

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Mr. Charles Cutshall

Official School Name: Laurel Elementary

School Mailing Address:  
4100 Highway 212  
Marshall, NC 28753-9393

County: Madison    State School Code Number\*: 316

Telephone: (828) 656-2223    Fax: (828) 656-2308

Web site/URL: http://www.madison.k12.nc.us    E-mail: ccutshall@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.

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

Name of Superintendent\*: Dr. Ron Wilcox

District Name: Madison    Tel: (828) 656-9276

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.

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

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.

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation)
- |          |                                   |
|----------|-----------------------------------|
| 4        | Elementary schools (includes K-8) |
| 1        | Middle/Junior high schools        |
| 1        | High schools                      |
|          | K-12 schools                      |
| <b>6</b> | <b>TOTAL</b>                      |

2. District Per Pupil Expenditure: 9276

**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. 4 Number of years the principal has been in her/his position 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	6			0
<b>K</b>	11	7	18	<b>7</b>			0
<b>1</b>	11	4	15	<b>8</b>			0
<b>2</b>	8	5	13	<b>9</b>			0
<b>3</b>	9	7	16	<b>10</b>			0
<b>4</b>	8	5	13	<b>11</b>			0
<b>5</b>	10	10	20	<b>12</b>			0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							95

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native  
         % Asian  
         % Black or African American  
4 % Hispanic or Latino  
         % Native Hawaiian or Other Pacific Islander  
91 % White  
3 % 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: 12 %

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.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	11
(4)	Total number of students in the school as of October 1.	95
(5)	Total transferred students in row (3) divided by total students in row (4).	0.116
(6)	Amount in row (5) multiplied by 100.	11.579

8. Limited English proficient students in the school: 4 %

Total number limited English proficient 4

Number of languages represented: 1

Specify languages:

The specific language is Spanish.

9. Students eligible for free/reduced-priced meals: 78 %

Total number students who qualify: 74

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.

The data for this section of the application came directly from our Central Office Food Services District Director.

10. Students receiving special education services: 19 %

Total Number of Students Served: 18

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>5</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>1</u> Multiple Disabilities	<u>6</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>1</u>	<u>          </u>
Classroom teachers	<u>6</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>8</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>4</u>	<u>1</u>
Total number	<u>17</u>	<u>9</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 16 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	94%	95%	95%	92%	94%
Daily teacher attendance	95%	96%	96%	97%	98%
Teacher turnover rate	0%	11%	33%	22%	22%
Student dropout rate	%	0%	0%	0%	0%

Please provide all explanations below.

13. (Daily Student Attendance)Madison County Schools has a policy that if a student has 3 tardies and/or early dismissals and/or a combination of tardies and early dismissals that total 3 counts as one absence. The main reason for our attendance rate not being at 95% consistently across the five years can be attributed to illness, doctors appointments, dental appointments, tardies and early dismissals.

13. (Daily Teacher Attendance)The teacher attendance rate is affected by illness as well as staff development opportunities that take them out of the classroom for one or more days.

13. (Teacher Turnover Rate)The teacher turnover rate reflects the fact that we live in the most remote part of Madison County. We can often hire a teacher who will stay with us for a year but then chooses to move to another school in our district due to the travel time to and from our school. Those teachers who do not live in our community often have an hour communte to and from work.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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

## PART III - SUMMARY

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Laurel Elementary School is located in the heart of the Appalachian Mountains in the most isolated, rural area of Madison County, North Carolina. Seventy-eight percent of the students are from economically challenged homes. Parents have long commutes to work and students have long bus rides to the school along dangerous, winding mountain roads. Community resources located within 25 miles of the school consist of one fire department and one locally based health program.

