

# **2006-2007 No Child Left Behind - Blue Ribbon Schools Program**

## *U.S. Department of Education*

**Cover Sheet** Type of School:  Elementary  Middle  High  K-12  Charter

Name of Principal Mr. Charles G. Snead  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Hendersonville Elementary School  
(As it should appear in the official records)

School Mailing Address 1039 Randall Circle  
(If address is P.O. Box, also include street address.)

Hendersonville NC 28791-3399  
City State Zip Code+4 (9 digits total)

County Henderson State NC School Code Number\* 450-333

Telephone (828) 697-4752 Fax (828) 698-6125

Web www.hes.henderson.k12.nc.us E-mail sneadc@hes.henderson.k12.nc.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

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

Name of Superintendent\* Dr. Stephen Page  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Henderson County Schools Tel. ( 828 ) 697-4733

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

Name of School Board  
President/Chairperson Mr. Ervin Bazzle  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

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

## **PART I - ELIGIBILITY CERTIFICATION**

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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.
7. 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.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

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

1. Number of schools in the district:       12   Elementary schools  
    4   Middle schools  
    0   Junior high schools  
    4   High schools  
    1   Other  
  
   21   TOTAL
2. District Per Pupil Expenditure:      \$7441.00   
  
     Average State Per Pupil Expenditure:  \$7593.00

**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.   8   Number of years the principal has been in her/his position at this school.  
  NA   If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	24	36	60	8			
1	31	29	60	9			
2	30	32	62	10			
3	28	34	62	11			
4	26	38	64	12			
5	40	30	70	Other	8	2	

6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							388

6. Racial/ethnic composition of the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>90</u>         | % White                          |
| <u>7</u>          | % Black or African American      |
| <u>2</u>          | % Hispanic or Latino             |
| <u>1</u>          | % Asian/Pacific Islander         |
| <u>0</u>          | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 4%

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	7
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	7
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	14
<b>(4)</b>	Total number of students in the school as of October 1	388
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.036
<b>(6)</b>	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: 0%  
2 Total Number Limited English Proficient

Number of languages represented: 1  
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 18%

Total number students who qualify: 72

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the 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: 6 %  
22 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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</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	

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>1</u>	_____
Classroom teachers	<u>18</u>	_____
Special resource teachers/specialists	<u>5</u>	<u>4</u>
Paraprofessionals	<u>10</u>	<u>1</u>
Support staff	<u>6</u>	<u>2</u>
Total number	<u>40</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. 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 rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	97%	96%	97%	96%
Daily teacher attendance	96%	96%	96%	NA	NA
Teacher turnover rate	19%	14%	19%	14%	23%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

## **PART III - SUMMARY**

Hendersonville Elementary School is a small, K-5, year-round, magnet school nestled in the southern mountains of North Carolina. Of the twelve elementary schools in Henderson County, our Flex Quarter Calendar and open enrollment are unique. Three classes per grade and a total student enrollment of 388 have offered our highly qualified staff the opportunity to work closely with a large volunteer community to provide a warm, inviting, highly proficient and comprehensive elementary program. Our school has been designated a School of Excellence for six consecutive years and an Honor School of Excellence since the designation was established three years ago. The community is especially proud of our students' high growth on the North Carolina End-of-Grade Tests where they consistently exceed the 110 percent level.

A key element to the success of HES is our positive teaching environment. Two recent statewide teacher opinion surveys recognized HES to be among the most desirable places to work in North Carolina. Our system regularly uses data from the NSSE Survey to measure parent, student and teacher perceptions of our school climate. We are proud of the uniformly reported belief that our school is a safe and inviting place to learn.

A valuable component of our flex quarter schedule (9 weeks of instruction followed by 3 weeks of vacation) is the opportunity for Bonus Learning Time (BLT), offering students a week of numerous enrichment activities, as well as remediation classes. BLT classes vary from seasonal crafts and chess to overnight trips to "swim with the manatee." Typically, about 40 percent of students attend these activities and are able to enjoy a 2 week break as well. Upon returning to school, our children and staff are refreshed and ready to resume an academic focus.

