

PART II - DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

9	Elementary schools
3	Middle schools
0	Junior high schools
1	High schools
1	Alternative Schools
14	TOTAL

2. District Per Pupil Expenditure: \$1438.70

Average State Per Pupil Expenditure: \$1645.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4. 5 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	35	32	67		7			
1	46	35	81		8			
2	29	24	53		9			
3	31	27	58		10			
4	28	20	48		11			
5	33	42	75		12			
6					Other			
382			TOTAL STUDENTS IN THE APPLYING SCHOOL					

6. Racial/ethnic composition of the students in the school:
- | | |
|------|--------------------------------|
| 46.2 | % White |
| 43.7 | % Black or African American |
| .8 | % Hispanic or Latino |
| 1.8 | Asian/Pacific Islander |
| 6.1 | American Indian/Alaskan native |
| 1.4 | Multi-Racial |
| | 100% Total |

7. Student turnover, or mobility rate, during the past year: 16 %
 (This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	22
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	46
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	68
(4)	Total number of students in the school as of October 1	414
(5)	Subtotal in row (3) divided by total in row (4)	16
(6)	Amount in row (5) multiplied by 100	16%

8. Limited English Proficient students in the school: .8 %
3 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages:
 Spanish
 Arabic

9. Students eligible for free/reduced-priced meals: 46 %
185 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{18}{73}$ %
 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>7</u>	Autism	<u> </u>	Orthopedic Impairment
<u> </u>	Deafness	<u> </u>	Other Health Impaired
<u> </u>	Deaf-Blindness	<u>26</u>	Specific Learning Disability
<u> </u>	Hearing Impairment	<u>17</u>	Speech or Language Impairment
<u>14</u>	Mental Retardation	<u> </u>	Traumatic Brain Injury
<u> </u>	Multiple Disabilities	<u> </u>	Visual Impairment Including Blindness
<u>1</u>	Developmentally Delayed	<u>1</u>	Behavioral Emotionally Disabled

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>25</u>	<u> </u>
Special resource teachers/specialists	<u>6</u>	<u> </u>
Paraprofessionals	<u>14</u>	<u> </u>
Support staff	<u>9</u>	<u>1</u>
Total number	<u>56.5</u>	<u> </u>

12. Student-“classroom teacher” ratio: 1:20

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	96.6	95.9	96.1	95.4	NA
Daily teacher attendance	94.8	97.3	97.1	96.7	NA
Teacher turnover rate	13%	9%	9%	NA	NA
Student dropout rate					
Student drop-off rate					

PART III-SUMMARY

Washington Park Elementary School is located in Laurinburg, North Carolina, a small rural town in the southeastern part of the state. It is one of 14 schools that make up Scotland County Schools. The school is located next to a government housing project and serves children from low-income families to middle income families. Six years ago in 1996-97, only 60% of the students were performing at grade level on the North Carolina End-of-Grade assessments (EOGs). The staff, along with the new principal, believed that with expectations of excellence, quality instruction, active learning, a focus on higher order thinking skills, and remediation and extra time for students at-risk, all students could reach grade level goals. We began our mission by setting a three year goal to have at least 80% of our students on or above grade level (proficient) on the EOGs in three years. With a strategic action plan in motion including specific improvement efforts in two or three areas each year, that goal was met. Our next goal was to reach a 90% proficiency level by the school year 2002-2003. That goal was met at the end of the -2002 school year, one year earlier than expected. We believe that by setting goals, working cooperatively in teams, monitoring our progress, and receiving feedback on how we are doing, our goals will be met every year.

Our mission is to develop responsible learners who set goals and work cooperatively and independently to achieve them. It is our belief that expectations of excellence and quality instruction are only part of a school's success. Students must set their own goals individually and collectively with their classmates to ensure that our dream becomes a reality. Our students have adopted the motto, "I am the leader of my own learning." Each school year begins with goal setting for individuals, classrooms, and grade levels. Action plans are created with specific strategies for meeting those goals. Monitoring our progress and administering grade level assessments during each six week grading period provides feedback for all. Students use quality principles and tools to think about their work. As "leaders of their own learning," students are well aware of how they are performing in all curriculum areas. Each student keeps a data notebook to keep track of his/her performance on various assignments and assessments such as homework, spelling tests, benchmark reading and math tests, Accelerated Reader points, and other grade level goals.