The schools' demographic and geographical challenges are its strength as they have forced a deep sense of community pride in its school and fierce independence among the community residents. The school is truly the hub of the community; and residents rally to provide the support, encouragement, raw labor, and love that are required to care for and educate its children. The vision of the community for its school is to "Embrace, Equip, and Empower Students for Academic and Social Success." Therefore, the mission is "To Provide Rigorous and Relevant Curriculum, Foster Relationships, and Develop Foundational Academic and Social Skills that Will Enable Students to Meet or Exceed Grade Level Standards and Expectations."

As a result, parent and community involvement are freely given and not forced by policy or mandate. The school has overcome what could seem to be insurmountable odds to consistently, across time, achieve some of North Carolina Department of Public Instruction's Accountability Program's Most Distinguished Awards and Honors as listed for the school years below:

1996-97; 1997-98; 1998-99; 1999-00; 2000-01; 2001-02; 2002-03

Recognized as one of North Carolina's Top 25 Schools of Improvement, School of Distinction with over 80 percent of students scoring at or above proficiency on state grade level standards.

2003-04; 2004-05

Recognized as an Honor School of Excellence with over 90 percent of students scoring at or above proficiency on state grade level standards.

2006-07; 2007-08; 2008-09

Recognized as an Honor School of Excellence with over 90 percent of students scoring at or above proficiency on state grade level standards.

The school chooses to embrace both its students and families in a manner that supports their needs based on available, on-site resources. The staff looks at the heart of the people verses how rich or poor they may be. They truly understand the fact that the teacher is the single most important determiner as to the total development of the child. As they will quickly tell visitors, "Poor doesn't mean deficient, it is a symptom that can be overcome. We have high expectations for our students. Parents that are unable to provide academic support at home support their child through service and participation in extracurricular activities and events scheduled for before and after school hours. Thus we recognize their needs and plan programs during the school day to support homework and basic needs such as providing a healthy breakfast and lunch program and by sending backpacks of food home with students who may need it for the weekend."

Another key indicator to the school's success is the utilization of student data as a teaching tool to inform instruction for each child. The data is used to develop the school improvement plan and professional development. Teachers utilize locally developed pacing guides and periodic assessments that are aligned with state curricula. Student support plans are updated and/or developed based on what the data indicates.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

The assessment program for North Carolina measures grade level standards for grade K-8 in reading and math. End of Grade assessments are administered beginning at grade 3. Based on the assessments, the state has determined a range of scale scores that are then matched with a proficiency level of I, II, III or IV. Students who score a Level III or IV are considered at or above grade level. More detailed information can be accessed at [www.ncpublicschools.org](http://www.ncpublicschools.org).

Combined composite scores for reading and math has placed us first district wide in the number of proficient scores and has allowed us to be named a School of Distinction or an Honor Schools of Excellence four out of the five reported years. To be a School of Distinction, the overall composite score must reflect that 80 percent of all students assessed received a level III or IV. While receiving the distinction as an Honor School of Excellence indicates that 90 percent or more of students achieved a level III or IV.

In addition, based on our data for the 2006-07, 2007-08 and 2008-09 school years we were named one of the top twelve Title I Elementary Schools in North Carolina for each of the three years.

Data information provided demonstrates that the subgroups listed for our school shows a high percentage of students who perform at level III or IV. Our subgroup data exceeds both the local and state proficiency levels.

Changes that reflect a downward trend in the data is due to the state renorming the assessments and changing the number of items that a student needs to get correct in order to get a passing proficiency level of III or IV.

By far our most productive year came last year, 2008-09, with 100 percent of our students scoring a level III or IV in both math and reading. Great pride comes in knowing that the instructional program presented by our staff helped produce this success for all of our subgroups, especially our Economically Disadvantaged and Students With Disabilities subgroups.

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

Assessment results are the key planning elements for not only our academic program but also for the staff development endeavors for our school.

Our school has developed a system to use in collecting and using assessment data. This system includes a process for collecting the assessment data; a process for analyzing the assessment data; a process for reporting the data to stakeholders and a process for acting on the data.

Specific assessment forms have been developed to capture individual student data. An example of one of our forms would be our K-2 Literacy Assessment Form. Each literacy element is listed by individual student names. Teachers assess students and records the individual data on these forms.