Our staff and parents work together to create a wide variety of activities to enhance the daily lives of our children. Water Days for summer heat relief and Team Spirit Days to celebrate our favorite college sports teams offer kinesthetic activities to enhance academic growth. Dramas, talent shows, reading buddy days, egg drop days and even watermelon seed spitting contests provide active involvement in learning. Fun lessons help students appreciate that we can Work Hard, Play Hard and Keep Our Eyes on the Ball.

Volunteer support is the glue to our program. Whether listening to students read, reviewing math facts, or building gingerbread houses, community helpers are involved. Over the past several years the PTO has maintained records of volunteer hours and we have averaged over 1000 hours per quarter and regularly used more than 150 volunteers. Our parents and friends typically raise over \$18,000 per year to help stock the library, build play areas and reimburse teachers for classroom supplies.

While HES is a busy place, we never lose sight of the importance of caring for each other and remaining true to our mission statement that "Education for all seasons provides the opportunity and support for children to learn and succeed in a positive environment by recognizing and encouraging the potential of all learners."

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

### **1. Assessment Results**

The North Carolina General Assembly passed a law in 1996 which established the School-Based Management and Accountability Program. Since its establishment, all students in third through twelfth grades are assessed at the end of each academic year. End-of-Grade tests in reading and mathematics are aligned with North Carolina's Standard Course of Study and are used to measure student performance and growth. Additionally, fourth grade students are administered a writing assessment.

Performance is measured at four achievement levels. Level I and Level II denote insufficient or inconsistent mastery of knowledge and skills and are deemed below grade level. Level III indicates proficiency and Level IV demonstrates a strong mastery of the knowledge and skills required for the grade level. The state uses a statistical formula to define growth expectations for students and schools. The amount of growth is determined by comparing current scores with previous scores.

Hendersonville Elementary has continued to make improvements over the years to meet the needs of our students. We are proud of our results in 2005-2006. Our overall EOG performance composite was 91.3% at or above Level III. Our performance percentile in Reading was 98.5% at or above grade level. Over 95% of our socio-economically disadvantaged students were proficient as were 93.8% of our students with disabilities. Our 2006 Math results showed 91.2% of our students were proficient. Of our socio-economically disadvantaged students, 84.3% were at or above Level III, and 87.5% of our students with disabilities performed at the proficient level. While our passing rates for Math are not as high as Reading, they compare favorably to the state passing rates in Math (63.4% for all students; 48.2% for socio-economically disadvantaged students; 36.5% for students with disabilities).

North Carolina recognizes schools with at least 80 (but less than 90) percent of students who demonstrate proficiency as **Schools of Distinction**. Schools with at least 90 percent of students at or above grade level are designated as **Schools of Excellence**. In 2003-2004 a third tier was added (**Honor School of Excellence**) signifying a school meets Adequate Yearly Progress, achieves expected growth and has at least 90 percent of students who demonstrate proficiency.

Hendersonville Elementary School was recognized as a **School of Distinction** for two years (1998-2000), **School of Excellence** for three years (2000-2003) and **Honor School of Excellence** for the last three consecutive years (2003-2006). We are especially pleased with the high growth our students continue to achieve and were honored in 2005 as one of 25 **Most Improved** schools in North Carolina that made the highest gains in student growth.

State assessment data consistently identifies Hendersonville Elementary as a highly successful school in teaching reading, math and writing. While those indicators are very important, we are proud of the fact that this success occurs while we maintain a stimulating and nurturing environment.

Further information can be found at <http://disag.ncpublicschools.org/2006/> and <http://abcs.ncpublicschools.org/abcs/>

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

Hendersonville Elementary School uses assessment data to understand and improve student performance. Data is collected from the North Carolina End-of-Grade Tests (3-5). In addition, Henderson County mandates quarterly assessments for K-5 students. Tests are administered to determine if students are

meeting quarterly benchmarks in reading, writing and math. Teachers also assess students daily in the classroom setting.

Assessment results are used in a variety of ways. When our school receives data from the ABC's testing it is immediately disaggregated to determine potential deficiencies in instructional programming as well as student needs. Test scores are utilized to identify students for special services such as AIG and EC programs. Data is also used to determine avenues of referral for individual support and to target instruction for at-risk learners. Personalized Education Plans are developed to establish individualized instructional goals. Once identified, the targeted student populations are assigned to fluid groups with teachers, assistants, volunteers and paid tutors. Students receive concentrated instruction before, during and after school. Due to the nature of our school schedule, students can attend week-long remediation classes at the end of every nine week quarter.

