

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

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary [] Middle [] High [] K-12 [] Charter

Name of Principal: Mr. Walker O. Williams _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Tryon Elementary School _____
(As it should appear in the official records)

School Mailing Address: __100 School St. _____
(If address is P.O. Box, also include street address.)
Tryon _____ NC _____
_____28782 -2942 City _____
State Zip Code+4 (9 digits total)
County Polk _____
State School Code Number* __750304 _____

Telephone (828)859-6584 _____ Fax (828)859-6170 _____
Web site/URL polk.k12.nc.us _____ E-mail Williams@polk.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* Mr. William J Miller _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Polk County Schools _____ Tel. (828) 894-3051

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. Geoffrey M. Tennant _____
(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

[Include this page in the school's application as page 2.]

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

All data are the most recent year available.

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

1. Number of schools in the district: __ 4 __ Elementary schools
 __ 1 __ Middle schools
 __ 0 __ Junior high schools
 __ 1 __ High schools
 __ 0 __ Other
- __ 6 __ TOTAL
2. District Per Pupil Expenditure: __ 2412.00 _____
 Average State Per Pupil Expenditure: __ 5844.00 _____

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. 10_____ 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 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	33	23	56	7			
K	32	24	56	8			
1	33	34	67	9			
2	31	29	60	10			
3	43	39	82	11			
4	34	38	72	12			
5	25	31	56	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							449

6. Racial/ethnic composition of the school: 74____% White
 10____% Black or African American
 15____% Hispanic or Latino
 .50____% Asian/Pacific Islander
 .50____% American Indian/Alaskan Native
100% Total

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.]

(1) 7	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	
(2) 10	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	
(3) 17	Total of all transferred students [sum of rows (1) and (2)]	
(4) 449	Total number of students in the school as of October 1	
(5) .04	Total transferred students in row (3) divided by total students in row (4)	
(6) 4	Amount in row (5) multiplied by 100	

8. Limited English Proficient students in the school: 6 %
 28 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: Spanish, English

9. Students eligible for free/reduced-priced meals: 41 %

Total number students who qualify: 191

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: 20 %
88 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>3</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	12 <u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	12 <u> </u> Specific Learning Disability
<u>3</u> Emotional Disturbance	51 <u> </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>1</u> <u> </u> Visual Impairment Including Blindness
<u> </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>	<u> </u>
Classroom teachers	<u>26</u>	<u> </u>
Special resource teachers/specialists	<u>5</u>	<u>4</u>
Paraprofessionals	<u>16</u>	<u>1</u>
Support staff	<u>4</u>	<u>1</u>
Total number	<u>52</u>	<u>6</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 17:1

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	96%	95%	95%	96%	96%
Daily teacher attendance	95%	96%	95%	97%	95%
Teacher turnover rate	3%	9%	0%	6%	9%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY

Tryon Elementary is a school of approximately 500 students in PreK through 5th grades. It is located in a small rural town in Western North Carolina with a population of approximately 1700 residents. Its students come from this and another small rural town and outlying rural areas. Our African-American students mainly live in one area of town that is about ½ mile in diameter. The Hispanic community, which is growing yearly, generally live in close proximity to one another in several locations. About half of the students are transported by bus and the other half are transported by car and/or day care buses. No students walk to school. The school averages 45 – 54% of its students on free or reduced lunch.

There are either three or four sections at each grade level, with an average class size of 19 students. Students are placed into each section, equally dividing boys and girls, minorities, and ability levels. Each classroom is self-contained and has the same teacher all day, except for 3 classes of P.E. per week, one class of art per week and one class of music per week. Students in grades 1 through 5 also receive three periods of computer lab per week. This lab has a technician that works with the classroom teacher in establishing the technology curriculum for each class.

The school day is from 8:00am to 3:00pm. This gives the school more time than most schools have to help students achieve to their ability. The extension of the day provides more help to students all the way through the ability and achievement level. Sixty to seventy students stay at school from 3:00pm to 5:30pm Monday through Thursday to receive extra help and more opportunity to read or work on math. The majority of these go home at 4:45pm. Some remain until 5:30pm. And only 12 students stay on Friday.

