

**U.S. Department of Education**  
**2011 - Blue Ribbon Schools Program**  
**A Public School**

School Type (Public Schools):     Charter     Title 1     Magnet     Choice  
(Check all that apply, if any)

Name of Principal: Ms. Melissa Costin

Official School Name: Collettsville School

School Mailing Address:    4690 Collettsville School Road  
   Collettsville, NC 28611-9138

County: Caldwell County    State School Code Number: 140308

Telephone: (828) 754-6913    E-mail: mcostin@caldwellschools.com

Fax: (828) 758-5800    Web URL: http://sc.caldwellschools.com/education/school/school.php

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\*: Mr. Steve Stone    Superintendent e-mail: sstone@caldwellschools.com

District Name: Caldwell County    District Phone:

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: Mr. Chris Becker

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

11NC1

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

11NC1

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district: 15 Elementary schools  
 (per district designation) 4 Middle/Junior high schools  
6 High schools  
0 K-12 schools  
25 Total schools in district
2. District per-pupil expenditure: 1382

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		<b>6</b>	27	23	50
K	11	21	32		<b>7</b>	26	27	53
1	16	17	33		<b>8</b>	24	20	44
2	15	15	30		<b>9</b>	0	0	0
3	22	25	47		<b>10</b>	0	0	0
4	14	18	32		<b>11</b>	0	0	0
5	24	22	46		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>367</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
0 % Black or African American  
2 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
95 % 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 2009-2010 school year: 7%

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, 2009 until the end of the school year.	14
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	26
(4)	Total number of students in the school as of October 1, 2009	367
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent limited English proficient students in the school: 2%

Total number of limited English proficient students in the school: 7

Number of languages represented, not including English: 2

Specify languages:

Spanish, Kazakh

9. Percent of students eligible for free/reduced-priced meals: 64%  
 Total number of students who qualify: 237

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 8%  
 Total number of students served: 31

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>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>25</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>4</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>0</u>
Classroom teachers	<u>19</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>5</u>
Paraprofessionals	<u>12</u>	<u>0</u>
Support staff	<u>7</u>	<u>1</u>
Total number	<u>46</u>	<u>6</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: 19:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	96%	96%	96%	96%
Daily teacher attendance	95%	95%	95%	95%	95%
Teacher turnover rate	0%	8%	4%	11%	21%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

Teacher attendance data was not tracked in the district prior to the 2009-10 school year, so the estimate for this academic year (to date) was used for previous years. In 2005-06, Collettsville had several teachers retire.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

It is difficult to capture on paper the unique and very special culture that makes up Collettsville School and the surrounding community. A small K-8 school nestled in the North Carolina mountains, Collettsville is both rural and remote. By some standards, it might be difficult to find a way to teach and learn when facing the challenges of such a school.

The school has a long and rich history and the pictures depicting the tradition of Collettsville School fill the walls of the main office. The school is truly the center of the community. Generations of families have attended the school. Collettsville School is a source of pride for the entire community.

Historically, the rural nature of the school has not squelched innovation. When North Carolina launched a “new” concept called kindergarten in the 1960’s, Collettsville School was one of seven in the state selected to be a pilot location. In the 1970’s, the school developed and dedicated an environmental classroom in the beautiful wooded area behind the school, and many schools from all over the state visited and used the classroom. The school has been recognized for many contributions to the community and, perhaps because of the remote location of the school and many members of the community, the school works very closely with community members and businesses to promote the success of both the students and the community as a whole today. The school’s doors are open for community college classes for adults at night as well as all of the community sports for children and adults of all ages.

Serving a community this small is a challenge. Though it is difficult to offer courses for the middle school students with small numbers, this school has made that a focus and currently collaborates with area schools as well as instituting the Virtual Public School. Through the virtual campus, even a school as small as this one can offer high school credit courses. Students perform consistently well academically and are also well-rounded, participating in a large variety of events and competitions. A student from the Collettsville band has won a spot to audition for the All State Band. Another student placed second in the district spelling bee. The basketball and soccer teams enjoyed conference championships this year. Middle school students are participating in a Model UN program facilitated by the district high schools. Students have participated in Girls on the Run, a digital photography club, guitar lessons, and honor society activities. Collettsville School has both an Elementary Battle of the Books team and a Middle School Battle of the Books team that competes with other schools.