The Henderson County assessments for K-2 students are used in many of the same ways as the End-of-Grade test results. Teachers use assistants, parents and community volunteers to promptly remediate students and provide feedback. Our leadership creates schedules that facilitate collaborative sharing. This allows grade levels to regularly meet to discuss strengths, weaknesses and needs of students. In addition, test data is analyzed and used to identify staff development needs.

### **3. Communication Assessment Results**

Hendersonville Elementary School assessment results are communicated in a variety of ways. Students and parents are not only made aware of the results, but are also informed of our goals and expectations prior to the assessments. At Hendersonville Elementary, we communicate through computer technology, newsletters, progress reports and conferences.

“Spring Move Up” is a grade-level workshop offered to all parents. At these evening events, parents are informed of what will be expected of their rising students in the next year. During the first quarter, evening “Open House” events for parents and students allow each grade level to present their goals and objectives for that year. There are also monthly PTO meetings throughout the year which provide the school principal an opportunity to communicate expectations and assessment reports.

Classroom teachers communicate with parents through a variety of means. Web pages and weekly newsletters keep parents informed about classroom events. Teachers also communicate with individual parents through student behavior logs, phone calls and emails. Midterm reports, quarterly progress reports and parent-teacher conferences provide parents with information on their child's progress. A/B Honor Roll recipients are published quarterly in the local newspaper.

Annually, parents receive copies of their child's test scores on North Carolina's End-of-Grade assessments in reading, writing, and mathematics. Data that indicates how the school performs on the federal AYP and North Carolina's ABC accountability standards is publicized in the local media as well as made available on the school's website (<http://www.hes.henderson.k12.nc.us/>). Following formal state designations, a school-wide assembly is held to celebrate the certificates and banners (School of Excellence 2000-2001, 2001-2002, 2002-2003 and Honor School of Excellence 2003-2004, 2004-2005, 2005-2006). These banners are then proudly displayed in the school's multi-purpose room.

### **4. Sharing Success**

Hendersonville Elementary shares its successes locally, regionally and nationally. Locally, teachers lead workshops sharing best practices for teachers at other schools in our county. HES teachers have presented and hosted several workshops including Building a System of Tens and Geo Teams. Teachers

serve on county Math Tier Teams, meeting monthly to collaborate and share ideas with peers. The faculty has made regional presentations at the Western Region Education Service Alliance as well as at the state level. Faculty members have taught state-wide workshops to acquaint teachers with the new Math Standard Course of Study. Several teachers have presented at the North Carolina Council of Teachers of Mathematics as well as the National Council of Teachers of Mathematics conferences. Currently a faculty member is developing a monthly math activity calendar to be disseminated to parents state-wide. Another faculty member presented her dissertation on *Influences on Learning* to the North Carolina English Teachers Association. Her articles on *Inquiry Based Science*, *Cognitive Value of Arts in the Regular Classroom* and a book chapter about the use of instructional strategies and materials have been published or are pending publication.

As a result of exceptionally positive data from Hendersonville Elementary on the North Carolina Teacher Working Conditions Survey, our principal and a teacher shared with a focus group how HES builds trust and mutual respect at our school. This information will be shared with schools around the state by the NC Professional Standards Commission.

In addition to formal presentations, HES regularly shares success through local media (TV and newspapers). We encourage self-growth and best practices in education in a variety of ways. We mentor student teachers and interns. We support each other as NBCT candidates as well as encourage classified staff members who are pursuing teacher certification. Our faculty/staff embodies a broad spectrum of knowledge that we freely share not only outside of our site, but also within our school. This collaboration allows all of us to grow as we continue to pursue best practices at HES.

# **PART V – CURRICULUM AND INSTRUCTION**

## **1. Curriculum**

The focus for curriculum and instruction at Hendersonville Elementary School is on the specific needs of our student population. The North Carolina Standard Course of Study is used as the basis for instruction in kindergarten through fifth grade; ensuring students have the basic skills. Additional programs are used to enrich and expand the curriculum, provide the opportunity and support for children to learn and succeed in a positive environment and recognize and encourage the potential of all learners.

