our military. Weekly Readers, Studies Weeklies, and non-fiction books supplement this curriculum. Science and Social Studies are integrated through all facets of our curriculum.

2. Other Curriculum Areas:

Our school provides multiple opportunities for students to acquire essential skills outside the core curriculum. All students participate weekly in five special area classes: Music, Art, Physical Education, Media, and Technology/Computer. These classes enhance and support the learning in the core subject areas and develop unique creative outlets for the students. Our special area classes work frequently with core curriculum teachers to develop lesson plans that align with each grade's standards and objectives. For example, when our Kindergarten students studied the Arctic and Antarctic regions, classroom and special area teachers worked collaboratively to create a video displaying the students' artwork, dances, research projects and songs showcasing their curriculum integration.

Music challenges students to compose, evaluate performances, listen critically, problem solve, and use hand-eye coordination to enhance their language development and concentration. Recently, our fifth graders created a digital film, collaborating with the local high school, to study the North Carolina Symphony in preparation for their upcoming concert. The students used leadership, creative, and technology skills to create that video, applying their knowledge to practical situations. The video was praised statewide, inspiring students to create relevant products based on their musical explorations. All students perform annually in a musical program in which students are given solos, speaking parts, and choreography, instilling self-confidence to help students succeed academically and socially. These performances provide opportunities for parent involvement and celebrating student achievements. Fourth and fifth graders are given the opportunity to join the school's chorus, which rehearses after school once a week. The chorus dives deeper into musical understanding, appreciation and performance for these select students who choose to grow their vocal technique. The chorus often participates in community events such as singing at the courthouse on Veteran's Day and collaborates with the local high school to perform in their concerts.

Our art class is very hands-on and allows for students to use fine motor skills to create unique masterpieces. Students are encouraged to evaluate and reflect on their own work as well as their classmates, enabling decision making on how to improve. Their artwork is displayed around the school and at the Art's Council for their community art show promoting self-confidence and inspiring others. Our art teacher integrates literature and content from the classroom to provide background knowledge for the students to draw upon.

All students participate in a physical education class allowing them to develop motor skills, demonstrate self-discipline, and work with their peers. The activities in the class build relationships among the students to succeed in a common goal, which is echoed in the core classrooms. The students learn to demonstrate control in physical activity in a way that allows the students to have fun, communicate effectively and work cooperatively. Students work together raising money within the community for the American Heart Association and the Jump Rope For Heart event. This involved the community and the school staff

supporting students in reaching their goal. Our physical education teacher organizes an annual Field Day for students to enjoy various activities and games with their peers and parents.

Our Media and Technology teachers integrate core curriculum into their lessons. Students complete Project Based Learning products that integrate technology skills. Our media coordinator ensures all students have the knowledge to use various forms of technology accurately to enhance learning in their classrooms and in the students' futures.

Fifth graders created a Powtoon to derive the influence of two historical characters and the reasoning for their relationship, enhancing student learning by incorporating technology into biographical research. Third graders are working on researching through NC Wiseowl in preparation for their visit to the NC Aquarium and as part of the third grade writing portfolio. The use of technology is influential in the elementary grades because of their reliance on visual information and their abilities to evaluate the validity of said resources. Our Media Specialist is also responsible for the History Club, Battle of the Books team, and the annual Scholastic Book Fair.

Our special area teachers work diligently building upon our students' prior knowledge and integrating core curriculum into their lessons. Our students feel that special area classes are a time to acquire new, unique skills that they can use to express themselves.

3. Instructional Methods and Interventions:

At Rock Ridge teachers use a variety of instructional methods to facilitate student learning and achieve instructional goals. Teachers frequently incorporate technology into their instruction using age-appropriate online resources, ebooks, document cameras, Smartboards, iPads, laptops creating iMovies, powerpoints, and spreadsheets to display knowledge learned. Our Instructional Technology Facilitator assists with authentic learning and co-teaching with our teachers.

For differentiation purposes grade levels use a variety of grouping methods to meet individual needs. Examples of grouping include ability, interests, cooperative learning, peer tutoring, one on one, whole group as well as flexible groupings across the grade levels. These are based on data analyzed in PLC meetings in which specific strategies are developed fostering high or low achieving students. Resources such as thinking maps, anchor charts, choice boards, independent studies and problem based learning are used to supplement instruction.