Although honored by all the awards, recognitions, and student accomplishments that are recognized, what makes Collettsville special happens every day, both in and out of the classroom. Relationships – between teachers and students, parents and teachers, as well as the between the school and the community at large – are the guiding forces to student success. The small number of students enrolled allows staff members to establish meaningful relationships with each one. Because community members are not only aware of, but also part of the history of the school, they remain involved. It is common for there to be well over four hundred adults at an open house or Title I Reading Night. For a school with an enrollment around 365, that speaks volumes about the participation of the community. Blue Ridge Electric is the business partner for the school and regularly sponsors education classes about electricity, book reading challenges, and perfect attendance ice cream parties. Because of the remote nature of the school and the surrounding area, the community spirit is one extended family. Poverty is a challenge that touches many members of the community. Even though many of the adults did not graduate high school themselves, they believe that Collettsville School is the chance their own children have to take a different path and to be successful after graduation.

The School Improvement Team, made up of parents and staff members, wrote the vision for the school. “Collettsville School will provide, in partnership with the community, a 21<sup>st</sup> century education. All students will have the opportunity to reach their full potential within a caring, secure learning environment.”

Often schools are recognized for stunning achievement jumps or closing the gap in diverse populations. Collettsville School is worthy of Blue Ribbon status for something a little different, but just as important. Every stakeholder in the educational community believes every child can learn and that someone must find the way to give each child that opportunity. Every day, quietly and without fanfare, the teachers at Collettsville find that way. Children find that way. The community, facing financial and employment challenges far exceeding other places in the state, find that way. Collettsville School strives for excellence every day.

### 1. Assessment Results:

Overall, the testing data for Collettsville School in both reading and mathematics has shown upward trends over the past five years. Taking into account changes made to the reading test in 2007-08 and normal minor fluctuations in high-stakes testing of students, it is clear that the students are gaining mastery of the subject areas. The data indicates that both the teachers and students are committed to teaching and learning.

The composite reading scores for Collettsville School have steadily increased over the past three years. Students in 2005-06 demonstrated 89% proficiency and it increased to 91.0 the following school year of 2006-07. In the 2007-08 school year, there was a significant drop to only 68.8% of the students demonstrating proficiency, due in part to revision of the tests during that year. The next academic year showed a significant leap in proficiency with students finishing at 84.6% proficient and the last academic year of 2009-10 increased again to 90.5%. The overall trend data indicates continued growth in this area for all students.

The math scores have increased every year of the past five-year data period, starting at 65.8% in 2005-06, moving upwards in the following three years to 76.6%, 85.1% and 96.9% respectively, and ending even higher with 97.4% in the last academic year of 2009-2010. The longitudinal data indicates that students are showing increasing mastery of mathematics.

Each year, in both reading and math, Collettsville School tested 100% of their eligible students, with the one exception of the 2006-07 school year. In the only measurable subgroup, "Economically Disadvantaged," there is no demonstrated achievement gap. The students in this subgroup have performed well, sometimes outperforming their "Non-Economically Disadvantaged" peers. This subgroup is defined by students receiving free and reduced meals.

North Carolina students in grades 3-8 must complete annual End-of-Grade tests in reading and mathematics. Students in grades 5 and 8 also must take End-of-Grade tests in science. Middle School students in Algebra I are required to take the 8<sup>th</sup> grade End-of-Grade test as well as the Algebra I End-of-Course test to complete requirements and receive high school credit. In addition, North Carolina schools may receive designations based on performance. These designations are awarded on the basis of the percentage of students performing on grade level and on whether students have learned as much as they are expected to within the year (growth.) Collettsville School, in the 2009-10 school year, received the designation of Honor School of Excellence. This indicates that at least 90% of the students perform at or above grade level, the school made Adequate Yearly Progress, and the students demonstrated "high growth."

The End-of-Grade tests are curriculum-based tests aligned with the North Carolina Standard Course of Study. The score ranges indicate if the student is prepared to be successful in the next grade level. Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in a subject area. At Achievement Level II, students demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level. Students that are designated as "proficient" have achieved a Level III or IV on the subject area test. Level III performance indicates that a student consistently demonstrates mastery and Level IV performance indicates that a student consistently performs at a superior manner clearly beyond that required to be proficient at the next grade level.

