

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  (Primary K-3)  
 Charter  Title I  Magnet  Choice

Name of Principal: Mr. William Hoffman, Director

Official School Name: Brush Creek Elementary

School Mailing Address:  
265 Upper Brush Creek Road  
Marshall, NC 28753-9599

County: Madison State School Code Number\*: 570-306

Telephone: (828) 649-1547 Fax: (828) 649-1528

Web site/URL: http://www.unca.edu/education/lea/Madison/Brush%20Creek%20Elementary/index.asp E-mail: whoffman@madison.k12.nc.us

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

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

Name of Superintendent\*: Dr. Ron Wilcox, Ed.D.

District Name: Madison Tel: (828) 649-9276

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

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

Name of School Board President/Chairperson: Mrs. Sandra Tolley

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), 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.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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        |
| 1        | Other               |
| <b>7</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 9058

Average State Per Pupil Expenditure: 8522

**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. 3 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			0	7			0
K	53	27	80	8			0
1	45	32	77	9			0
2	41	40	81	10			0
3	39	33	72	11			0
4	39	35	74	12			0
5	40	36	76	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							460

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
5 % Asian  
0 % Black or African American  
2 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
91 % White  
2 % Two or more races  
100 % **Total**

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

7. Student turnover, or mobility rate, during the past year: 18 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	45
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	38
(3)	Total of all transferred students [sum of rows (1) and (2)].	83
(4)	Total number of students in the school as of October 1.	460
(5)	Total transferred students in row (3) divided by total students in row (4).	0.180
(6)	Amount in row (5) multiplied by 100.	18.043

8. Limited English proficient students in the school: 3 %

Total number limited English proficient 13

Number of languages represented: 2

Specify languages:

Spanish, Mandarin Chinese

9. Students eligible for free/reduced-priced meals: 57 %

Total number students who qualify: 260

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 free and reduced-price school meals 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: 15 %

Total Number of Students Served: 71

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>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>9</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>15</u> Developmentally Delayed

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>0</u>
Classroom teachers	<u>24</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>6</u>
Paraprofessionals	<u>19</u>	<u>0</u>
Support staff	<u>22</u>	<u>2</u>
Total number	<u>72</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 20 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	95%	95%	95%	96%
Daily teacher attendance	95%	95%	95%	95%	95%
Teacher turnover rate	12%	9%	12%	15%	13%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Brush Creek Elementary School is a Kindergarten through Fifth Grade School.

Teacher turnover rate in 2004-2005 is reflected at 15%. This percentage is due to teacher retirement.

Teacher turnover rate in 2003-2004 is shown at 13%. This percentage is due to teacher retirement and a combination of 2 schools into one school. Some teacher positions were lost due to student numbers.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0
Enrolled in a 4-year college or university	<u>0</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
<b>Total</b>	<u><b>100</b></u> %

## PART III - SUMMARY

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Brush Creek Elementary School is nestled at the front of a 19-acre campus in Western North Carolina. Tourism, rafting companies, and new residential developments emphasize the breathtaking beauty of the area. Our school opened in January of 2002 and we currently serve approximately 490 students in grades K-5. Two Headstart classrooms are also located on our campus. We serve a rural community which includes a small town. We have a rich cultural history related to the European settlers who migrated to the area centuries ago. The community continues to respect this cultural heritage, although the population is becoming more diverse including Caucasian, Hispanic, Multi-Racial, Asian, and Ukrainian families. The community, which once was supported by farming and the timbering industry, now has a broader employment range. Family income levels have grown over the years, but over half of our student population qualifies for free or reduced lunches as many families live in disadvantaged situations.

When you arrive on our campus, you find the school is surrounded by outdoor learning stations which include a wetland bog, nature trails, creek side learning stations, and a Monarch Butterfly sanctuary. A large sign with the word "Welcome" spelled in many languages invites you to enter our building. In the lobby, you are greeted with beautiful murals which depict our school mascot – bears - in their natural surroundings. You will also see posters made by our students and photographs of students who are currently being highlighted in our Character Education Program. Our vision statement is displayed on banners in two languages used by our community, English and Spanish, "Our children will have a positive learning environment that stimulates curiosity and imagination, creates citizens of good character, and challenges students to become life-long learners." The atmosphere is inviting, caring, safe, and at the same time, energetic.