In K-3 the AIG specialist, in partnership with the classroom teacher, implements the Primary Education Thinking Skills (PETS) program to target students who exhibit higher level thinking skills. In grades 4-5 Problem Based Learning units of instruction are used. These units offer higher level learners opportunities to use critical thinking and problem solving strategies by promoting lifelong learning using inquiry and investigation.

Reading Instruction Teaching Support (RITS) teachers provide our K-2 literacy intervention program. READ 3D data and teacher assessments determine the groups for each classroom. Instruction is focused on reading a variety of texts, comprehension building, written response and word attack skills. In grades 3-5 Focused Intervention targets students who are performing below grade level in Reading and Math. Quarterly benchmarks and classroom assessments are used to identify students in need of these services.

ELL is another intervention target audience. Collaborating with the ELL teacher, our classroom teachers provide concrete experiences building vocabulary of our students that form the bridge between the two languages. Therefore, the students have increased vocabulary, fluency and comprehension. These students have the opportunity to participate in After School Tutoring with an extended school day.

As a school, we take responsibility for all of our students. Teachers volunteer their time after school to tutor any student in grades 3-5. Grade level skills and test taking strategies are practiced with the focus being on Reading and Math.

Overseeing all of this is a teacher led K-5 intervention team. Together they have round table discussions regarding at-risk students and determine appropriate strategies necessary to meet proficiency standards. Researched based intervention strategies are recommended to help the teacher plan appropriate instruction.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Rock Ridge Elementary assesses student's proficiency and growth using End of Grade Test (EOG) in grades 3-5 for reading and mathematics and 5th grade science.

Rock Ridge staff engages in a process of disaggregating data for all subgroups in order to develop strategies and interventions for student success. In the first three years of the five year cycle, student performance was substantial with an average mathematics score of 93.7%, and an average in reading of 89.7%.

In the fourth year of the cycle, North Carolina introduced a new curriculum and a revised EOG assessment, resulting in scores of 65.4% for mathematics and 52.3% for reading under the new standards. In year five, student performance in mathematics increased 16.1% to 81.5%, and reading rebounded by 22.7% to 75%. These trends are excellent and are aligned with performance targets under the Common Core.

In the first three years of the cycle, Rock Ridge identified an achievement gap of just over 10% in reading between all students and the black student population. With the onset of new curriculum, this gap widened in year four to 23%, but returned to an acceptable gap level of 6% in year five.

In the first three years of the cycle, Rock Ridge focused on developing strategies to reduce the gap in mathematics between all students and the black student population. Efforts proved to be successful, as the gap narrowed to the 10% level prior to the onset of the new curriculum. In year four, the gap widened to 31.7%, and improved in year five to 28.1%.

The school is committed to high levels of performance and will reduce gaps further through data-driven instruction, with an emphasis on differentiation. School Improvement Plans provide for focused intervention, project based learning, extended learning, and flexible grouping.

Rock Ridge has clearly established a culture of high performance using the professional learning community model that ensures student success.

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

At Rock Ridge, a variety of data is used to analyze student learning and make instructional decisions to determine strengths and weaknesses. Weekly PLC meetings focus on data from county-wide benchmark assessments, formative assessments, teacher created assessment using online Pearson Success School Net, READ 3D data, EOG data, anecdotal records and teacher created assessments and observations. Our goal is for data to drive the instruction so that we can match appropriate interventions for students not performing on grade level and for all students to show growth. It enables us to analyze, plan and set goals for all students. Data is also used to see trends in student achievement, to decide the best uses of monies for staff development and resources, and to evaluate the success of special school initiatives.

The sharing of academic expectations begin in August at our well attended Orientation/Open House. Each student, parent, teacher and administrator sign an Accountability Contract stating that they understand the expectations for that year and that all of us will contribute and work together to ensure a successful education. Data is shared at our annual Title I meeting that all stakeholders are invited to attend. At this meeting our administrator shares the results of our state tests and our goals for the year. Parents are provided reports about their child's scores and how they compare to the rest of the district and state. Parent workshops are scheduled throughout the year to assist parents with understanding grade level proficiency standards and how to help their child reach their goals.

Teachers communicate student achievement in a number of ways: progress reports, report cards, email and conferences. Parent conferences in person or by phone and report card pick up gives us additional opportunities to correspond with parents about achievement. Interpreters are available to assist with our

multilingual population. Students that are performing below grade level are created At Promise Charts which are specifically designed with researched based interventions to match appropriate instruction to ensure success. These charts are shared with parents at the conferences. Resources are shared with parents and how they can help at home.