The physical plant consists of three separate buildings. Two of these buildings, housing grades kindergarten through 5th, were built in 1923 and 1955, and originally housed grades 1 through 12 with a gym and auditorium. The third building was acquired by the school system in 1996 and houses the preschool program.

The history of the school is of a consistent number of students made up of native, local residents. Also, we have had a stable faculty and staff, with a very low turnover rate. The student enrollment has been increasing over the past five years as families move into the area from other areas of the country. This has also caused an increase in the number of faculty and staff.

The personnel of the school, in addition to the classroom teachers, consists of a principal, two secretaries, a teacher for the academically gifted, two teachers for students with disabilities, a teacher assistant with special language skills for limited English proficient students, a counselor and a librarian. The faculty and staff remains very much intact except for a retiree every 2 or 3 years. The faculty has a good mix of experienced teachers and teachers with only a few years of experience. The faculty and staff make the effort to make every parent to feel welcome. They have a minimum of two meetings per year with parents and guardians. We know this works well with students.

A high standard is set for every student and the faculty and staff work hard to ensure that all students find success in reaching for these high standards. The faculty and staff provide extra help where possible, and the county provides us with adequate personnel and materials to get the job done.

Tryon Elementary has a history of taking pride in the school and student achievement. At one time (1990), it was the smallest school system in North Carolina. The city school system consolidated with the county in 1990. This changed the school population and the area from which they came.

We adopted the same mission statement as the county since we had input into its composition and since we all can fit into this mission statement. It says “the mission of Tryon

Elementary, in partnership with parents and community, is to prepare and inspire each student to be a literate, responsible, productive member of a diverse society who believes learning is a lifelong process.” From this mission statement we came up with seven belief statements which address issues such as school safety, our respect for students and our efforts and desires to get the maximum from each student.

We note in our school safety plan that safety of the students’ concept of themselves as a learner is foremost in safety recognition. We recognize students are not safe if they are not prepared for the next level.

No school in the county has as many, nor as high, a percentage of minority students, but no school has been able to get the achievement year after year that happens here. Tryon Elementary has been a high-achieving school of excellence nine years in a row. The scores and percentages of those passing have far surpassed the requirements of “No Child Left Behind.”

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

The standards for the North Carolina End of Grade tests in grades 3 through 5 indicate that 95+ percent of students at Tryon Elementary School have scored at a proficient level for the past four years. This means that five percent in these grades are still struggling with grade level work when they leave the grade. This has been a consistent result for the past five years. Not only has the percent scoring proficient remained consistent or increased, but the level at which they score proficient has also increased.

There are four levels students may score on the End of Grade test. One (I) is the lowest level and four (IV) is the highest. The first two levels (I and II) are scored as “not proficient.” Levels III and IV are considered proficient. Students may score from percentile 1 to percentile 99.

However, when schools are assessed, they are assessed by the percentage of students who score proficient. In addition, schools also must show progress in all sub-groups. Tryon Elementary has had as many as 17 sub-groups to 11 sub-groups over the past four years. Tryon Elementary has met adequate yearly progress (AYP) in all these groups every year.

There has not been a large disparity between the different sub-groups in the percentage of students who do not score proficient. All have met AYP. The greater disparity among the groups is noted in the percentage levels at which sub-groups score. Here, the school continues to show progress.

The website where additional assessment information can be found is:
www.ncpublicschools.org/accountability/reporting

2. Using Assessment Results

The scores of each student are looked at each year and compared with previous years. We look at progress from teacher and per grade level. Teachers are given a copy of their test results so they can do a thorough job of analyzing needs for summer programs and for the next year.

We also use all test scores to help the school to focus on improvement from year to year. We know we have high achievement and it is hard to show a lot of improvement, but we find a way to show a little each year. We work on all four levels as designated by North Carolina. Our most accelerated students get as much focus as those who are struggling.