All of the assessment data for schools in the state of North Carolina can be found online on the Department of Public Instruction website. The data for Collettsville School is located at: <http://www.ncreportcards.org/src/schDetails.jsp?pYear=2009-2010&pLEACode=140&pSchCode=308>. These school report cards can be accessed for results dating back as far as the 2001-02 school year. Each year, the school sends a copy of the "snapshot" provided on the website to all parents or guardians so that parents will know exactly how the students in the school performed on the End-of-Grade tests. Other information, including

demographical data, teacher data, safety data, and other school statistics are available on the snapshot and website as well.

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

All grades, kindergarten through eighth grade, have data that can be analyzed and utilized in order to make effective decisions. State assessments administered at the end of the year are only one summative tool at a teacher's fingertips. In addition to each teacher's formative and summative assessments, the district provides testing opportunities that allow data to be collected and used.

In the kindergarten, first, and second grades, there are no state assessments to provide data. The district benchmarking establishes baselines for each student's progress. K-2 reading and math assessments are administered three times during the academic year. The assessments are aligned with the North Carolina Standard Course of Study and identify student understanding of foundational concepts. Based on this data, lessons are adjusted to differentiate for student needs. Progress Monitoring tools are used to track students' growth toward proficiency. The primary goal of grades K-2 is to ensure that all students are reading on grade level prior to entering third grade.

In grades three through eight, an online assessment program is utilized to routinely test students throughout the school year, with a final district-wide assessment held several weeks before the End-of-Grade tests are administered. The program utilizes the North Carolina Standard Course of Study to form the bank of test questions. Teachers can tap into the test bank for teacher-made assessments at any time to that can become part of the collected data. The district reserves questions to be used in the district-wide benchmarks administered throughout the school year.

The principal uses this data to assess which instructional approaches and methods are most successful and to identify students that may be at-risk. The Instructional Facilitator provides research-based resources to teachers as they begin to focus on identified areas of challenge and implement different teaching strategies. Working with the principal and the instructional facilitator, teachers utilize this data to determine what objectives may need re-teaching for all students as well as to determine what areas an individual student may need to relearn. For example, the first grade teachers have found certain at-risk students do not demonstrate mastery in phonemes learned in kindergarten, so they have added a remedial re-teaching component for learning phonemes. The teachers also use the data collected throughout the year in a formative manner to inform program planning and customize lessons for all students in order to differentiate instruction appropriately.

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

Student performance is communicated to the educational community in many different ways. The disclosure of results is timely and consistent. The information regarding student performance is also used in a formative manner by teachers and the administration. It is given to parents and community members in an informative and easy to understand format.

Annually, the N.C. Department of Public Instruction releases a "report card" on all schools in the state. A "snapshot" of the report card is available online as well. The report cards are released at the end of the academic year. Once the next year begins, a hard copy of the snapshot is printed and sent home to all parents. The results are also posted in the school for anyone to view at any time. The report card not only contains the overall End of Grade scores, but also a breakdown of those scores by all subgroups in the school. It contains information about teacher quality and retention and the school safety report is included in the report card as well.

Teachers keep parents informed about student progress regularly. Depending on the class and age of the student, progress reports are sent home weekly, monthly or at the mid-point of the grading period. The student's progress is documented and given to parents on report cards at the end of every nine week grading period. At that time, there is a scheduled "Report Card Pick-Up Night" so that parents and guardians can come to the school, receive the information, and sit down with teachers to discuss their child in a parent-teacher meeting.

Teachers receive timely data regarding student progress. With each benchmark test, teachers receive data within days that details each student's performance. Using a program that accesses the same bank of questions for district benchmarks, teachers conduct any formative assessments and can check student progress on any given objective. Teachers also have other resources such as End-of-Grade supplemental texts. These are used to work through assignments or to make assessments designed to be used formatively to inform lesson planning.

The principal works with teachers to analyze data from many sources. The Education Value-Added Assessment System provides growth data and predictive data about the school, teachers and students. This data is provided on demand at teacher request as well as when the principal accesses and reviews the available data.

#### **4. Sharing Lessons Learned:**

Sharing successful teaching strategies with other schools begins with strong communication, common priorities, and mutual respect among teams within Collettsville School. Teachers at Collettsville value collaboration and idea sharing. Regular meetings held with grade level members and with vertical alignment teams build a network for academic dialogue. Educators spend time exploring new teaching strategies and examining district initiatives, then, adapting them to their classrooms. Decisions from these sessions are based on meeting the individual needs of learners, a lesson that Collettsville always stresses when talking about their successes with others.