Part VI School Support

1. School Climate/Culture

A school climate that motivates and engages both students and staff is essential to the success of a school. Academically, we promote a culture of self-directed learning. Although many of our students come to us with intrinsic motivation, we celebrate and motivate our students' successes daily. Our hallways and classrooms are covered with student work and bright bulletin boards highlighting attendance, extra effort and achievement. The Principal's Award, the most coveted student recognition, is awarded six times a year for exemplary citizenship. We reward academic excellence and outstanding attendance with ice cream socials, certificates, and an end of year awards programs. These motivators carry over into the classroom encouraging our students to be the best they can be resulting in confident children soaring for success.

During our student-led morning television broadcasts, we spotlight each of our students when their academic, character traits, attendance and extra curricular goals are reached. Additionally, we celebrate every student and staff members' birthday during this broadcast along with a treat from the principal.

Socially and emotionally we give our students ownership of their learning and safety. In the classroom, students at all grade levels work in collaborative groups. Older students serve on our Student Government Association, Flag Team and Peer Patrol (safety patrol). Peer tutoring is also used as a strategy to motivate older and young students. Bi-monthly guidance lessons promote character education as a social and emotional component of the school's climate. Our students are greeted daily as they enter the building. We believe that the climate of our school is evident in the first few moments upon entry.

Our positive school climate extends to our faculty and staff. A leadership team provides representation for all grade levels in school based decision making. Teachers feel comfortable voicing opinions that affect student learning. Administration is open and supports change as it benefits our students and their achievement. Just as we celebrate our students' successes, we celebrate our teachers with weekly drawings for prizes and monthly treats from PTO. As a result teacher turnover is very low at Rock Ridge.

We believe our efforts to create and maintain a positive school environment directly affects our student achievement. Our students want to be here and learn; Our teachers want to work here and are committed to providing a quality education to produce lifelong learners.

2. Engaging Families and Community

Rock Ridge School has a long standing reputation of utilizing successful strategies that engage families, businesses, and the community. All stakeholders work hard to invest in our children and the future of the community. Parents and community members are proactive in the success of all students. They can be found in the classroom volunteering their time helping students with reading, reviewing math skills or reinforcing a topic that has been taught. Students from our local high school come to work with our students in the classroom. Barton College and East Carolina University partner with our school to mentor future educators through their Education Programs. All of these people serve as positive role models for each of our students.

The parents and teachers have created a PTO that works to ensure that our students learn and thrive in the 21st century. The PTO holds fundraisers and an annual Fall Festival that involve all parents, community members, and local businesses. One of the highlights of the Fall Festival is the authentic Mexican cuisine donated and prepared by our Hispanic families. The PTO raised over \$50,000 this year for our school. All the stakeholders meet to determine how the monies are spent. Through this cooperative effort the school is able to provide students with learning materials and technology needed to reach their fullest potential.

We have formed partnerships with local businesses. BB&T Bank adopts Rock Ridge each year as their community service project. They have helped improve the school playground to make it a safe place. Local restaurants and car dealerships help raise monies for our school. Our local farmers, firefighters, and law

enforcement show their commitment to our school by donating school supplies, monies, and countless hours of volunteer services. Our faith based community is active in supporting Rock Ridge. Several churches in the community provide “Children’s Hunger Elimination of Wilson” (CHEW) bags to our students providing food over the weekend or during holidays for disadvantaged children. Families are adopted at Thanksgiving and Christmas and provided with food and gifts. A food pantry and clothing closet is housed at the school for families in need. The community recognizes that a child’s basic needs must be met in order to meet one’s fullest potential.

Communication is vital to collaborating with all stakeholders. We correspond in English and Spanish through emails, connect-ed calls, Remind 101 texts, and weekly newsletters. Through parent, teacher, and community engagement students at Rock Ridge shine as an investment not only for the present but for the future as well.

3. Professional Development

Our staff constantly strives to reflect upon and improve upon their teaching methods and educational strategies by seeking Professional development from numerous sources. Our school realizes that in order to meet the individualized needs of every student, we must remain abreast of current trends and research based instructional strategies needed to drive student proficiency, achievement and instruction.