Every week, we find reason to celebrate when individuals or classrooms meet their goals. Our staff celebrates successes, such as 90% completion of homework assignments in a reading or math class, an individual student reaching a goal he/she set on a six weeks assessment, a student reaching their Accelerated Reader goal in reading, or a struggling reader reaching his/her Running Record Assessment goal. We also celebrate school-wide results with our students. From sock hops to outdoor pep rallies with parachute jumpers from Fort Bragg, we believe that celebrating successes will certainly inspire more successes and higher goals.

Underlying the goal setting, hard work, assessments, and celebrations are special relationships between our staff and students. Building these relationships has been critical to the successes and triumphs at Washington Park Elementary.

PART IV-INDICATORS OF ACADEMIC SUCCESS

1. Test Data Results: The North Carolina ABC's of Public Education was passed into law in 1995 by the General Assembly. The accountability model sets growth and performance standards for each school in North Carolina, and students in grades 3-5 are tested each year on state-developed End of Grade tests (EOGs). Performance standards refer to the absolute achievement (the percent of students' scores in a school at or above grade level). Growth standards are benchmarks set annually to measure each school's progress. "Expected growth" for a school is based on its previous performance, statewide average growth, and a statistical adjustment which is needed whenever test scores of the same students are compared from one year to the next. "Exemplary growth" is obtained when a school exceeds the average statewide growth by 10%. Over the past five years, students at Washington Park have achieved "exemplary growth" each year. Staff members have earned monetary awards (\$1500.00 for teachers and administrators and \$500.00 for paraprofessionals) each year for achieving exemplary growth.

Achievement levels (cut scores) compare student and group performance to standards based on what is expected in each subject at each grade level. Four levels are used to determine how students are performing. Level I indicates that students do not have mastery of knowledge and skills at their grade level. Level II indicates an inconsistent mastery of knowledge and skills to advance to the next grade level. Students performing at Level III demonstrate mastery of the subject matter and skills and are well prepared for a more advanced level in content area. Students performing at Level IV consistently perform in a superior manner clearly beyond that required to be proficient and are well prepared for a more advanced level. Results on the grade level tables (pages 10-15) show the percent of Washington Park students performing at or above grade level (Level III and Level IV) from the 1997-98 school year through 2001-2002. Students have shown an increase in proficiency rate on the EOGs over the last five years. Especially impressive is the increase in performance by black students and economically disadvantaged students over the last five years. The gap between white and black students has decreased significantly over time. Reviewing fifth grade results, one can see that students are well prepared when they leave Washington Park Elementary School.

Prior to the 1999-2000 school year, schools in North Carolina were permitted to exempt students with disabilities if their Individualized Education Plan (IEP) team determined that the standard EOG tests, even with accommodations, were not appropriate measures of the students' performances. During the years prior to 1999-2000, the IEP team at Washington Park determined the state EOGs, which are administered in a short period of time and a limited number of days, were inappropriate measures of performance for some exceptional students. Benchmark assessments and portfolios of student work were used during each grading period to monitor student progress. Grades on report cards were also used as indicators of improvement and successes. During the 2000-2001 and 2001-2002 school years, our EC students who were not participating in the standard EOG testing were given alternative state assessments including a portfolio assessment (NCAAP), and/or an inventory assessment (NCAA AI) which includes student work samples collected from the entire year, and/or a computerized assessment (NCCATS) which assesses student performance using an EOG test item pool.