At Brush Creek Elementary, we are committed to academic excellence, character development, and community service. Our school has been a North Carolina School of Distinction for several years as our students perform well on end-of-grade testing and meet or exceed growth standards. During the last testing cycle, data reflected that our students performed well and exceeded regional and state averages in reading and mathematics. We have developed many programs and initiatives to support our academic goals. Our "Imagination Series" brings performers, authors, and artists to our school to help develop creativity. "Project G.R.E.E.N.", (Growing Respect for the Environment through Education and Nature) emphasizes science and the environment. Our Character Education Program fosters ethical, kind, respectful, and responsible behavior and acknowledges the importance of academic success. We have a Recycling Committee composed mainly of students and our award-winning Recycling Program helped diminish our trash production by two-thirds during the first year. We provide many community services each year such as supporting MANNA Food Bank, Neighbors in Need, the Backpack Food Program, and The American Cancer Society's Relay for Life.

Our school is driven by a leadership team which represents our stakeholders and makes decisions based on data and the needs of our school community. Time and planning is spent aligning curriculum to best practices in teaching and establishing staff development which relates to our goals, needs, and data. Providing the highest quality education for our students and helping them grow into strong, responsible, and caring citizens leads us into constant and continuous improvement. As is reflected in our Mission Statement; "BEARS! Believe – Educate to Achieve – Ready to Succeed."

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

During the last three weeks of school, our students in grades 3-5 take the state required multiple-choice North Carolina End-of-Grade Test of Reading Comprehension and Mathematics. These tests are curriculum-based and aligned to the North Carolina Standard Course of Study. The scores are used for computing school growth and performance composites required by the state-mandated ABCs Accountability Program and Adequate Yearly Progress Report. Students' individual scores are also used to determine student progress and proficiency.

Achievement scores reflect the level at which a student has performed on the tests. These are predetermined performance standards that compare a student's performance to grade level expectations. Four achievement levels (I,II,III,IV) are reported. Levels I and II reflect scores below grade level expectations. Level III reflects scores which demonstrate that a student has demonstrated mastery of grade level subjects and skills and are well prepared for the next grade. These students are considered "proficient". Level IV students perform beyond what is expected and are considered "advanced".

In addition, students receive a developmental scale score. This score depicts growth from year to year. It is expected that every student will show a year's growth. This determines if our school falls into the category of meeting expected growth or high growth.

In the last 5 years reading scores for our school have been consistent for each grade level. For 4 of the 5 years, 90% or more had reached proficiency level by the time they reached 5th grade. Each year individual students have met or exceeded growth that was expected. Student scores in the socioeconomic/disadvantaged group also stayed consistent. Each year, our percentage of students performing at or above grade level has exceeded state and regional scores. In 2007-08, there was a significant drop in the percentage of students who were proficient in reading including the socioeconomic/disadvantaged group. However, students were administered a newly revised reading test with higher standards. Also, the test was more rigorous than previous test editions. It was expected that fewer students would earn a passing score on the state's test in the first year. Although our scores decreased for this year, we were still well above our state and district's average.

Math scores over the last 5 years have also remained consistent. From 2003-04 and 2004-05, our students in grades 3-5 averaged 93% proficient. In 2003 the math curriculum was revised. Students were tested on this new curriculum in 2005-06. At this time, our percentage of students who were proficient decreased to 72%. Over the last 2 years, we have increased math scores significantly. In 2006-07, 80% scored at proficient levels, and in 2007-08, 87% scored at proficient levels. This was also true for the socioeconomic/disadvantaged group of students. In 2003-04 and 2004-05, those students in grades 3-5 averaged 91% proficient. Again there was a significant decrease to 62% in 2005-06 with the new test implementation. Over the last 2 years, this group made improvements in test scores and reached an 87% proficiency in 2007-08.

In summary, students at our school consistently perform well on state End-of-Grade Tests. Our scores continue to be above the state and district's average. Our school's performance composite score has increased over the last 3 years despite the new tests. In 2005-06, our performance composite score was 73. In 2006-07, it increased to 80 and continued to rise in 2007-08 to 81.1. Our school met expected growth or had high growth in all five years.