Through weekly PLC’s best practices are shared and collaborated upon to positively reach all students and to discuss success goals and data. The strategies learned in staff led workshops are applied to differentiate student learning through tiered instruction to help us eliminate the achievement gap between the prior and revised North Carolina Standard Course of Study.

Professional Development is directly correlated to student achievement and aligned with our School Improvement Plan. Thinking Maps training provided to all staff allows for cohesive vertical alignment throughout all grades. Students become aware on how to rigorously develop core knowledge and apply it in all thinking throughout the content areas.

The Sheltered Instruction Observation Protocol Model (SIOP) training for teams of staff members has largely impacted our growing ELL population. The SIOP model of sheltered instruction has taught teachers how to integrate content and language instruction to our students learning through a new language. This development enables us to tie vocabulary objectives to language acquisition and essential skills.

READ 3D and SchoolNet training has better equipped us to use data to drive instruction and use interventions to meet individual needs. There is a strong emphasis on technology training to lead our students into the 21st century; evidence can be seen through the use of our iPADS, laptops, and Interactive Smartboards.

Staff members that attend conferences share best practices at monthly staff meetings. Professional Development trainings such as Singapore Math, North Carolina Technology in Education (NCTIES), Technology online course - Take 5, Common Core workshops, North Carolina Center for the Advancement of Teaching (NCCAT) enables us to continue to grow as a staff and to share best practices.

Therefore, teachers at our school are well trained professionals that align their Professional Development Plan (PDP)’s to reflect areas for growth as an educator that results in more effective teaching in the classroom. We continue to aspire to find the avenues to help all students reach their highest potential to be successful in life.

4. School Leadership

Rock Ridge has a history of strong and stable leadership that attributes to our success and high student achievement. All stakeholders including administration, staff , parents, students and community members have ownership of our high achievement. Teacher leadership is a longstanding practice with each grade

level responsible for much financial and instructional decision-making based on identified needs at the level. An elected School Improvement Team guides the development of the School Improvement Plan for the entire school working from priorities of an annual needs assessment. Teachers from all curriculum areas, along with parent representatives and support personnel, consider needs based on data and input from surveys to adjust budgeting and target areas of weakness.

Each teacher and support person also serves on a committee to provide leadership for the school in curriculum, professional development and other areas critical to a high achieving school. Cross curriculum and grade level Professional Learning Communities consider assessment data from state and county testing and make informed decisions regarding intervention and tutoring needs and assignments. A specially trained School Intervention Team listens to individual classroom teachers present special learning needs of low performing students and outline measurable strategies to be implemented in a defined time period. Follow-up sessions analyze results from strategies and direct future support for struggling students. All strategies must be research based with a proven record for improving student success.

A Media and Technology Advisory Committee led by our Media Specialist and Instructional Technology Facilitator leads the school with innovative technology techniques and provides on-site assistance with daily technology challenges or hiccups. These leaders pilot new ideas and lead projects, keeping both staff and students motivated to utilize the continuous new developments in this exciting area.

A Parent Communication Team leads in the critical decision making regarding keeping the school, parents and community informed on events from progress reports, workshops and presentations to the school sponsored Red Cross blood drive.

Encouraging and developing student leadership takes place as the guidance counselor facilitates a Student Government Association and students serve as Peer Patrol, monitoring traffic in the hallways each morning. Student leadership has been evident with the Toy Drive for UNC Children's Hospital, Pennies for Angels, and collection of drink can tops for the Ronald McDonald House.

Overall, the Rock Ridge administration consists of a caring principal, assistant principal and School Improvement Team. Decision-making as well as strategic planning and implementation of initiatives is a school-wide process with teachers, support personnel and parents playing a significant role in aligning resources, needs and a cooperative school culture.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>End of Grade</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: North Carolina Department of Public Instruction	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jun	Jun	Jun	Jun	Jun
SCHOOL SCORES*					
Level 3 and above	80	56	88	95	95
LEVEL 4 and 5	61	13	39	36	37
Number of students tested	86	78	95	81	79
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	1	2	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 and above	73	32	77	93	91
LEVEL 4 and 5	48				
Number of students tested	44	34	47	42	32
2. Students receiving Special Education					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
3. English Language Learner Students					
Level 3 and above	67	42	67	89	88
LEVEL 4 and 5	53	0	22	22	13
Number of students tested	15	12	18	18	8
4. Hispanic or Latino Students					
Level 3 and above	77	50	76	87	90
LEVEL 4 and 5	54	0	28	30	9
Number of students tested	26	20	25	23	11
5. African- American Students					
Level 3 and above	43	38	73	89	79
LEVEL 4 and 5	29	0	9	11	14
Number of students tested	7	8	11	9	14
6. Asian Students					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
9. White Students					
Level 3 and above	86	65	96	100	100
LEVEL 4 and 5	67	21	46	42	49
Number of students tested	51	47	55	48	49
10. Two or More Races identified Students					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
11. Other 1: Other 1					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
12. Other 2: Other 2					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
13. Other 3: Other 3					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					