2. How the School Uses Assessment Data to Improve Student Performance: Washington Park uses assessment data to analyze the effectiveness of various programs and instructional practices. Data from benchmark tests is analyzed student-by-student and class-by-class. Item analyses are provided to teachers in grades 3-5 on six-week benchmark tests. This information helps the teacher pinpoint areas in need of improvement, based on student performance on each

objective. If necessary, re-teaching and tutoring ensues after results are analyzed. Individual, small group, and whole class sessions are conducted as needed. Many students stay after school until 5:00 each day in our Scotland SCHOLARS program, where they receive extra help. At midyear, students in grades 3-5 take a practice EOG test in reading and math. Students and teachers are provided feedback on how well they are progressing. The principal analyzes school-wide results and informs the staff of progress toward school-wide goals. Student results are sent to parents to inform them of their child's progress toward meeting grade level goals and promotion standards. Assessment data is used in school-wide planning as well. Through School Improvement Team meetings, the staff develops action plans for each grade level; each action plan targets areas in need of improvement – and develops strategies to turn a weakness into a strength. Surveys are given to students and parents each year to secure valuable information for improvement. The staff annually completes a survey, evaluating the principal's performance. Results from parent, student, and staff surveys are reviewed with the principal. The principal sets personal goals for improvement each year.

3. How the School Communicates Student Performance: Our school begins each year by communicating the expectations for each grade level with our parents. Parents attend a one-on-one session with the teacher and learn about the curriculum and how their students will be assessed throughout the year. Parents, teachers, students, and the principal all sign individual accountability agreements indicating a collective commitment to help students reach grade level goals. Throughout the year, weekly classroom work and assessment outcomes are shared with parents. Students keep track of their own performance through data notebooks in which they maintain individual progress reports and assessment data. Many of these are based on rubrics, which are used to assess student learning. Using rubrics, students know from the onset what is expected of them. Students share their data notebooks with their parents. Report cards are sent home every six weeks for parents to review. Students in grades 3-5 have individual growth charts with reading and math EOG tests results incorporated. The chart informs parents of a child's progress and how close he or she is to being on or above grade level; the chart also lets them know how many points the child has gained since the previous EOG assessment. A school-wide report card is sent to all parents once a year to inform them of how our school is performing on state assessments and how the school compares to other North Carolina schools. This information is also communicated to the community through newspaper articles, radio spots, and the school district's website.

4. How the School Will Share Its Successes: Our school has been an active participant in setting standards in our district. Washington Park teachers have worked to develop the district's Pacing Guide for instruction, as well as benchmark assessments for each six week grading period. Many of our teachers are members of a cadre of Quality Trainers, leading workshops to help other teachers improve their reading instruction and use more of the quality tools in their classrooms. They are experienced presenters and demonstration teachers. We have shared many strategies with other schools in our district. Visitors from other schools in other counties have come to visit our reading program, and we have shared materials and ideas with these schools. The principal and teachers have presented at conferences in North Carolina, to include the Closing the Achievement Gap Conference, EC Conferences, Technology Conferences, The North Carolina Partnership for Excellence, and the North Carolina Leadership Conference. We plan to continue sharing what we are doing with other schools in our district, from across North Carolina, and, if possible, throughout the nation. Information about the Blue Ribbon School Award will be spread locally through the newspaper and radio. Public recognition will occur at a Board of Education meeting, and a celebration with the public invited, will certainly occur at the

school. The district's website will also carry information about the award. At the state level, information will be disseminated to all appropriate professional organizations through press releases and articles for professional newsletters and journals; invitations for visitations will accompany all information. The school will also be recognized publicly by the State Board of Education, and information about the award will be provided for dissemination through the Department of Public Instruction's website. Our teachers, who are experienced presenters, will make presentations at conferences – and to appropriate groups making such requests.

PART V. CURRICULUM AND INSTRUCTION

1. Comprehensive Curriculum: The staff at Washington Park Elementary follows a curriculum designed to ensure the acquisition of basic skills, character development, citizenship, technology skills, and the development of interpersonal skills such as cooperation and teamwork.