Utilizing the data collection forms, the principal and School Improvement Team discusses each aspect with the individual classroom teacher and the entire school staff.

Based on these data sessions instructional plans are adjusted to help meet the need for an individual student and/or group of students. If a student has been identified at risk, then their Personal Education Plan is also

updated. Adjustment to the various plans may come in the form of technology support, providing additional tutorial support both during and after school and purchasing classroom materials to support instruction.

Benchmark assessments data, that is grade level specific, serves as one of our key performance instrument for both reading and math.

Data reports are also used in our parent/teacher conferences. This gives the classroom teacher an opportunity to present the data, answer any of the parent questions and elicit the support of the parent at home.

Based on the assessment data collected, the School Improvement Team makes suggestions on what type of staff development needs to be included in our school improvement plan.

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

Students in grades K-5 each receive a mid term report and a report card each nine weeks of school. The mid term helps parents in understanding any part of the curriculum their child may be having difficulty with prior to receiving their final grades for a specific nine weeks. Following the mid term reports, report cards are sent to parents giving assessment information for each of the core academic subjects as well as social skills and work skills information.

Student award ceremonies are held at the end of each nine weeks of school. This provides an audience to promote individual student assessment successes and encourage students to set individual goals for the next nine week of school.

In addition to the mid term reports and report cards, teachers utilize phone calls, notes sent home in student agenda books and parent/teacher conferences as a means to keep parents informed about their child's progress.

Individual student reports are generated for parents as part of the End of Grade Assessments for students in grades 3-5. The report contains user friendly information for parents.

The Principal also produces a weekly newsletter that is sent out to parents. Group assessment information is included in this newsletter. Again the goal is to use reader friendly language to keep parents informed.

Student's assessment performance information is shared at bi-monthly Parent Teacher Association (PTA) meetings.

The school also provides special recognition information and curriculum information for parents on the school's website.

Our newspaper and TV station are used as another means of communicating student performance information. This gives an avenue for the community at large to receive this type of information.

Monthly School Board meetings are another arena used to share with the community at large assessment result information.

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

At our monthly Principals meeting, Principals are allowed to discuss with other school leaders the success stories that have occurred during the previous month.

Information is provided to the Superintendent that he shares with the entire district via his weekly e-newsletter.

Our local newspaper is very pro in having individual schools submit articles about school success stories. These articles, including pictures, are included in the weekly newspaper for our county.

Our parents have been some of our best means to promote assessment results and school successes. Having worked hard as a staff to develop solid parent relationships gives them a sense of pride and ownership for their school.

The school marquee has become another great avenue to post key information about our school on a weekly basis.

The school website is another valuable resource to promote school successes. This form of communication opens our school to a whole cyber world of users who can access information 24/7.

All of these avenues will continue to be utilized as great sources of communication in the future. The school will also be on the lookout for other means to utilize as a means to get " the word out."

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The school utilizes the state Standard Course of Study to plan for instruction. The Standard Course of Study helps to guarantee the same basic curriculum for all students in North Carolina. The grade level standards gives our school a means by which to develop instructional programs that equip students to compete in a global economy, understand and operate complex communication and information systems and apply higher level thinking skills to make decisions and solve problems.

Teachers at our school use the grade level standards to plan weekly instructional programs for all of the core curriculum areas. A teacher's weekly instructional plan is electronically submitted to the principal for a review and comments. This monitoring helps to assure that state curriculum guides and district pacing guides are being followed.

At the K-2 level, teachers often use units of study to integrate several subjects into one instructional plan. This allows them to truly maximize the amount of academic time they have each day. Students often work in whole group settings, small group settings and one on one setting. The grouping practices are fluid in nature and depend on skill mastery.