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

Blank Level 4 and 5 section in the Free/Reduced-Priced Meals/Socio-economic Disadvantaged Students subgroup indicates no data was reported to our district.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>End of Grade</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>North Carolina Department of Public Instruction</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jun	Jun	Jun	Jun	Jun
SCHOOL SCORES*					
Level 3 and above	86	69	97	97	91
LEVEL 4 and 5	81	27	49	44	46
Number of students tested	80	99	77	71	84
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	2	3	0	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 and above	77	53	98	96	90
LEVEL 4 and 5	74				
Number of students tested	35	53	40	26	38
2. Students receiving Special Education					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
3. English Language Learner Students					
Level 3 and above			100		
LEVEL 4 and 5			25		
Number of students tested			8		
4. Hispanic or Latino Students					
Level 3 and above	83	65	100	100	92
LEVEL 4 and 5	78	24	43	36	31
Number of students tested	23	29	21	14	13
5. African- American Students					
Level 3 and above	57	18	100	88	92
LEVEL 4 and 5	57	0	36	38	8
Number of students tested	7	11	11	8	12
6. Asian Students					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3 and above					
LEVEL 4 and 5					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
9. White Students					
Level 3 and above	92	81	96	98	89
LEVEL 4 and 5	86	33	55	57	55
Number of students tested	49	52	44	47	56
10. Two or More Races identified Students					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
11. Other 1: Other 1					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
12. Other 2: Other 2					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
13. Other 3: Other 3					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					

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

Blank Level 4 and 5 section in the Free/Reduced-Priced Meals/Socio-economic Disadvantaged Students subgroup indicates no data was reported to our district.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>End of Grade</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>North Carolina Department of Public Instruction</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jun	Jun	Jun	Jun	Jun
SCHOOL SCORES*					
Level 3 and above	78	71	99	96	96
LEVEL 4 and 5	71	26	59	55	59
Number of students tested	95	77	75	83	86
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	4	0	10	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 and above	64	63	97	97	93
LEVEL 4 and 5	56				
Number of students tested	50	38	32	32	40
2. Students receiving Special Education					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
3. English Language Learner Students					
Level 3 and above		33		67	
LEVEL 4 and 5		0		33	
Number of students tested		6		6	
4. Hispanic or Latino Students					
Level 3 and above	67	65	100	100	100
LEVEL 4 and 5	60	28	50	71	64
Number of students tested	30	18	14	14	14
5. African- American Students					
Level 3 and above	60	46	90	100	84
LEVEL 4 and 5	60	9	50	27	26
Number of students tested	10	11	10	15	19
6. Asian Students					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3 and above					
LEVEL 4 and 5					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
9. White Students					
Level 3 and above	88	79	100	96	100
LEVEL 4 and 5	78	29	62	60	69
Number of students tested	50	42	50	50	52
10. Two or More Races identified Students					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
11. Other 1: Other 1					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
12. Other 2: Other 2					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
13. Other 3: Other 3					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					