The high level of collaboration within Collettsville continues at the district level. Teachers are actively involved with district curriculum planning efforts. K-5 and 6-8 teachers work closely with the Elementary Education and Middle School Directors to review textbooks and update pacing guides annually. Teachers and the Instructional Facilitator attend bi-monthly District Grade Level and Content Area meetings. Collective discussions focus on the effectiveness of instruction in the classroom. Collettsville educators contribute by giving examples of techniques they use to improve student performance. The Principal attends monthly meetings with District administrators. Administrative meetings offer opportunities to consult with other school leaders and exchange information about school improvement.

Collettsville faculty also volunteers to work on district curriculum teams during the summer months. During these summer work sessions, teachers accomplish two goals. First, they ensure that they have current curriculum knowledge. Second, they are able to communicate the lessons that they have learned with other schools in the district.

Numerous teachers, the Principal, and the Instructional Facilitator, are often encouraged to plan presentations. At the request of the Elementary Director, third and fifth grade teachers instructed their colleagues in the use of EnVisions Math technologies. Furthermore, they shared ideas from their classroom experiences on district staff development days. Fourth grade procedures and strategies were recently highlighted for a local school in improvement status that is seeking effective models for academic improvement. Additionally, elementary teachers have worked with the Instructional Facilitator to create professional development opportunities for other K-8 schools in the county.

At the State level, Collettsville's accomplishments will be shared at the 2011 North Carolina Middle School Conference during a session entitled, "Implementing Middle School Philosophy for Academic Achievement." Further communication of Collettsville's success is encouraged by University connections. Intern and student teaching partnerships help perpetuate best teaching practices.

## 1. Curriculum:

Collettsville School implements the core curriculum as prescribed by our local LEA, the Caldwell County School District. In all subjects, teachers follow the mandates of the North Carolina Standard Course of Study (NCSCOS). Since the adoption of the Common Core Standards, teachers have begun to transition the NCSCOS goals and objectives to those of the Common Core. Teachers are encouraged to follow a “crosswalk” document to ensure that no gaps in curriculum, or in students’ learning, occur during this season of change. Teacher-developed countywide pacing guides are used as checkpoints to gauge the rate of progress toward fulfilling grade-level goals.

Sheltered Instruction Operation Protocol (SIOP) teaching methodologies are evident in K-8 classrooms. Clear learning targets are identified and are communicated to students in a variety of other ways, including visually and orally. Students are equipped to track their own learning progress through the use of charts, graphs and self-evaluations using rubrics and self-reflections. With teacher guidance, students are taught and then are expected to take responsibility for developing study skills that will result in their academic growth. Parents are included in regular conversations about curriculum goals for their children and are provided with resources to supplement classroom instruction.

Interdisciplinary planning between teacher teams is obvious, especially in grades four through eight. Continuing interdisciplinary conversations are common between core teacher and include extended curriculum teachers as well. One of the most significant aspects of Collettsville’s academic success is that teachers know their content and know how to communicate that content to their students so that students recognize its relevance to their lives.

A wide range of teaching strategies are demonstrated in Collettsville’s classrooms. Teachers use whole, small and individual instruction groupings and are sensitive to the developmental stages of their students and to individual learning styles. Movement and manipulatives are elements of many lessons. Furthermore, teachers incorporate Marzano’s academic learning strategies to deliver content. Vocabulary acquisition is emphasized, and teachers in all subject areas seek out methods to strengthen students’ background knowledge. From Kindergarten through grade 8, high levels of student engagement lead to significant learning gains.

In grades K-2, ELA curriculum focuses on learning to read. Teachers center instruction around the National Reading Panel’s Big Ideas when designing lessons. Letterland is utilized as the phonics curriculum, and Harcourt Trophies serves as the primary resource for core literacy instruction. Students’ achievement is measured through beginning, mid, and end year Dynamic Indicators of Basic Early Literacy Skills (DIBELS) benchmarks. When student deficiencies are noted, progress monitoring occurs, and research-based interventions are implemented. Basic narrative writing skills are expected to be mastered and are monitored through annual K-2 county assessments.