The academic curriculum is based on the North Carolina Standard Course of Study (NCSCOS) and includes language arts, mathematics, social studies, science, health, music, art, physical education, guidance, and informational skills. A Pacing Guide, developed at the district level, is used to ensure that all content is covered in these areas in six-week intervals. Six-week assessments are designed and administered to measure progress at the end of each grading period. Students at every grade level must meet grade level goals, to include achieving on or above grade level in reading and math, to be promoted. Assessments to determine promotion are aligned with the NCSCOS.

Students in kindergarten, first, and second grade are assessed using the North Carolina K-2 Assessments. Though the state of North Carolina only requires grade level proficiency for promotion in grades three and five at the elementary school level, Scotland County Schools has instituted grade level proficiency as a requirement for promotion at all grade levels. The North Carolina End-of-Grade tests (EOGs) in reading and math are the tests used to determine students' proficiency levels in reading and math.

All teachers are responsible for teaching grade level goals and objectives (from the NCSCOS) to their students. Students are grouped for reading and math instruction based on their achievement levels. Almost all of our EC students are in regular education classes. Several of our autistic students, who are in our only self-contained EC class, attend regular reading and/or math classes that are appropriate for their achievement levels. With smaller class sizes and additional human resources – especially for children achieving at lower levels, our students have risen to high academic standards.

Citizenship goals are tied to the six pillars of character: respect, responsibility, trustworthiness, fairness, caring for others, and citizenship. These pillars have become topics of daily and weekly conversations as we evaluate how well we are moving toward meeting our goals. Students who have performed good deeds are recognized each day on our “Good Deeds” tree; they are also recognized at awards programs.

Because technology is so important for our students' futures, we have two computer labs and a full time Technology Facilitator (TF). The TF works directly with classroom teachers to integrate technology into regular classroom instruction. They work as a team, planning and carrying out lessons. In addition, our third, fourth, and fifth grade students have a scheduled computer skills class conducted fifty minutes a week by the TF. We believe that the work that is completed by our students by the conclusion of fifth grade better prepares students for the eighth grade North Carolina Test of Computer Skills (NCTCS). Passing the NCTCS is also a requirement for high school graduation. Through their work with computers while at Washington Park, our students have a very high rate of passage on the NCTCS.

2. Reading Curriculum: Washington Park Elementary uses a research-based, balanced-literacy approach to reading instruction. Each grade level teaches reading in a 90 minute block, which includes phonics instruction, word study to develop vocabulary, guided reading to build comprehension and thinking skills, independent reading to build fluency, and writing to respond to literature. The kindergarten program incorporates phonics instruction, picture/word modules, reading aloud, and daily homework reading logs. A strong phonics program, *Formula Three Phonics*, is introduced in kindergarten and is used extensively through the third grade. In grades 1-5, students are grouped by instructional level. AIG and EC students are grouped

simultaneously with their grade level during the 90 minute block. During the 90 minute block, teachers use different types of genre which students read and discuss. Teachers use a Think Aloud process in discussions to assist students in the thinking processes required to comprehend their selections. With the aid of the North Carolina Thinking Skills, teachers preplan questions for reading instruction to ensure that higher order thinking skills are incorporated into their book discussions. Phonics, spelling, grammar, vocabulary development, and writing are all included in their scheduled time. All grade levels incorporate the use of a reading log to monitor reading outside of the school day. Another key ingredient to the success of all of our students in reading is our Accelerated Reader Program. Students read books independently and take computerized tests to show how well they are comprehending what they are reading. Students earn points for correct responses. Our school sponsors three school-wide events during the year to celebrate the accomplishments of our students with AR. This year's events are designed around the theme, "Reading Around the World." Each event includes foods from around the world, games, crafts, and special guests including a local storyteller.