NOTES: Blank sections of qualifying table indicates, per NC DPI, the student population tested in this group was too small to report a value.
Blank Level 4 and 5 section in the Free/Reduced-Priced Meals/Socio-economic Disadvantaged Students subgroup indicates no data was reported to our district.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>End of Grade</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>North Carolina Department of Public Instruction</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jun	Jun	Jun	Jun	Jun
SCHOOL SCORES*					
Level 3 and above	72	54	83	84	85
LEVEL 4 and 5	57	14	0	28	27
Number of students tested	86	77	95	81	79
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	1	2	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 and above	57	41	70	69	81
LEVEL 4 and 5	41				
Number of students tested	44	34	47	42	32
2. Students receiving Special Education					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
3. English Language Learner Students					
Level 3 and above	40	33	67	67	88
LEVEL 4 and 5	27	0	0	11	13
Number of students tested	15	12	18	18	8
4. Hispanic or Latino Students					
Level 3 and above	58	50	76	70	80
LEVEL 4 and 5	35	5	4	22	9
Number of students tested	26	20	25	23	11
5. African- American Students					
Level 3 and above	71	38	64	100	71
LEVEL 4 and 5	43	0	9	11	14
Number of students tested	7	8	11	9	14
6. Asian Students					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3 and above					
LEVEL 4 and 5					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
9. White Students					
Level 3 and above	80	60	89	88	88
LEVEL 4 and 5	71	21	36	33	35
Number of students tested	51	47	55	48	49
10. Two or More Races identified Students					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
11. Other 1: Other 1					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
12. Other 2: Other 2					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
13. Other 3: Other 3					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					

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

Blank Level 4 and 5 section in the Free/Reduced-Priced Meals/Socio-economic Disadvantaged Students subgroup indicates no data was reported to our district.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>End of Grade</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>North Carolina Department of Public Instruction</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jun	Jun	Jun	Jun	Jun
SCHOOL SCORES*					
Level 3 and above	83	53	92	97	90
LEVEL 4 and 5	70	8	34	40	39
Number of students tested	80	99	77	71	84
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	2	3	1	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 and above	77	36	88	92	92
LEVEL 4 and 5	63				
Number of students tested	35	53	40	26	38
2. Students receiving Special Education					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
3. English Language Learner Students					
Level 3 and above			88		
LEVEL 4 and 5			0		
Number of students tested			8		
4. Hispanic or Latino Students					
Level 3 and above	87	42	90	100	85
LEVEL 4 and 5	70	0	19	21	31
Number of students tested	23	29	21	14	13
5. African- American Students					
Level 3 and above	86	18	82	75	83
LEVEL 4 and 5	43	0	9	25	25
Number of students tested	7	11	11	8	12
6. Asian Students					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3 and above					
LEVEL 4 and 5					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
9. White Students					
Level 3 and above	80	64	96	100	93
LEVEL 4 and 5	74	12	45	49	45
Number of students tested	49	52	44	47	56
10. Two or More Races identified Students					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
11. Other 1: Other 1					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
12. Other 2: Other 2					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
13. Other 3: Other 3					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					

NOTES: Blank sections of qualifying table indicates, per NC DPI, the student population tested in this group was too small to report a value.
Blank Level 4 and 5 section in the Free/Reduced-Priced Meals/Socio-economic Disadvantaged Students subgroup indicates no data was reported to our district.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>End of Grade</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>North Carolina Department of Public Instruction</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jun	Jun	Jun	Jun	Jun
SCHOOL SCORES*					
Level 3 and above	71	51	97	90	93
LEVEL 4 and 5	50	8	24	30	16
Number of students tested	95	77	75	83	91
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	4	1	2	7
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 and above	54	40	94	84	88
LEVEL 4 and 5	32				
Number of students tested	50	38	32	32	40
2. Students receiving Special Education					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
3. English Language Learner Students					
Level 3 and above		0		50	
LEVEL 4 and 5		0		0	
Number of students tested		6		6	
4. Hispanic or Latino Students					
Level 3 and above	57	40	93	79	100
LEVEL 4 and 5	30	0	7	21	29
Number of students tested	30	18	14	14	14
5. African- American Students					
Level 3 and above	50	27	100	87	74
LEVEL 4 and 5	40	9	0	13	0
Number of students tested	10	11	10	15	19
6. Asian Students					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3 and above					
LEVEL 4 and 5					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
9. White Students					
Level 3 and above	82	63	98	94	98
LEVEL 4 and 5	60	10	34	40	21
Number of students tested	50	42	50	50	56
10. Two or More Races identified Students					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
11. Other 1: Other 1					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
12. Other 2: Other 2					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					
13. Other 3: Other 3					
Level 3 and above					
LEVEL 4 and 5					
Number of students tested					

NOTES: Blank sections of qualifying table indicates, per NC DPI, the student population tested in this group was too small to report a value.
Blank Level 4 and 5 section in the Free/Reduced-Priced Meals/Socio-economic Disadvantaged Students subgroup indicates no data was reported to our district.