In grades 3-8, the ELA curriculum changes to a focus on reading to learn and an exploration of fiction and non-fiction literature. Harcourt Trophies and Houghton-Mifflin texts are used for core instruction, but teachers supplement the core with a wide range of print materials and technology resources, including eBooks and online magazines. Reading, speaking, listening, viewing and writing skills receive attention by ELA teachers.

Math curriculum at all grade levels aims to build students’ understanding of foundational math concepts building on a solid understanding of numbers and operations. Pearson Envisions and Investigations are core materials for K-5. Big Ideas are used by 6-8 students. K-8 graders have access to a variety of technology resources to accompany classroom instruction. Quantile scores are now available to aid in determining students’ skill levels.

Science and Social Studies curriculum follow the NCSCOS. Specific content vocabulary is emphasized. These subjects are often intertwined with ELA and Math lessons, and literacy instruction takes place through these content areas.

K-5 students attend music classes twice a week with a certified music educator. More than half of 6-8 students participate in daily band classes and may attend band clinics and district competitions. All students have opportunities to attend arts programs at a local venue and are encouraged to participate in school, county, and community musical and theatrical performances. A unique aspect of Collettsville's Arts curriculum is the guitar program for beginning and advanced students.

Classroom teachers incorporate visual arts projects with curricular areas. Students exhibit art work and compete at school and county levels.

Elementary students participate daily in either recess or physical education class lead by a full-time certified physical education teacher. Middle school students attend physical education classes a minimum of twice a week. Students may also participate in Jump Rope for Heart, Girls on the Run and school sports teams.

Spanish, provided by North Carolina Virtual Public Schools (NCVPS), is offered to middle school students. The school is working on ways to offer more high school credit classes and ways to enroll more students in those courses, most especially foreign language. There are plans to try to partner with the high school to offer foreign language opportunities to the elementary school.

## **2. Reading/English:**

At the beginning, middle, and end of each school year, teachers in K-2 utilize our county's K-2 assessments and perform research-based DIBELS testing to benchmark students' abilities. Teachers use this information to implement intervention strategies such as research-based Sonday, small group instruction and parent volunteers. Teachers use progress monitoring to monitor students to chart their improvement as they move towards benchmark levels. This approach to reading was selected because using assessment first can identify areas of weakness and instruction can be tailored to meet students at their individual levels.

Once assessments have been completed and interventions are in place, K-2 teachers utilize the North Carolina Standard Course of Study along with the adopted reading series and the research-based curriculum Letterland. This gives students daily phonics and reading opportunities to connect prior knowledge to new skills and information. Students are now learning to read.

Students in grades three through five use research-based programs. Benchmarking students helps teachers create probes to cover specific goals and objectives. Those students needing remediation use tools that include Study Island, Language!, and Accelerated Reader. Teachers in third through fifth grades use the North Carolina Standard Course of Study and the core curriculum to cover all reading skills necessary for student achievement. Teachers develop plans using the adopted reading series and Marzano's strategies to create complete oral, written, and visual texts that build on the foundations that were established in K-2. By fourth and fifth grade, students now working on informational texts, work to build their capacity to comprehend, analyze, criticize, respond, and reflect. Teachers begin to incorporate reading, and research with writing. Students are now reading to learn.

One key element to Collettsville students' reading success is the media center. Beginning in first grade and continuing through eighth grade students use the media center and Accelerated Reading for enhancement and/or remediation of comprehension and vocabulary skills. Students can read within their zone of proximity or guided reading. In grades three through eighth, these levels can be connected to Lexiles, which are provided by EOG tests. Due to the rural location and distance from the county library, the media center is also available to students during the summer. Students are now reading for life.

## **Secondary English 2b**

The Middle School language arts curriculum at Collettsville focuses on the North Carolina Standard Course of Study. For example, our language arts department focuses on problem-solution techniques in order to teach the students how to respond to situations in the future. In addition, our teachers evaluate a variety of genres, including public documents, so that the students are prepared to encounter a variety of materials. Understanding bias is emphasized through literature to encompass the life lessons in context. Teachers also incorporate technology in the classroom. With a belief that the world is changing quickly and the use of technology is vital for the success of our students in the future, teachers and students work together to use the technology interactively.