3. Writing Curriculum: The staff at Washington Park Elementary uses *Write From the Beginning*, a developmental writing program for students in grades K-5. We believe it is critical that writing instruction is school-wide and systematic. Through the use of *Write From the Beginning*, teachers develop a common, targeted focus and shared accountability for school-wide writing performance. Students build on knowledge in writing in a gradual, systematic way using the same language, graphic organizers, and vocabulary for writing at all grade levels. Focused mini-lessons and grade level writing rubrics establish a solid foundation in the writing process. Rubrics are designed to give individual students feedback on how their writing is progressing. This program uses graphic organizers (*Thinking Maps*) to assist students in preplanning their compositions. For example, in third grade classes, students use a Tree Map to get focused on story elements that will be included in their stories. After outlining their stories on their Tree Maps, students construct Flow Maps to sequence the stories with extended details. An opening and closing paragraph are added to each Flow Map to complete the planning process. Students get together with other students and tell their stories before writing them on paper. Our students have shown marked improvement in writing on state assessments in fourth grade over the last two years scoring over 70% proficient.

4. Different Instructional Methods to Improve Student Learning: The staff at Washington Park Elementary uses a variety of methods to ensure that curriculum content is mastered at each grade level. Teachers articulate clear learning goals to their students prior to beginning a unit of study. Essential questions are written on the board or on charts to guide daily and/or weekly instruction. Students are asked to answer essential questions at the conclusion of the lesson with activities such as "ticket out the door." Teachers assist students in "thinking about their thinking" by using *Thinking Maps*, quality tools, and other graphic organizers. Circle Maps, Flow Maps, Fishbone Diagrams, and Lotus Diagrams are just a few of the organizers that are used in daily instruction. Direct instruction, teacher modeling, guided and independent practice, drill and practice, independent studies and projects, and homework are a few of the methods that are used to improve student learning. An emphasis on active learning – with students being responsible for what they are learning – has been key to our students' success. Problem based learning has enabled our students to problem solve in real world settings. Technology is used as a tool to present ideas and knowledge acquired in different subject areas through the use of Power Point and other computer programs. Small group instruction permeates throughout our day for those students who need extra attention. Students having difficulty may stay after school and participate in our Scotland SCHOLARS Program, a remediation/tutoring program which

runs until 5:00 p.m. each day. Orchard software is a computer math and reading remediation program that is also available during SCHOLARS, as is assistance with homework.

5. Professional Development: At Washington Park, we believe that we are leaders of our own learning. We recognize the role of continuous professional development in meeting our school goals. Every summer, the School Improvement Team (SIT) meets, reviews test data and survey results, and plans for improvements for the subsequent year. Based on all available data, the SIT selects two or three critical areas as targeted areas for improvement. Staff development efforts are planned accordingly. Over the last six years, the staff at Washington Park has focused its school-wide staff development on areas to improve student achievement through the use of *Formula Three Phonics* (reading), Active Learning (instructional strategies), *Thinking Maps* (graphic organizers), *Write From the Beginning* (writing program), Understanding Poverty (Ruby Payne), Integrating Technology into Classroom Instruction, and Quality Principles and Quality Tools. In addition to school-wide efforts, our teachers regularly share successful strategies with one another through team meetings or faculty meetings. This focused approach has paid off well: in three years, we moved from 60% to 80% of our students achieving at or above grade level (proficiency), and in just two more years, we moved past the 90% proficiency level. In addition to structured staff development, we also understand the importance of individual reflection, as evidenced by the high participation rate of teachers in the National Board Certification Program. Currently, three of our teachers have already completed this rigorous program and are recognized as National Board Certified Teachers (NBCTs). Six more teachers are submitting their portfolios in March of 2003 for certification, and six additional teachers are beginning the yearlong process in April of 2003. Washington Park's teachers are truly committed to being lifelong learners themselves, and they pass this attitude on to their students.