Since Hendersonville Elementary operates on a year-round schedule, we are able to offer remedial and enrichment classes during one week of our three-week intersession each quarter. Children who need academic support in core areas attend small remedial classes taught by certified staff. In addition, BLT classes such as African drumming, gymnastics, chess, Spanish, environmental experiences, and cooking are taught by staff and community members as enrichment to all students. These extracurricular activities allow us to provide a more complete educational experience for our students.

**Language Arts:** A balanced, multifaceted reading and writing program is provided using a variety of initiatives identified in our school improvement plan. These include Thinking Maps, Four Blocks, Junior Great Books, Write from the Beginning, Accelerated Reader, RIF, After School Book Club and Learning-Focused Strategies. Thinking Maps and Write from the Beginning allow us to ensure our students a balanced writing program focusing on teacher modeled lessons for instruction. Students move from guided writing lessons to independent writing activities. Through reading instruction students are supported and challenged at their levels. Basal readers, chapter books, nonfiction materials and Junior Great Books are used for reading instruction utilizing the Four Blocks Literacy Model.

**Mathematics:** Our program focuses on the five basic strands identified in the North Carolina Standard Course of Study: number and operations, measurement, geometry, data analysis and probability and algebra. County benchmark assessments are used quarterly to identify the strengths and weaknesses of students. Manipulatives, state-adopted math materials, Investigations, Math Superstars, Marcy Cook materials and Navigations are used to provide challenging real-world math problems and enhance critical thinking skills.

**Science:** Full Option Science System kits and Delta Science Modules are used to teach science through inquiry. Children use the scientific method to understand real world phenomena. Our annual Science Fair allows students to showcase their knowledge.

**Social Studies:** Using Young Explorer, Weekly Reader, character education and state adopted materials, students learn about a variety of diverse communities while becoming active, responsible citizens. They develop skills needed for problem solving and decision making, as well as learn to use good judgment.

**Health and PE:** Students are taught behaviors that lead to healthy lifestyles. They are engaged in 30 minutes of physical activity each day. They are learning to make healthy decisions.

**The Arts:** These are integrated into the curriculum in addition to being supported by specialized teachers focusing on the North Carolina Standard Course of Study objectives for these curriculum areas. Children are involved in Drama and Music clubs, both of which culminate in outstanding community performances.

**Technology:** Children use classroom computers as well as a laptop mobile lab to develop the essential

knowledge needed to be active, lifelong learners in a technology driven world.

We believe that every child should show more than a year's growth for a year of attendance at Hendersonville Elementary School. Our staff and parents are committed to a total program that meets this goal while assuring that we offer a well rounded elementary school experience encompassing more than EOG testing and the traditional curriculum. In doing this we will remain true to our "School for All Seasons" flex quarter concept.

## **2. Reading**

The primary focus of our reading curriculum is to meet individual needs. We offer a well balanced literacy program that incorporates different reading strategies and practices to meet the diverse learning styles of our student population.

Our instructional program is based on the North Carolina Standard Course of Study. We believe that reading is the basis of all learning and our goal is to help our students become proficient readers. We emphasize a reading environment rich in a variety of literature to encourage life-long readers. Our K-5 teachers differentiate reading instruction to support student performance. K-2 classrooms support a strong emphasis on phonics, a vocabulary rich environment, fluency and comprehension. The 3-5 teachers offer a balanced reading approach using basal readers, chapter books, whole language and a variety of quality literature. We also emphasize reading across the curriculum in all content areas. Common threads of our instructional program include *Thinking Maps*, *Learning-Focused Strategies*, graphic organizers, grade level planning and the NC Standard Course of Study.

Our teachers offer a variety of assessment practices to assess our students' strengths and needs. In the upper grades we use county benchmark testing and state EOG data to help analyze and target student needs. In the lower grades, teacher developed assessments and Henderson County mandated K-2 benchmarks are used. The needs of our academically gifted students are met through classroom work and the Academically Gifted Program. Students with learning disabilities have individualized literacy plans. Children who are struggling in reading are assisted with a variety of remedial strategies including the development of a Personalized Education Plan to meet their educational needs.