Collettsville also uses supplemental programs to enhance reading the language arts. For example, Accelerated Reader is used by students in order for them to have a choice of reading material, refine the reading skills, and set appropriate goals. Collettsville takes this program to a higher level by putting responsibility directly on the student to identify goals and reading needs. Students are allowed to set their own, individual goals. This program also improves the reading skills of students by having daily skill practice.

Literature circles and small groups also provide an avenue for student success by providing a strategy for all types of learners. If a student truly understands the material, s/he can teach the group, which is helpful for the lower level students while simultaneously reinforcing the material to upper level students. Working in groups and having specific jobs allows the students to capitalize upon their strengths and to promote teamwork as well as leadership.

No matter the reading level/achievement of a student, the staff at Collettsville wants to use strategies to make sure that success is possible. Because of this desire, our classrooms are equipped with computers that are used to view and read ebooks, Tumble Books, and audio books. Teachers can meet individual student needs.

Being a K-8 school marks Collettsville School as a special and unique place. Having multiple grade levels allows our reading curriculum to soar. Reading buddies are used between older and younger students in order to assist with reading skills and teach life lessons. From early literacy through secondary English, students build reading skills and learn life lessons through leadership. Students are now reading for appreciation and exploration.

### **3. Mathematics:**

The mathematics curriculum at Collettsville School reflects our unique situation of a K-8 setting. Although the North Carolina Standard Course of Study guides the direction of our instruction, it is the philosophy of our K-8 teachers that makes our program so successful.

Teachers do not limit their instruction to the textbook. A variety of resources and instructional tools are used to lead students to mastery of grade level concepts and skills, with emphasis also placed on maintaining skill mastery from former years. Teachers utilize math technology programs such as Study Island, Accelerated Math, and ClassScape to enhance student learning, offering the teacher and student instant feedback. The classroom teacher and technology instructor work hand in hand to integrate technology and math instruction. Teachers engage students in organized note-taking. Notes with teacher guided examples are filed in a portfolio to assist students with independent practice. This teaching tool provides parents with the opportunity to feel comfortable and confident in helping their child.

Students at Collettsville School begin developing a strong mathematical background in the elementary grades. Teachers and teacher assistants work closely with individual students to ensure proficiency of basic math facts and skills. Even in the early years much emphasis is placed on real- life problem solving. Our elementary teachers are the foundation of the building blocks that shapes our strong mathematics program. Teachers across the K-8 spectrum at Collettsville School make known their high expectations of all students. A positive attribute exhibited by all teachers is open communication between grade levels. It is evident that teachers genuinely care about the success of all students.

In an effort to allow all students to experience success in mathematics, teachers work diligently to improve the performance of below grade level students. Using data from formative assessments, teachers are able to target at risk students and develop a plan. Utilizing many intervention strategies, teachers work with these at-risk students to strengthen mathematics skills, become self -confident, and achieve success.

Collettsville's philosophy of teaching and caring for all children is evident in the many successes we experience. Our teachers and staff strive to provide each student with what it takes to become a strong and confident individual which will empower them to be a thinker and contributing adult in our future society.

#### **4. Additional Curriculum Area:**

Collettsville School believes that learning to use technology is essential to the success of 21<sup>st</sup> Century students. Due to our rural setting and economic reality over half of the students do not have access to high speed internet in their homes. We are committed to closing this digital divide. Our teachers and students engage with technology in various ways every day.

Elementary students use online resources provided with the Pearson Math textbook to practice and improve their math skills. Students are able to access their textbook online, complete assignments, and practice targeted skills. Teachers use online tools to organize topics, design assignments to meet individual needs and monitor student progress.

Middle school students participate in the Science Technical Engineering and Math (STEM) program Project Lead the Way (PLTW). Through PLTW students engage in project-based, collaborative experiences that establishes a background in engineering and technology and broadens their global awareness. We have a dedicated mobile computer lab for Project Lead the Way.

Our seventh graders use a video produced by ABC news to collect research for the North Carolina writing assessment. Students take notes, analyze and discuss what they see and hear on the video and then use that information as research for their writing.

All Collettsville students participate in weekly computer classes. Students in grades k-2 focus on learning basic computer skills. They use these skills to access activities that reinforce the curriculum. In grades 3-5 students are introduced to specific programs such as Type to Learn, Power Point and Microsoft Word. Students continue to use online resources to support the core curriculum. Middle school students focus on developing research skills. They use these research skills and technology tools to create and present projects in various curricular areas.