Students at grades 3-5 tend to be more individual subject oriented. Each day one and half hours of instruction is devoted to the English Language Arts curriculum. Math receives an hour a day of instructional time. Science, Social Studies and Health receive a minimum of thirty minutes. Grouping practices include whole group instruction, small group instruction and one on one setting. Grouping practices at this level are fluid and the grouping depends on the level of skill mastery.

Math instruction often involves the use of manipulatives to aid in concrete learners mastering grade level skills that are abstract.

Teachers utilize science kits that match each strand as a means to provide hands on instruction. This allows students to move from the textbook to hands on activities to support proving their theories.

Social Studies lessons are brought to life through the use of mimios that allow for virtual tours of areas being studied. Students also utilize computers to research current events or topic being studied.

Health Education is often integrated with the science curriculum. Resource community folk help to present hands on activities such as discussing and making healthy snacks in the nutrition unit.

Students have a minimum of 90 minutes of supervised/planned Physical Education each week. A schedule is developed so as to provide gym time for each grade when we have inclement weather. We also have a certified Physical Education Teacher once a week to work with our students.

Visual and Performing Arts are provided in two forms of instruction. Regular classroom teachers include them in subjects being taught. In addition, a certified Art and Music Teacher provide 45 minutes of instruction once each week for all of our students.

Our Media Coordinator/Technology Specialist provides instruction to all of our students on a weekly basis. Media classes are held once a week where students work not only on skills associated with the media standards but also direct links to classroom instruction in reading and writing. Teachers have a flex schedule

during the week where they can sign up to bring their students to the Media Center for research projects or to check in and check out materials. Each student receives direct instruction on Technology skills twice a week. The Media Specialist maintains a grade level profile data card on each student on based the skills mastered.

Our Guidance Counselor helps to provide the state Guidance Curriculum to our students one day a week. The staff developed a schedule that allows for direct classroom instruction every other week for students in grades K-2 and 3-5. This flexible schedule allows for individual and/or group counseling sessions for students, staff and parents.

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

(This question is for elementary schools only)

The Standard Course of Study for North Carolina sets standards for the teaching of reading at each grade level.

Teachers in K-2 utilize materials from our adopted reading series to develop a plan that allow students to be given many daily opportunities to connect what they know to new skills and information as they grow cognitively and socially. Students are taught how to be self-directed learners, collaborative partners in a community of learners, and complex thinkers when provided experiences with written and oral language that are relevant and appropriate for them as individual learners.

In addition, our K-2 instructional programs focus on the acquisition and development of language abilities while learning how to learn in grades K-2. Our teachers believe that when students complete second grade, they need to be able to apply the enabling strategies and skills to read a new (unseen) text independently, using appropriate decoding strategies and skills. These students must also be competent comprehenders who are able to construct meaning by making connections and applying comprehension strategies. They can create complete oral, written, and visual texts which are understood by other listeners/readers because they use the oral and written language conventions that are appropriate for the intended purpose and audience.

In grades 3-5 our adopted reading series plan is designed to sustain and expand growth of the foundational skills that students acquire in K-2 as well as promote growth of strategies, skills, and conceptual understandings. In third grade, students work to build their capacity to comprehend more difficult and varied texts. By fourth and fifth grade, students work to build their capacity to comprehend, analyze, criticize, respond, and reflect on text. Grouping practices are fluid based on the skills mastery.

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

The North Carolina Mathematics Standard Course of Study provides a set of mathematical standards for each grade.

Teachers use carefully crafted math pacing guides, assessments, manipulatives, whole group instruction, small group instruction and one on one instruction. The grouping practices are fluid and based on the complexity of the skill being taught.

Our K-2 math focus is on building a strong understanding of number and fluency with mathematics to solve problems. Fundamental to these skills is knowledge of number facts, the computational processes, and the appropriate use of each operation. Together with an emphasis on using mathematics to solve problems, students will build a depth of understanding enabling them to apply the content in a variety of contexts.