The school discusses problems individual students may have had during the year that affected scores. We try to put a “red flag” on this if it is something the school can control. The

school knows how much attendance and tardies can affect achievement, and we analyze this information and how it relates to achievement and use it when we confer with parents.

The school also gathers data from the county, region and state to help us maintain our focus. We try to contact and communicate with several schools or school systems that score better than our students do. We learn from them. We always end up sharing some areas of our focus also. We sometimes use data to help parents and students to become motivated. We have found this is especially helpful to use with academically gifted students.

3. Communicating Assessment Results

The county school system meets with all newspapers in the communities and reveals test score results for every grade level and school. This is usually picked up by the television news media.

The school submits a "School Report Card" to each home. This report card comes from the state and reflects achievement, attendance, teacher certification and class size with comparisons to the rest of the county and the state.

Parents are asked to call the school if they wish for more information than they receive. We then make appointments through the teacher or counselor. The state's system of scores from I to IV helps to keep parents from becoming too focused on test results. We do not share exact scores unless parents come in for a conference.

4. Sharing Success

Tryon Elementary has been visited by four school systems in the past four years. We have been told by two of these that they are now high achieving. In addition, the county office has been contacted by others who want to know what makes the school successful. Those who attend state meetings are always willing to share with others.

We bring teachers and staff together from all areas of the curriculum and school organization when we have visitors come looking for insight. The principal has responded to two counties who wrote asking for reasons for the school's success.

We felt each time that those who asked about our success were wanting us to tell them about a "program." That is not what the school is about, nor the reason for our success. We know a big part of the reason for success is just time on task, focused work and everyone taking pride in each student's accomplishment. Some of our teachers teach in the summer enrichment program and their time on task, focus on the task and pride in student achievement sets an example for teachers from other schools. The teachers at Tryon Elementary share what they are doing in all county-wide meetings if the situation warrants it.

We are willing to share with any school or school system what we feel helps our students to be successful. We do find it is a little hard to put into words. You are focused on what children need to know and you take pride in helping them get there.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

The core curriculum of Tryon Elementary is reading, writing, math, science and social studies. Art, P.E., music and technology are involved in each area and the core curriculum reaches out into art, P.E., music and technology. Effort is made not to teach anything in isolation, but to integrate all areas of the curriculum.

Thirteen percent of our student body is Hispanic. We try to include Spanish language instruction every day. Every day begins with the sentence of the day in Spanish and English. It is arranged so that students only have to learn one or two Spanish words per day, with all the other words having been learned in previous lessons.

We begin kindergarten and first grade with a healthy dose of phonics that comes from *SRA Open Court*. This phonics is taught the way *Open Court* recommends, but we do not end there. Teachers read to students every day. When students are ready, they read silently, in unison, and orally as an individual. We try to teach the love of reading. In the upper grades (2 through 5), students spend a minimum of two hours reading each day. Students spend a lot of reading time in the content areas of health, social studies and science.

The School Improvement Committee has set a minimum of 50 minutes per day to be spent in writing. This can be to improve legibility or to practice writing in different genres, ie. expository, descriptive, and journal writing. Teachers make the decision as to what the class needs to work on.

Likewise, the School Improvement Committee has set 70 minutes as the minimum amount of time to be spent with math. Teachers may break this down into however many sessions they want each day. This is sometimes dictated by how involved or uninvolved students are on any given day.

We follow the North Carolina Standard Course of Study as a minimum in all areas of the curriculum. We realize many students can exceed this and we try to take them as far as they can go. We also give extra help during the day, after school and during the summer to those who need extra time and help.

The science and social studies curriculums involve a lot of reading in the content areas. The average student reads and is assessed on twenty-one books, and many are non-fiction books in these content areas. Several student field trips are related to the social studies and science curriculum.

The teacher of the gifted uses hands-on science to demonstrate lessons for small groups and entire classes. The counselor motivates and encourages individuals and small groups in the areas of science and areas in which the students have special talents.

The school receives a grant from the Polk County Community Foundation to allow students to visit college campuses and receive a college-planned tour of the math and science departments. These students also eat in college cafeterias and enjoy a sporting event. Teachers travel with approximately 50 students on Saturdays for these field trips.