Parent volunteers provide reinforcement through daily reading as well as volunteering in the classroom. Staff offers after-school tutoring, in-school tutoring and a quarterly break remediation class to help at-risk students who struggle in reading. Our goal is to boost reading skills and self-esteem in our students.

## **3. Mathematics**

Hendersonville Elementary strives to provide a rigorous mathematics program for all students using a variety of instructional practices and activities. Our goal is to provide many opportunities for higher-level thinking skills in mathematics while also addressing the needs of students working below grade level.

Teachers use the Henderson County Public Schools' "Curriculum Calendar of Essential Objectives" to guide instruction. This calendar is based on the state curriculum and we give quarterly benchmark assessments to determine the individual needs of each student. We incorporate the use of manipulatives and hands-on activities based on programs such as *Investigations* and *Navigations* as well as activities shared at the NCCTM Math Convention. With the support of our local PTO, every grade in our school uses a weekly program called *Math Superstars* which provides an array of problems that stress algebraic thinking, reasoning and analysis in the various math strands. The upper grades change classes to allow staff specialization in math and language arts. A part-time AIG teacher coordinates with classroom teachers to provide enrichment in mathematics to advanced students as well as to provide whole-class

instruction for the benefit of all. Teachers meet in grade-level groups and in vertical groups to coordinate instruction and to share successes and struggles.

At-risk students receive a variety of services. Morning “Math Club” tutoring is offered in several grades as well as after-school tutoring. As a result of our Flexible Calendar schedule we are able to offer a week of remediation classes after each quarter. We also have an extremely supportive parent community which offers assistance through one-on-one tutoring, help with special activities and administration of our *Math Superstars* program. An annual Family Math Night allows parents and children to visit sessions emphasizing one or more math strands.

#### **4. Instructional Methods**

Our goal is to develop materials and implement instruction that allow us to capitalize on student strengths rather than focus on weaknesses. We help our children make meaningful connections to life and learning by encouraging them to use their hands, bodies and voices, as well as their minds. Through the use of inquiry and investigation, we assist our students in taking responsibility for their own learning as they develop strategies that will make them successful, life-long learners.

Instructional practices are supported by system-wide staff development focused on the components of effective instructional planning. As a result, instruction takes many forms, such as mini-lessons to target specific skills and concepts, peer collaboration, cooperative group work, hands-on investigations, as well as independent studies. Content-area reading and writing strategies are embedded in social studies and science instruction. Graphic organizers help students process and represent visually what they are learning. Teachers create learning situations in which students *experience* concepts before they are expected to read and write about them, building valuable background knowledge for further study.

Communication and collaboration are critical to our instructional methodology. Grade level teams keep in touch daily and cross-grade level meetings occur periodically to address school-wide goals. Vertical groups share discipline-specific strategies and materials and plan school-wide events that are curriculum-based, such as our “Shape up with Geometry” day in which the entire school participates in games, contests and peer-teaching opportunities focused on geometry. A *Specialists Classroom Support Form* was developed so that support staff can develop lessons which reinforce and expand upon regular classroom instruction.

Formal assessments, as well as informal observation of class work, help to create a balanced picture of each child’s progress. Flexible, small group instruction, taught by school staff and parent volunteers is provided on an “as needed” basis to reinforce important concepts in reading and math. Teachers offer before and after-school tutoring to preview upcoming material and to reinforce what has recently been taught. We strive to create a learning environment in which all children experience some success every single day.

#### **5. Professional Development**

Hendersonville Elementary uses our School Improvement Plan as well as Teacher Professional Growth Plans to identify areas in which staff development would most benefit our teachers and students. Staff and administrators work in partnership to establish a support team within our school that serves as a resource. Teachers continually seek opportunities, with the support of the administration, for professional growth. Intel and *Kidspiration* training have helped teachers to plan lessons that encourage the use of technology and provide opportunities for students to engage in technology while learning. Rapid Web Designer training guides teachers and staff in creating their own web page so that parents and the community can be kept abreast of classroom events. Staff development in *Learning-Focused Strategies*,

as well as Character Education, reinforce classroom instruction.