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

To insure academic success, our school uses assessment results to help improve student and school performance. Academic performance is assessed in grades K-2 by administering the K-2 Literacy Assessment, which includes Running Records, and Math Assessments during the grading cycles. DIBELS testing which assesses for alphabetic and phonetic understanding is also administered three times during the school year. In addition, students in Title I and the Exceptional Children's Program are assessed by testing with the Foundations Program. Scientifically research-based reading programs and assessments support the development of literacy skills in all classrooms. Students in grades 3-5 are assessed using the North Carolina End-of-Grade Test. Assessments also take place in the form of End-of-Grade practice testing, 6-weeks grading period math assessments, writing portfolios, Acceleration Station, Foundations, and Language!

Assessment data is used to plan instructional strategies and to monitor progress. For example, the Running Record helps teachers determine if a child is using decoding skills and reading with comprehension. A teacher may develop a Personal Education Plan for students who are having difficulties in any of these areas and specific intervention strategies are developed and monitored regularly. We also provide after school tutoring for students if their assessment data reveals they are struggling in academic areas. Students may also receive support from Title I or the Exceptional Children's Program.

Assessment data is used to help determine staff development needs. From our literacy assessment data, we saw a need to develop deeper analysis of and teaching methodology in phonics. We are now in the process of receiving Reading Foundations Training.

Assessing instruction and student performance daily drives our decision making process in order to improve teaching and learning at our school.

## **3. Communicating Assessment Results:**

Brush Creek Elementary School communicates student performance results to students, parents and the community in a variety of ways. Students are informed through ongoing feedback which is given during classroom activities and evaluation of completed work. Feedback is also given in the form of progress reports at the end of each grading cycle and the End-of-Grade Testing Program. Parents are kept informed through consistent communication with the classroom teacher and the school. Parent-teacher conferences are scheduled regularly and parents are invited and welcomed to have input or request conferences at any time, especially if they have questions or concerns. Teachers also communicate to parents through the form of Personal Education Plans (PEPs) and Individual Education Plan (IEPs). Parents are also encouraged to come to grade-level parent nights and Title I nights where teachers spend time explaining curriculum expectations, reviewing classroom procedures, and celebrating student progress. Through our Parent-Teacher Organization (PTO), parents are invited to participate in engaging and productive meetings to support the educational process for our children.

News about our school is also communicated to parents and the community in the form of classroom newsletters, newsletters from our principal, and through Connect-Ed telephone messages. Teachers, staff, and administration also update our school and system website regularly with information relative to student learning. In addition, parents and the community can contact the superintendent, principal, or teacher through the e-mail system on our website. We also inform parents the community about student progress, upcoming events, and important dates through articles in our local newspapers.

#### 4. **Sharing Success:**

Brush Creek Elementary regularly shares and disseminates information concerning programs, staff development opportunities, and grade level curriculum with other Madison County Schools on a regular basis. The Brush Creek Elementary Writing Plan has been used as a model for other schools in the district. The Brush Creek Elementary inquiry based approach to science has been developed with The Science House and North Carolina State University. Our developing science plan, and the way we teach science at Brush Creek Elementary, has been used as a model by other schools in the district. Currently, the Brush Creek Elementary faculty is receiving training in Reading Foundations, a program approved by the North Carolina Department of Public Instruction. This staff development program has been attended by representatives from other schools and central office staff. Also, initiatives toward early childhood intervention at Brush Creek Elementary including teacher directed kindergarten registration and our Kinder Camp to transition incoming students and parents to school during the summer months have resulted in each elementary school in Madison County adopting the same program model under the Ready Schools program. The Brush Creek Elementary recycling program has received awards in Madison County and was recognized by the National Center for Character Education. Furthermore, aspects of the character education program at Brush Creek were adopted by the Asheville Catholic School after a recent visit from their principal and counselor.