Math areas that are worked on at grades 3-5 expand the concepts taught at the K-2 grade level. Students work on whole numbers, fractions, and decimals with concrete objects, pictures, and symbols. Students are taught to estimate and measure temperature, length, mass, and capacity in both customary and metric units. They

solve problems involving perimeter of plane figures and area of rectangles. They investigate basic geometric relationships, such as parallelism, perpendicularity, congruence, and similarity, and recognize geometric transformations. Students plot points and read graphs. Students learn how to use tables, bar and circle graphs, and stem-and-leaf plots. Data are described and compared using median, mode, and range. The algebra strand deals with students being taught to use the symbols in expressions and open sentences. Students begin to identify, describe, and analyze situations with constant or varying rates of change. Again, the problem solving strand is threaded throughout the other five strands and is supported through grade level use of manipulatives to support concrete learners.

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

The use of available data helps our staff to determine what instructional methods are appropriate for each student at our school. Some of the sources of data we use includes but is not limited to K-2 Literacy Assessments; Dibels Assessments; Teacher Made Assessment; Adopted Textbook Assessments; District Developed Assessments and End of Grade Assessments.

Once the data is collected the Teacher works with the principal to develop instructional methods appropriate for the grade level and students.

These methods often fall into the following categories: direct instruction; indirect instruction; experiential learning; and independent study.

Teachers at our school utilize direct instruction to provide information or develop step-by-step skills. For a lot of our students, this is an effective method of instruction.

Indirect instruction utilized by our teachers allows for a high level of student involvement in observing, investigating, drawing inferences from data, or forming hypotheses. It takes advantage of students' interest and curiosity, often encouraging them to generate alternatives or solve problems. The teacher becomes a facilitator.

Experiential learning is often used by our teachers where students are asked to make predictions and then follow up with experiments or research to prove the accuracy of their prediction.

Independent study projects are assigned to our student allows for individual student initiative, self-reliance, and self-improvement. Teacher at our school assign research projects based on what is being studied.

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

Professional development programs are considered a vital link to our success at school. Using all available data our School Improvement Team recommends what type of staff development needs to be included in our School Improvement Plan.

District specific staff development topics also arise out of the district strategic plan. Currently we are participating in the Foundations of Reading and Foundations of Math as an entire district. This focus assures that every grade level receives the most current strategies to aid in student learning.

Upon the adoption of new textbooks, the district along with the vendor provides training so as to align how the program is to be used to maximize student learning.

## 6. **School Leadership:**

The Principal is highly visible during the school day. He can be seen in and out of classrooms on a regular basis. He also helps tutor struggling students.

The Principal also believes strongly in making decisions crucial to student learning based on available data. The Principal along with the Teachers will disaggregate and scrutinize available student data. This process helps to assure that ample support is not only given to the students but also to the teachers.

The Principal also believes in shared decision making. This form of leadership can be seen in the various committees who carry out the day to day operations of the school. Various staff members take on leadership roles in other committees vital to the success of the school, i.e. Chairs of the Student Service Management Team; Chairs of the School Improvement Team and school reps on district teams. Each spring the Principal asks for input from the staff as to what categories get funded for the next school year. Based on this input the Principal then allocates the funds to identified areas once funds reach the school level.

The principal sees himself as the curriculum leader often providing on site staff development, scheduling district folks for staff development specific to the school, meeting with teachers four times a year to talk about student progress as well as training side by side with his staff in district training sessions.

Teachers turn in lesson plans weekly and the Principal grades the plans as to how thorough they are, how they address key student needs, and how they follow prescribed pacing guides.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: End of Grade

Edition/Publication Year: 2005/North Carolina Department of Instruction

Publisher: North Carolina Department of Instruction

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100	86	54	91
% Advanced	42	39	29	15	25
Number of students tested	19	18	21	13	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	1
Percent of students alternatively assessed	0	6	0	0	5
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced		100	77		89
% Advanced		0	0		0
Number of students tested		15	13		18
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

-% proficient indicates level III and IV while % advanced indicates level IV % only