Our unique calendar provides teachers with many opportunities, *throughout the year*, to attend staff development workshops offered through Henderson County and the Western Region Education Service Alliance (WRESA), which covers all areas in our curriculum. National, state and local presenters introduce teachers to the most up-to-date strategies, resources and practices to enrich teaching for greater student achievement. Recent county staff development opportunities include *Write from the Beginning*, *Strategies that Work* and Poverty Training. Additional professional development opportunities arise through representative attendance at conferences held by the North Carolina Teachers of Mathematics (NCTM), National Council of Teachers of English (NCTE) and Treatment and Education of Autistic and related Communication-handicapped Children (TEACCH). We gain knowledge of current theories in teaching, methodologies, instructional strategies along with ideas generated and shared by actual classroom teachers. Teachers return to their classrooms refreshed and motivated, ready to integrate new information into their existing practices. The implementation of staff development contributes to high student achievement.

# PART VII - ASSESSMENT RESULTS

## North Carolina Assessment Data Hendersonville Elementary School

Subject Math Grade 3 Test NC EOG

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month <u>May</u>					
<b>SCHOOL SCORES*</b>					
% "Meeting" plus "Exceeding" State Standards	98	97	100	92	91
% "Exceeding" State Standards	52	71	65	60	57
Number of students tested	64	73	65	63	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. <u>Male</u>					
% "Meeting" plus "Exceeding" State Standards	96	98	100	87	93
% "Exceeding" State Standards	65	68	64	58	54
Number of students tested	26	41	45	38	41
2. <u>Female</u>					
% "Meeting" plus "Exceeding" State Standards	100	97	100	100	88
% "Exceeding" State Standards	42	75	65	64	62
Number of students tested	38	32	20	25	26

3. <u>Free/Reduced Lunch</u>					
% "Meeting" plus "Exceeding" State Standards	NA	89	100	77	87
% "Exceeding" State Standards	NA	63	47	54	47
Number of students tested	NA	19	15	13	15
4. <u>White</u>					
% "Meeting" plus "Exceeding" State Standards	100	98	100	100	93
% "Exceeding" State Standards	51	74	71	64	63
Number of students tested	57	65	55	50	57

**North Carolina Assessment Data**  
**Hendersonville Elementary School**

Subject Math Grade 4 Test NC EOG

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	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month <u>May</u>					
<b>SCHOOL SCORES*</b>					
% "Meeting" plus "Exceeding" State Standards	87	98	98	99	97
% "Exceeding" State Standards	49	82	81	81	66
Number of students tested	70	66	63	67	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. <u>Male</u>					
% "Meeting" plus "Exceeding" State Standards	82	98	97	98	97
% "Exceeding" State Standards	63	82	79	79	58
Number of students tested	38	44	38	42	36
2. <u>Female</u>					
% "Meeting" plus "Exceeding" State Standards	94	100	100	100	97
% "Exceeding" State Standards	31	82	84	84	71
Number of students tested	32	22	25	25	31

3. <u>Free/Reduced Lunch</u>					
% "Meeting" plus "Exceeding" State Standards	NA	100	91	94	85
% "Exceeding" State Standards	NA	67	55	67	46
Number of students tested	NA	15	11	18	13
4. <u>White</u>					
% "Meeting" plus "Exceeding" State Standards	90	98	100	98	100
% "Exceeding" State Standards	52	84	88	84	69
Number of students tested	62	55	50	58	58

**North Carolina Assessment Data**  
**Hendersonville Elementary School**

Subject Math Grade 5 Test NC EOG

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	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month <u>May</u>					
<b>SCHOOL SCORES*</b>					
% "Meeting" plus "Exceeding" State Standards	88	98	100	95	99
% "Exceeding" State Standards	41	88	91	81	78
Number of students tested	68	65	66	58	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. <u>Male</u>					
% "Meeting" plus "Exceeding" State Standards	88	97	100	97	100
% "Exceeding" State Standards	37	86	90	82	80
Number of students tested	41	37	39	34	35
2. <u>Female</u>					
% "Meeting" plus "Exceeding" State Standards	89	100	100	92	92
% "Exceeding" State Standards	48	89	93	79	71
Number of students tested	27	28	27	24	38