If Brush Creek Elementary receives the distinguished Blue Ribbon Schools award, we will continue to share our success and open our doors to schools who may want to visit or learn about our programs. This exchange of information and experience will also allow our school to continue to look outward toward other school programs to ensure our continued growth as a school community.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Our school uses the North Carolina Standard Course of Study as the core curriculum. This Course of Study mandates instructional disciplines of English Language Arts, Mathematics, Science, Social Studies, Computer & Technology Education, Healthful Living, and the Arts. Each discipline is spiraled through grades K-5, providing consistency and clear expectations for instructional delivery. English Language Arts outlines objectives as students engage in and respond to reading, writing, and oral language activities. The Mathematics curriculum outlines strands for numeration, measurement, algebra, geometry, data and probability, and problem solving. The Science Course of Study provides focus on life, earth, and physical science. The Social Studies curriculum encompasses the aspects of self, family, community, state, national, and civic understandings. The Computer & Technology curriculum has been designed to immerse students in developing competence in the understanding and use of technological tools. Healthful Living curriculum outlines health and physical development objectives and mandates that all students have 30 minutes of activity each day. Visual Arts, Music, and Performing Arts are also important components of the curriculum and have objectives outlined. In addition, our Media Center and Computer Lab support the curriculum.

There are 25 regular education classes in the school; four of each in First through Fifth Grades and five Kindergarten classes. One of the Kindergarten classes uses a “Bright Ideas” model, taught by a Title I, reading certified, teacher in order to give additional support to at-risk students. We have two Title I classes and three Exceptional Children’s classes which serve Kindergarten through Fifth Grades. Scientifically research based materials for reading instruction, manipulatives and real-world applications in math and science, inquiry-based learning activities, higher-order thinking techniques, multi-sensory activities, and knowledge of best-practices in teaching are used as instruction is delivered in the classrooms. Various activities, community support, and specialized teachers for Music and Art classes provide many enriching and multi-sensory learning avenues for students. All teachers meet required licensure expectations and several members of the faculty have Master’s Degrees. Two teachers on the staff are National Board Certified, one of whom is certified as a Curriculum Specialist. The School Improvement Plan outlines goals which are established by all stakeholders. The goals stress high standards of instruction and student performance. It is expected that all students will succeed and that at-risk students will be provided support. Student progress is monitored regularly and learning for mastery is stressed. Parents are involved in the educational process and attend parent-teacher conferences. Staff development supports these goals and provides training for teachers to insure that the highest quality of teaching is provided to the students. Collaboration between teachers takes place through grade level and staff meetings and administration supports and encourages teacher growth and empowerment.

Ongoing and formative assessments, teacher observations, pacing guides, and county and state assessments and tests are used to monitor student progress. Benchmark and expected growth guidelines are used for teachers to assess progress and develop instructional plans. The Title I and Exceptional Children’s Programs support students with special needs and teachers develop Personal Education Plans for any student who is at-risk. Lesson plans are assessed by the principal and support is given to newly certified teachers. The School Improvement Team serves as the leadership team for the school and constantly monitors data, keeping all staff informed of student growth and needs.

### 2a. (Elementary Schools) Reading:

Three years ago our system developed a county-wide reading committee. We had teacher and administrative representatives who served on that committee. A county-wide reading plan was developed which included programs, materials, and assessments which were to be used for instruction. All the programs we adapted

were scientifically research-based programs which included assessments that complemented our state assessments. The Houghton-Mifflin Reading Series was adopted for regular classroom use. This program uses a balanced literacy approach which connects a strong phonics element to reading for comprehension. Children's literature, leveled book sets, phonics activities and application sheets are some components of the program. The program is also supplemented at our school with a leveled book room, classroom libraries, and an extensive media center collection. These reading materials along with program and state assessments assist teachers in planning instructional strategies which emphasize mastery of phonics skills, comprehension, and fluency. Intervention programs by Houghton-Mifflin were also purchased for teachers to use with students who needed additional support. These programs are Early Success and Soar to Success and they provide additional materials and activities which help provide intervention strategies for at-risk students. Programs used in Title 1 and the Exceptional Children's Program are Foundations and Language! The Foundations program is used in Title I. This program places a large amount of emphasis on phonemic awareness and phonics understandings. Students to score within at-risk categories on DIBELS and assessment screenings are eligible for Title I support. The Exceptional Children's Program uses Foundations and Language! to provide support to students with specific learning needs.