Teachers have complete control of their schedule other than the skeleton schedule that provides three periods of P.E., one period of art, one period of music, and three periods of technology. Each teacher is aware of the School Improvement Plan that requires two hours of reading, 70 minutes of math, and 50 minutes of writing each day.

Some students with special talents are given extra time during the day, at least one day per week, in the area of music. The teacher for the academically gifted keeps in touch with her students' parents to encourage them to exceed any expectations the school has if the home can provide the opportunity.

We truly believe we can help students to reach their potential if we involve ourselves, students, parents and the community in the effort.

2a. (Elementary Schools) Reading

Our school's reading curriculum follows the SRA Open Court curriculum. Because of the high quality of the Open Court literary offerings, we purchased and utilized the phonics component before we were allowed to use the entire program for the school. We believe that implementing a strong phonics program in kindergarten and first grade is essential. If students can develop good word attack skills, phonics understanding, and build confidence in themselves as readers, then they will develop a love for reading.

We supplement the Open Court program by utilizing many other books and materials. Our goal is to create an enthusiasm for learning and the use of reading as an avenue to this learning. Because we emphasize many genres of reading, we have increased the library circulation of books, especially to boys. One of our current goals is to provide more technical non-fiction books to our student body.

The Accelerated Reader program is very popular at Tryon Elementary School. We have been able to obtain a sizable amount of books and their accompanying tests. The use of the AR program is required in the upper grades. We have a very high participation rate in the remaining grade levels as well. Students at Tryon Elementary School do this because of their enthusiasm for reading.

3. Additional Curriculum Area

Tryon Elementary knows that it is very hard for students to be successful in middle school and high school if they leave elementary school unable to read, write or do math at a level that is more than one year below grade level in achievement. There is increasing emphasis on math at all grade levels. High school math, in some cases, is being pushed down into the middle school. Some middle school math is being pushed down into the elementary grades.

Tryon Elementary School's faculty and staff believe if students can get the basics of adding, subtracting, multiplication and division in whole numbers, decimals and fractions in elementary school, they will stand a chance of getting other aspects in middle school and high school. We know some students can use manipulatives to better understand math. We know some will struggle with word problems if we do not teach the cues in reading, understanding, and working word problems.

We, as a faculty and staff, are working more and more to try to find methods that work. We know from the North Carolina Standard Course of Study what students should be able to do. We are working to have students be able to do these things at the very highest level.

The National Council for Teachers of Mathematics is pushing what they call focal points. This cuts down on some side areas students are taken into by many texts and just helps to make sure that schools give proper emphasis to the skills and knowledge that will be used every year. We are now reading and studying this to see if there is something that will help us be better teachers, so students can have higher achievement.

4. Instructional Methods

One important instructional method we stress is drill and practice. We believe it is a method for teaching and learning that works well for many students. We use homework as a

method to help achieve this. Homework is never new material to be learned, but skills to be practiced and improved on, and it gets the family involved. We feel it also teaches self-discipline.

The practice of having students read orally, silently and in chorus every day is a method used to improve skills and gain knowledge. The teachers also read to the class as a part of classroom reading time. We think this lends something positive to the gaining of skills.

We have taken a school that had the most aged books in our library of any in the county, and brought it near the top in terms of the age of our books. We have done this through grants from foundations, the PTA and using school funds wisely so we can purchase appropriate and relevant books. The average circulation of our school library last year was 92 books per student.

The method of providing time for students to get adequate exposure in all areas of the curriculum is an important part of what we do. The tardy bell at Tryon Elementary School is at 8:00am and the time to stop teaching and get ready to go home is 3:00pm. This gives us the time if we really utilize it as time on task. We have to know what is to be learned and utilize time and proper methods to accomplish this. The time in each curriculum area that has previously been mentioned as a minimum can get the job done if the proper relative goals are there.