3. <u>Free/Reduced Lunch</u>					
% "Meeting" plus "Exceeding" State Standards	NA	100	100	82	90
% "Exceeding" State Standards	NA	27	80	55	40
Number of students tested	NA	15	15	11	10
4. <u>White</u>					
% "Meeting" plus "Exceeding" State Standards	88	98	100	98	100
% "Exceeding" State Standards	48	92	93	84	85
Number of students tested	56	52	57	49	62

**North Carolina Assessment Data**  
**Hendersonville Elementary School**

Subject Reading Grade 3 Test NC EOG

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	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month <u>May</u>					
<b>SCHOOL SCORES*</b>					
% "Meeting" plus "Exceeding" State Standards	100	97	95	94	88
% "Exceeding" State Standards	80	74	63	63	61
Number of students tested	64	73	65	63	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. <u>Male</u>	100	98	96	89	88
% "Meeting" plus "Exceeding" State Standards	81	76	62	55	54
% "Exceeding" State Standards	26	45	45	38	41
Number of students tested					
2. <u>Female</u>					
% "Meeting" plus "Exceeding" State Standards	100	97	95	100	88
% "Exceeding" State Standards	80	72	65	76	73
Number of students tested	38	32	20	25	26

3. <u>Free/Reduced Lunch</u>					
% "Meeting" plus "Exceeding" State Standards	NA	95	93	77	80
% "Exceeding" State Standards	NA	63	50	38	47
Number of students tested	NA	19	15	13	15
4. <u>White</u>					
% "Meeting" plus "Exceeding" State Standards	100	97	96	98	88
% "Exceeding" State Standards	81	78	69	70	63
Number of students tested	57	65	55	50	57

**North Carolina Assessment Data**  
**Hendersonville Elementary School**

Subject Reading Grade 4 Test NC EOG

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	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month <u>May</u>					
<b>SCHOOL SCORES*</b>					
% "Meeting" plus "Exceeding" State Standards	99	92	95	88	76
% "Exceeding" State Standards	67	62	63	73	45
Number of students tested	70	66	63	67	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. <u>Male</u>	97	93	92	93	75
% "Meeting" plus "Exceeding" State Standards	61	61	61	69	36
% "Exceeding" State Standards	38	44	38	42	36
Number of students tested					
2. <u>Female</u>					
% "Meeting" plus "Exceeding" State Standards	100	91	100	80	77
% "Exceeding" State Standards	75	64	68	20	55
Number of students tested	32	22	25	25	31

3. <u>Free/Reduced Lunch</u>					
% "Meeting" plus "Exceeding" State Standards	NA	87	82	83	38
% "Exceeding" State Standards	NA	33	27	61	15
Number of students tested	NA	15	11	18	13
4. <u>White</u>					
% "Meeting" plus "Exceeding" State Standards	98	95	96	97	81
% "Exceeding" State Standards	74	69	76	74	48
Number of students tested	62	55	50	58	47

**North Carolina Assessment Data**  
**Hendersonville Elementary School**

Subject Reading Grade 5 Test NC EOG

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	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month <u>May</u>					
<b>SCHOOL SCORES*</b>					
% "Meeting" plus "Exceeding" State Standards	96	98	97	91	93
% "Exceeding" State Standards	70	65	74	53	52
Number of students tested	67	65	66	58	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. <u>Male</u>					
% "Meeting" plus "Exceeding" State Standards	95	97	97	88	94
% "Exceeding" State Standards	70	62	74	47	57
Number of students tested	40	37	39	34	35
2. <u>Female</u>					
% "Meeting" plus "Exceeding" State Standards	96	100	96	96	92
% "Exceeding" State Standards	70	68	74	63	47
Number of students tested	27	28	27	24	38

3. <u>Free/Reduced Lunch</u>					
% "Meeting" plus "Exceeding" State Standards	NA	93	93	73	100
% "Exceeding" State Standards	NA	47	60	27	30
Number of students tested	NA	15	15	11	10
4. <u>White</u>					
% "Meeting" plus "Exceeding" State Standards	95	100	98	94	95
% "Exceeding" State Standards	75	71	77	57	56
Number of students tested	56	52	57	49	62