## **2b. (Secondary Schools) English:**

### **3. Additional Curriculum Area:**

Brush Creek Elementary has placed great emphasis on developing a science initiative which supports the curriculum within the North Carolina Standard Course of Study in Science as well as engaging all students in life-long learning opportunities. Our initiative, Project G.R.E.E.N. (Growing Respect for the Environment through Education and Nature) helps us meet our goals in a variety of ways. We began the project by developing outdoor learning stations on our 19-acre campus. We developed two nature trails on our campus property which allows students access to field, forest, and stream ecosystems. With grant funding, we developed a wetland bog, a rain garden, and a weather station. We are in the process of developing a composing bin and learning theme for our third grade. Other classroom projects which have sprang from this initiative are "Wings of Hope" which will establish a Monarch caterpillar and butterfly sanctuary and "C.U.B." which encourages keeping the trails and campus clean. These areas provide interesting and stimulating avenues for students to observe, experiment, develop inquiry-based learning skills, work cooperatively, and develop appreciation for their natural environment. Students have become actively involved in their education through the efforts of staff and other community resources. To support this project we hired a consultant from N.C. State University's Science House to provide training which would enhance student learning and teacher instructional strategies. In our Summer Institute, this consultant worked for several days to help each grade level develop units which would incorporate the state curriculum with our outdoor learning lab. It is our goal to continue with this initiative and develop a complete science plan for our school. This initiative has become a model for our county and other schools in our state have expressed interest in coming to see this project.

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

Teachers at Brush Creek Elementary are reflective educators. Teachers differentiate instruction to meet the needs of students with a variety of learning styles and interests. Because we are a small community, teachers often know students personally and strive tirelessly to create the best learning environment and learning experience possible for the individual student. Teachers differentiate instruction through small group activities, leveled reading text, multi sensory presentation of content, vocabulary lists appropriate to student readiness level, manipulative materials and hands-on support, personal agenda books, creating inviting classrooms, assignment modification, the development of culturally relevant materials, and by matching individual student work to individual student needs.

Brush Creek Elementary also provides tutorial support from certified instructors during the school day for students in the areas of reading, math, writing and science. Students who qualify based on assessment data may also receive Title I reading and math support during the school day and after school remediation from teachers.

Brush Creek Elementary students who qualify for a 504 Accommodation Plan or who have an Individual Education Plan (IEP) through the Exceptional Children's program may receive modifications through their individual plan. These plans are developed through teams of stakeholders made up of parents, advocates, teachers, school representatives and Local Education Authority representatives who meet to discuss individual student needs. Modifications under these programs include: extended time, multiple testing sessions, read aloud, mark answer in the book, and dictate to a scribe. A spectrum of classes are provided from instruction in an inclusion setting to special classes for our severely impaired students. Students who are Limited English Proficient may also qualify for modifications if their resulting score on the state adopted language proficiency test allows for modifications. Modifications are provided both for regular classroom assignments and testing and for any local or state mandated testing.

## **5. Professional Development:**

Professional development is an ongoing process at our school. We examine data to determine the needs for growth and improvement and seek highly qualified consultants to provide training. Along with staff development which takes place during the school year, we developed Brush Creek Elementary Summer Institute which takes place each year in July for additional opportunities to provide highly focused training relevant to our needs.

We began our Project G.R.E.E.N. initiative this year to provide more emphasis on science and math, inquiry-based instruction, and to incorporate the use of outdoor learning stations. The North Carolina Department of Instruction recommended The Science House at North Carolina State University as a professional development source and we hired their consultant to provide training during Summer Institute and provide follow-up sessions during the year. Project G.R.E.E.N. and the training worked well and our school is being showcased in a regional summer science and math training initiative.

Also, during this school year, our assessment data reflected the need for more alignment of our reading and writing program with emphasis on phonemic awareness. We hired a trainer with the North Carolina Department of Instruction to provide six days of intense school-wide training to strengthen practices and deepen understandings in this critical area. Information and recommendations from the National Reading Panel was the core rationale to support the training.

These two examples of professional development were strongly aligned to our curriculum, content standards, and the needs reflected from our data sources. In addition, the professional development is helping to meet our goals, vision, and belief that we should continually seek to make improvements as we educate our students in order to prepare them to live successfully in the 21st century and a global society.