-Our state reporting form does not indicate which students are advanced under the Socio-

economic/Disadvantaged/Free and Reduced Price Meal-Students due to privacy issues.  
-Data for this section was supplied directly by our district Testing Coordinator.  
.#6. White student subgroup

Subject: Reading

Grade: 3

Test: End of Grade

Edition/Publication Year: 2005/North Carolina Department of Instruction

Publisher: North Carolina Department of Instruction

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	94	91	77	81
% Advanced	46	50	52	50	40
Number of students tested	13	18	21	13	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	3	0	1	1
Percent of students alternatively assessed	0	17	0	8	5
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced		93	100		79
% Advanced					
Number of students tested		15	13		18
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

- % proficient indicates level III and IV while % advanced indicates level IV % only
- Our state reporting form does not indicate which students are advanced under the Socio-economic/Disadvantaged/Free and Reduced Price Meal-Students due to privacy issues.
- Data for this section was supplied directly by our district Testing Coordinator.
- #6 White student subgroup.

Subject: Mathematics

Grade: 4

Test: End of Grade

Edition/Publication Year: 2005/North Carolina Department of Instruction

Publisher: North Carolina Department of Instruction

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	94	83	73	100
% Advanced	42	22	25	24	73
Number of students tested	19	18	12	22	11
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	5	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	92		71	91
% Advanced					
Number of students tested	11	12		17	11
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

- % proficient indicates level III and IV while % advanced indicates level IV % only
- Our state reporting form does not indicate which students are advanced under the Socio-economic/Disadvantaged/Free and Reduced Price Meal-Students due to privacy issues.
- Data for this section was supplied directly by our district Testing Coordinator.
- 6. White student subgroup.

Subject: Reading

Grade: 4

Test: End of Grade

Edition/Publication Year: 2005/North Carolina Department of Instruction

Publisher: North Carolina Department of Instruction

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	78	100	81	94
% Advanced	47	61	73	29	69
Number of students tested	19	18	12	22	18
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	0	2	1	1	2
Percent of students alternatively assessed	0	11	8	5	11
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	67		71	91
% Advanced					
Number of students tested	11	12		17	11
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

- % proficient indicates level III and IV while % advanced indicates level IV % only
- Our state reporting form does not indicate which students are advanced under the Socio-economic/Disadvantaged/Free and Reduced Price Meal-Students due to privacy issues.
- Data for this section was supplied directly by our district Testing Coordinator.
- #6. White student subgroup

Subject: Mathematics

Grade: 5

Test: End of Grade

Edition/Publication Year: 2005/North Carolina Department of Instruction

Publisher: North Carolina Department of Instruction

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100	100	90	100
% Advanced	28	31	32	35	73
Number of students tested	18	13	20	22	11
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	2	0
Percent of students alternatively assessed	0	0	5	9	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100		100	73	
% Advanced					
Number of students tested	13		14	15	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

- % proficient indicates level III and IV while % advanced indicates level IV % only
- Our state reporting form does not indicate which students are advanced under the Socio-economic/Disadvantaged/Free and Reduced Price Meal-Students due to privacy issues.
- Data for this section was supplied directly by our district Testing Coordinator.
- #6. White student subgroup.

Subject: Reading

Grade: 5

Test: End of Grade

Edition/Publication Year: 2005/North Carolina Department of Instruction

Publisher: North Carolina Department of Instruction

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	85	100	90	100
% Advanced	28	39	42	65	36
Number of students tested	18	13	20	22	11
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	2	0
Percent of students alternatively assessed	0	0	5	9	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100		100	73	
% Advanced					
Number of students tested	13		14	15	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

- % proficient indicates level III and IV while % advanced indicates level IV % only
- Our state reporting form does not indicate which students are advanced under the Socio-economic/Disadvantaged/Free and Reduced Price Meal-Students due to privacy issues.
- Data for this section was supplied directly by our district Testing Coordinator.
- #6. White student subgroup