5. Criterion-Referenced Tests

Test: North Carolina End of Grade Assessment
Edition/publication year: Updated Annually

Grade: Third Grade Reading
Publisher: NCDPI

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998	1996-1997
Testing Month	May	May	May	May	May	May
SCHOOL SCORES						
TOTAL (Third Grade)						
At or Above Proficient	89.4%	85.2%	75.9%	70%	66.7%	58.5%
Number of student tested	48	61	80	70	60	65
Percent of total students tested	91%	87%	91%	94.4%	91%	96%
Number of students excluded	5	9	8	2	6	3
Percent of students excluded	9%	13%	9%	5.6%	9%	4%
SUBGROUP SCORES						
1. White						
At or above proficient	93.1%	94.4%	94.4%	90.3%	91.2%	86.1%
2. Black						
At or above proficient	77.8%	70%	59.5%	52.8%	30.4%	25%
3. Free/Reduced Lunch						
At or above proficient	72.2%	58.8%	63%	60%	NA	NA
STATE SCORES						
TOTAL						
1. White						
At or above proficient	87.5%	84.9%	83.1%	82.1%	80.6%	NA
2. Black						
At or above proficient	67.1%	61.5%	58.5%	57.6%	54.4%	NA
3. Free/Reduced Lunch						
At or above proficient	68.6%	63.6%	NA	NA	NA	NA

State Criterion-Referenced Tests

Test: North Carolina End of Grade Assessment
Edition/publication year: Updated Annually

Grade: Third Grade Math
Publisher: NCDPI

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998	1996-1997
Testing Month	May	May	May	May	May	May
SCHOOL SCORES						
TOTAL (Third Grade)						
At or Above Proficient	80%	81.5%	82.9%	59.7%	63.9%	63.1%
Number of student tested	51	65	82	72	61	65
Percent of total students tested	93%	95.6%	95.3%	100%	92.4%	96%
Number of students excluded	4	3	4	0	5	3
Percent of students excluded	7%	4.4%	4.7%	0%	7.6%	4%
SUBGROUP SCORES						
1. White						
At or above proficient	90.3%	97.2%	89.5%	87.1%	82.8%	86.1%
2. Black						
At or above proficient	61.1%	62.5%	76.3%	36.8%	30.4%	37.5%
3. Free/Reduced Lunch						
At or above proficient	65%	63.2%	73%	43%	NA	NA
STATE SCORES						
TOTAL						
1. White						
At or above proficient	87%	84%	76.2%	80.1%	78.6%	NA
2. Black						
At or above proficient	59.7%	54.2%	43.7%	49.9%	47.6%	NA
3. Free/Reduced Lunch						
At or above proficient	87.6%	84.4%	NA	NA	NA	NA

State Criterion-Referenced Tests

Test: North Carolina End of Grade Assessment
Edition/publication year: Updated Annually

Grade: Fourth Grade Reading
Publisher: NCDPI

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998	1996-1997
Testing Month	May	May	May	May	May	May
SCHOOL SCORES						
TOTAL (Fourth Grade)						
At or Above Proficient	90%	85.2%	77.8%	73.4%	68.6%	63.6%
Number of student tested	60	73	63	60	51	66
Percent of total students tested	92.3%	92.4%	91.3%	95.2%	91.1%	89.2%
Number of students excluded	5	6	6	3	5	8
Percent of students excluded	7.7%	7.6%	8.7%	4.8%	8.9%	10.8%
SUBGROUP SCORES						
1. White						
At or above proficient	97.1%	94.9%	89.7%	78.9%	82.3%	76.9%
2. Black						
At or above proficient	81.8%	73.1%	54.5%	63.2%	41.2%	37.5%
3. Free/Reduced Lunch						
At or above proficient	76.2%	72.7%	57%	52%	NA	NA
STATE SCORES						
TOTAL						
1. White						
At or above proficient	85.7%	83.8%	81.6%	80.8%	80.2%	NA
2. Black						
At or above proficient	61.5%	57.4%	53.6%	53%	52.3%	NA
3. Free/Reduced Lunch						
At or above proficient	64.2%	60%	NA	NA	NA	NA

State Criterion-Referenced Tests

Test: North Carolina End of Grade Assessment
Edition/publication year: Updated Annually