## **6. School Leadership:**

The Brush Creek Elementary leadership structure takes very seriously the notion that individuals within an organization need to have a sense of freedom in making decisions that affect their work experience. Decisions are made through discussions that involve the principal, the assistant principal, the school improvement leadership team, and the faculty. The goal is to have a more involved faculty and staff who see themselves as integral parts within the school. This direct involvement in decision making increases accountability and fosters a sense of stewardship and community. The relationship between teachers and administration is neither transactional nor hierarchical in nature, but is more democratic. Teachers are given opportunities to effect

change within their grade level and transform their work environment, and their experience in teaching, to better serve students and families.

Brush Creek Elementary is dedicated to academic excellence, community service, and character education. These central ideas of the school are outlined in the School Improvement Plan and are emphasized by school leadership to help students succeed and make the school an exciting place. For example, students who demonstrate outstanding character are recognized each day by the principal through the Character Education Program. The principal supports school wide staff development initiatives generated by the faculty in the core areas of science, reading, writing, and math. Stakeholder views are expressed in the School Improvement Plan and are reinforced by the administration and teachers. Brush Creek Elementary was recently recognized by the National Character Education Program for the Recycling Program and it was once again named a High Growth School of Distinction by the North Carolina Department of Public Instruction. These recognitions serve to reaffirm the core values and purpose of the school and bring those community values into balance with the personal values of the faculty and staff at Brush Creek.