5. Professional Development

Part of our staff development has always been to allow teachers to attend state and/or national meetings according to their perceived needs and the amount of money we had available for this. Teachers have also attended county meetings to learn of new directions or new ideas. Some teachers have visited other schools as presenters and as observers. We also consider the professional literature we read from our professional library as part of our staff development. We have had faculty members conduct sessions with the rest of the faculty, sharing what they have learned from the above professional development, thus creating dialogue among peers.

We have had consultants come into the school to present programs. We have all taken courses in technology and reading. Some have taken very advanced classes in technology and have brought much back to the school to share. For the past two years we have formed book study groups and we meet one to two evenings per week to discuss educational articles or books.

The ESL teacher, who is fluent in Spanish, has had classes with us to give us coping words and language to help us with our 12% Hispanic population. Very few of our Hispanic parents speak any English. Also, the technology teacher works with teachers on a daily basis to help them understand and use the hardware and the software we have for the students' benefit.

PART VII - ASSESSMENT RESULTS

Subject: ELA Grade: 3 Test: North Carolina End-of-Grade

Edition/Publication Year: 2003 Publisher: North Carolina State Department of Public Instruction

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	
SCHOOL SCORES*					
% At or Above Level III	≥ 95	≥ 95	≥ 95	≥ 95	
% At Level IV					
Number of students tested	68	65	68	78	
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced Lunch					
% "At or Above Level III"	≥ 95	≥ 95	88	≥ 95	
% "Exceeding" State Standards					
Number of students tested	27	30	24	27	

Subject: Math Grade: 3 Test: North Carolina End-of-Grade

Edition/Publication Year: 2003 Publisher: North Carolina State Department of Public Instruction

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	
SCHOOL SCORES*					
% At or Above Level III	88	≥ 95	≥ 95	≥ 95	
% At Level IV					
Number of students tested	68	65	68	78	
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced Lunch					
% "At or Above Level III"	70	93	≥ 95	93	
% "Exceeding" State Standards					
Number of students tested	27	30	24	27	

Subject: ELA Grade: 4 Test: North Carolina End-of-Grade

Edition/Publication Year: 2003 Publisher: North Carolina State Department of Public Instruction

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	
SCHOOL SCORES*					
% At or Above Level III	≥ 95	≥ 95	≥ 95	94	
% At Level IV					
Number of students tested	60	74	84	65	
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced Lunch					
% "At or Above Level III"	≥ 95	≥ 95	≥ 95	90	
% "Exceeding" State Standards					
Number of students tested	26	27	28	20	

Subject: Math Grade: 4 Test: North Carolina End-of-Grade

Edition/Publication Year: 2003 Publisher: North Carolina State Department of Public Instruction

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	Mayv	
SCHOOL SCORES*					
% At or Above Level III	≥ 95	≥ 95	≥ 95	≥ 95	
% At Level IV					
Number of students tested	60	74	85	65	
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced Lunch					
% "At or Above Level III"	≥ 95	≥ 95	≥ 95	≥ 95	
% "Exceeding" State Standards					
Number of students tested	26	27	29	20	

Subject: ELA Grade: 5 Test: North Carolina End-of-Grade

Edition/Publication Year: 2003 Publisher: North Carolina State Department of Public Instruction

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	
SCHOOL SCORES*					
% At or Above Level III”	≥ 95	≥ 95	≥ 95	≥ 95	
% At Level IV	69	88	78	78	
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced Lunch					
% “At or Above Level III”	≥ 95	≥ 95	91	≥ 95	
% “Exceeding” State Standards					
Number of students tested	25	29	23	24	

Subject: Math Grade: 5 Test: North Carolina End-of-Grade

Edition/Publication Year: 2003 Publisher: North Carolina State Department of Public Instruction

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	
SCHOOL SCORES*					
% At or Above Level III	94	≥ 95	≥ 95	≥ 95	
% At Level IV					
Number of students tested	69	89	78	78	
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced Lunch					
% “At or Above Level III”	88	≥ 95	91	≥ 95	
% “Exceeding” State Standards					
Number of students tested	25	30	23	24	