Grade: Fourth Grade Math
Publisher: NCDPI

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998	1996-1997
Testing Month	May	May	May	May	May	May
SCHOOL SCORES						
TOTAL (Fourth Grade)						
At or Above Proficient	98.4%	89.3%	88.9%	90%	76.5%	66.7%
Number of student tested	63	75	63	60	51	66
Percent of total students Tested	97%	92.4%	91.3%	95.2%	91.1%	89.2%
Number of students Excluded	2	4	4	3	5	8
Percent of students Excluded	3%	7.6%	8.7%	4.8%	8.9%	10.8%
SUBGROUP SCORES						
1. White						
At or above proficient	97.1%	95%	97.4%	89.5%	94.1%	76.9%
2. Black						
At or above proficient	100%	78.6%	77.3%	89.5%	41.2%	50%
3. Free/Reduced Lunch						
At or above proficient	100%	79.2%	83%	86%	NA	NA
STATE SCORES						
TOTAL						
1. White						
At or above proficient	94.1%	93%	91.1%	89.6%	87.2%	NA
2. Black						
At or above proficient	79.1%	74.8%	70.7%	68.2%	62.7%	NA
3. Free/Reduced Lunch						
At or above proficient	81.8%	77.9%	NA	NA	NA	NA

State Criterion-Referenced Tests

Test: North Carolina End of Grade Assessment
Edition/publication year: Updated Annually

Grade: Fifth Grade Reading
Publisher: NCDPI

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998	1996-1997
Testing Month	May	May	May	May	May	May
SCHOOL SCORES						
TOTAL						
At or Above Proficient	95.6%	93.7%	86.8%	94%	86.7%	59.4%
Number of student tested	68	63	68	50	60	64
Percent of total students tested	92%	89%	88.3%	89.3%	82.2%	94.1%
Number of students excluded	8	8	9	6	13	4
Percent of students excluded	8%	11%	11.7%	10.7%	17.8%	5.9
SUBGROUP SCORES						
1. White						
At or above proficient	100%	97.4%	97.8%	100%	92.3%	76.3%
2. Black						
At or above proficient	88%	87%	76%	70%	72.2%	31.8%
3. Free/Reduced Lunch						
At or above proficient	88.5%	85.2%	79.1%	75%	NA	NA
STATE SCORES						
TOTAL						
1. White						
At or above proficient	91.1%	89.7%	87%	83.9%	83.5%	NA
2. Black						
At or above proficient	72.6%	69.2%	63.7%	59.5%	58%	NA
3. Free/Reduced Lunch						
At or above proficient	73.9%	70.7%	NA	NA	NA	NA

State Criterion-Referenced Tests

Test: North Carolina End of Grade Assessment
Edition/publication year: Updated Annually

Grade: Fifth Grade Math
Publisher: NCDPI

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998	1996-1997
Testing Month	May	May	May	May	May	May
SCHOOL SCORES						
TOTAL						
At or Above Proficient	97.1%	93.8%	99.1%	94%	85.2%	67.2%
Number of student tested	70	65	68	50	61	64
Percent of total students tested	92.1%	91.5%	92%	89.3%	84%	94.1%
Number of students excluded	6	6	6	6	12	4
Percent of students excluded	7.9%	8.5%	8%	10.7%	16%	5.9%
SUBGROUP SCORES						
1. White						
At or above proficient	97.2%	97.4%	97.5%	97.3%	89.7%	78.9%
2. Black						
At or above proficient	96.3%	87.5%	92%	80%	73.7%	50%
3. Free/Reduced Lunch						
At or above proficient	92.9%	86.2%	90.3%	83%	NA	NA
STATE SCORES						
TOTAL						
1. White						
At or above proficient	93.7%	92.5%	89.5%	89.3%	85.8%	NA
2. Black						
At or above proficient	78.5%	75%	69.5%	68.3%	61.4%	NA
3. Free/Reduced Lunch						
At or above proficient	80.5%	77.2%	NA	NA	NA	NA