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<!-- function __RP_Callback_Helper(str, strCallbackEvent, splitSize, func){var event = null;if
(strCallbackEvent){event = document.createEvent('Events');event.initEvent(strCallbackEvent, true, true);}if
(str && str.length > 0){var splitList = str.split('|');var strCompare = str;if (splitList.length ==
splitSize)strCompare = splitList[splitSize-1];var pluginList = document.plugins;for (var count = 0; count <
pluginList.length; count++){var sSrc = 'if (pluginList[count] && pluginList[count].src)sSrc =
pluginList[count].src;if (strCompare.length >= sSrc.length){if (strCompare.indexOf(sSrc) != -1){func(str,
count, pluginList, splitList);break;}}}}if (strCallbackEvent)document.body.dispatchEvent(event);}function
__RP_Coord_Callback(str){var func = function(str, index, pluginList,
splitList){pluginList[index].__RP_Coord_Callback = str;pluginList[index].__RP_Coord_Callback_Left =
splitList[0];pluginList[index].__RP_Coord_Callback_Top =
splitList[1];pluginList[index].__RP_Coord_Callback_Right =
splitList[2];pluginList[index].__RP_Coord_Callback_Bottom = splitList[3];};__RP_Callback_Helper(str, 'rp-
js-coord-callback', 5, func);}function __RP_Url_Callback(str){var func = function(str, index, pluginList,
splitList){pluginList[index].__RP_Url_Callback = str;pluginList[index].__RP_Url_Callback_Vid =
splitList[0];pluginList[index].__RP_Url_Callback_Parent = splitList[1];};__RP_Callback_Helper(str, 'rp-js-
url-callback', 3, func);}function __RP_TotalBytes_Callback(str){var func = function(str, index, pluginList,
splitList){pluginList[index].__RP_TotalBytes_Callback =
str;pluginList[index].__RP_TotalBytes_Callback_Bytes = splitList[0];};__RP_Callback_Helper(str, null, 2,
func);}function __RP_Connection_Callback(str){var func = function(str, index, pluginList,
splitList){pluginList[index].__RP_Connection_Callback =
str;pluginList[index].__RP_Connection_Callback_Url = splitList[0];};__RP_Callback_Helper(str, null, 2,
func);} //-->
```



# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: NC End of Grade Mathematics

Edition/Publication Year: 2005

Publisher: NCDPI

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Level III and Level IV	89	85	83	87	89
Level IV	28	26	26	41	46
Number of students tested	82	74	71	75	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Level III and Level IV	86	78	74	85	81
Level IV					
Number of students tested	49	40	38	40	43
<b>2. Racial/Ethnic Group (specify subgroup): N/A</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Exceptional Children</b>					
Level III and Level IV	89		90	60	81
Level IV					
Number of students tested	18	9	10	10	16
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The information requested for the percentage of Free and Reduced-Price Meals/Socio-Economic/Disadvantaged students performing at advanced levels was unavailable due to the confidentiality of such students.

The Exceptional Children's information requested had been added. At this time, the Exceptional Children's program is not considered a subgroup.

Subject: Reading  
Edition/Publication Year: 2007

Grade: 3 Test: NC End of Grade Reading  
Publisher: NCDPI

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Level III and Level IV	70	88	92	81	84
Level IV	28	60	69	44	48
Number of students tested	82	74	71	75	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Level III and Level IV	69	85	90	75	74
Level IV					
Number of students tested	49	40	38	40	43
<b>2. Racial/Ethnic Group (specify subgroup): N/A</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Exceptional Children</b>					
Level III and Level IV	56		70	50	56
Level IV					
Number of students tested	18	9	10	10	16
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The information requested for the percentage of Free and Reduced-Price Meals/Socio-Economic/Disadvantaged students performing at advanced levels was unavailable due to the confidentiality of such students.

The data requested for Exceptional Children has been included. At this time, the Exceptional Children are not considered a subgroup at our school.

Subject: Mathematics  
Edition/Publication Year: 2005

Grade: 4 Test: NC End of Grade Mathematics  
Publisher: NCDPI

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Level III and Level IV	89	73	55	94	95
Level IV	42	30	12	56	54
Number of students tested	73	69	74	84	64
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Level III and Level IV	93	56	50	93	95
Level IV					
Number of students tested	40	36	46	40	35
<b>2. Racial/Ethnic Group (specify subgroup): N/A</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Exceptional Children</b>					
Level III and Level IV		70	20	95	
% Advanced					
Number of students tested	6	10	10	18	8
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The information requested for the percentage of Free and Reduced-Price Meals/Socio-Economic/Disadvantaged students performing at advanced levels was unavailable due to the confidentiality of such students.

The Exceptional Education data that you requested has been included. At this time, Exceptional Children are not considered a subgroup at our school.

Subject: Reading  
Edition/Publication Year: 2007

Grade: 4 Test: NC End of Grade Reading  
Publisher: NCDPI

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Level III and Level IV	80	86	77	75	88
Level IV	28	54	36	35	36
Number of students tested	73	69	74	84	64
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Level III and Level IV	78	78	76	60	79
% Advanced					
Number of students tested	40	36	46	40	33
<b>2. Racial/Ethnic Group (specify subgroup): N/A</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Exceptional Education</b>					
Level III and Level IV		50	40	39	
% Advanced					
Number of students tested	6	10	10	18	8
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The information requested for the percentage of Free and Reduced-Price Meals/Socio-Economic/Disadvantaged students performing at advanced levels was unavailable due to the confidentiality of such students.

We have provided the Exceptional Children's data that was requested. At this time, Exceptional Children are not considered a subgroup at our school.

Subject: Mathematics  
Edition/Publication Year: 2005

Grade: 5 Test: NC End of Grade Mathematics  
Publisher: NCDPI

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Level III and Level IV	84	82	78	95	95
Level IV	29	20	23	65	60
Number of students tested	76	68	81	71	64
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Level III and Level IV	82	74	62	95	95
Level IV					
Number of students tested	39	38	37	46	32
<b>2. Racial/Ethnic Group (specify subgroup): N/A</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Exceptional Children</b>					
Level III and Level IV	67		56	95	
% Advanced					
Number of students tested	12	8	16	12	9
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The information requested for the percentage of Free and Reduced-Price Meals/Socio-Economic/Disadvantaged students performing at advanced levels was unavailable due to the confidentiality of such students.

The Exceptional Children's data has been included that was requested. At this time, Exceptional Children are not considered a subgroup at our school.

Subject: Reading  
Edition/Publication Year: 2007

Grade: 5 Test: NC End of Grade Reading  
Publisher: NCDPI

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Level III and Level IV	70	93	90	93	91
Level IV	15	50	51	48	46
Number of students tested	75	68	81	71	64
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Level III and Level IV	69	87	84	89	81
Level IV					
Number of students tested	39	38	37	46	32
<b>2. Racial/Ethnic Group (specify subgroup): N/A</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Exceptional Children</b>					
Level III and Level IV	46		69	83	
% Advanced					
Number of students tested	11	8	16	12	9
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The information requested for the percentage of Free and Reduced-Price Meals/Socio-Economic/Disadvantaged students performing at advanced levels was unavailable due to the confidentiality of such students.

The Exceptional Children's data has been included that was requested. At this time, they are not considered a subgroup at our school.

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