Our teachers understand the importance of technology to the 21<sup>st</sup> Century learner. In addition to our three computer labs, all classrooms have at least three computers and all classrooms are equipped with smart room technology. This technology allows teachers and students to use computers, projectors, and document cameras every day. Teachers and students use online programs such as Study Island, Pearson Math, Accelerated Reader and Accelerated Math daily to extend, reinforce and assess learning. Our students also have access to the virtual school where they can take foreign language and other high school courses.

Collettsville's technology curriculum puts its rural students on a path that is 21<sup>st</sup> Century bound!

#### **5. Instructional Methods:**

Instructional methods employed by Collettsville teachers are chosen with consideration to the characteristics and needs of students from a traditional, rural community. Teachers strive to broaden students' experiential knowledge and develop leadership and team-building skills with a focus on community responsibility. Instructional methods respect the values of the school community, yet are intentional in moving students toward 21<sup>st</sup> Century Goals.

Technology is employed as an intricate part of instruction by teachers and helps to bring a global perspective into the classroom. For example, content mastery is enhanced when students have access to virtual field trips, or when Google Maps are viewed in real time. Additionally, some teachers have chosen to use Skype sessions to make international connections for students. Teachers in grades 3 through 8 use online sources to instruct students in research skills and build their technological literacy.

At Collettsville, there is a strongly held belief that all students can and will learn. As a result of this expectation, the gap between the performance of subgroups and the general population is narrow. Differentiation occurs based on a student's academic strength or weakness as determined by data analysis. If a specific area of weakness is noted, multiple school faculty and staff are trained to facilitate remediation for students with research-based programs, such as Sonday and Language! Additional time, before, during or after school, is devoted to supplementing core instruction.

To differentiate for students' academic abilities and learning styles, student choice is often a component of instruction. Students are encouraged to pursue personal interests within the range of NCSCOS guidelines. Students may also be asked to cooperatively develop rubrics to use when their work is evaluated by the teacher. In addition, classwork and homework is assigned based on the needs of the individual to differentiate appropriately.

Each decision that teachers at Collettsville make about instructional methods is intentional. Teachers are open to exploring new strategies while holding to the methods with which they have had prior success. Building on past instructional successes and maintaining the desire for continual improvements, in conjunction with holding high expectations for all students, has produced high levels of student learning and achievement.

## **6. Professional Development:**

A professional development plan is written or revised at the beginning of each school year by the principal with input from the staff and district. The professional development opportunities are research-based and focus on best practices. The district schedules three early release days each school year so that students may be released from school and teachers participate in staff development. In addition at Collettsville School, the fourth Wednesday of every month is designated as a professional development day. After school, teachers meet to participate in ongoing staff development and professional learning communities.

The staff believes that for staff development to be meaningful and be implemented in the classroom, it must be ongoing rather than a one-day workshop. All possible staff development activities are weighed and measured against the vision and mission of the school as well as the school improvement plan. The principal regularly looks for implementation of the staff development in classroom walkthroughs and observations. Teachers also share successful implementation strategies with each other during facilitated discussions at the meeting of the professional learning community.

This year, the staff is participating in a book study of Marzano's book, "Classroom Instruction that Works," and teachers are leading each session. The book focuses on individualized and effective instructional strategies. Chapters have been divided among teachers paired together from different grades and those teachers facilitate the session on their particular section. In each session, teachers have been urged to share at least one specific plan that can be taken directly back to a classroom and used by the teachers the next day. The staff is also participating in ongoing staff development focused on using technology efficiently and integrating technology into the classroom for student interaction. The technology department at the district office even created a webpage for Collettsville School with the information from the professional development regarding technology so that teachers can readily access it. During these professional development courses, teacher worked directly on their class websites, student performance data, and programs/equipment to use in the classrooms with students. Teacher assistants and office personnel have also participated in the staff development.

In the classroom, the teacher is implementing the research-based strategies and techniques so that it directly affects student performance. Student learning is increased as the staff learns more ways to differentiate instruction and integrate technology.

## **7. School Leadership:**

Our philosophy at Collettsville School is that we meet students where they are. Rural students often come with limited background experiences and from generational poverty, which can limit a student's achievement. Breakfast, lunch, and food backpack programs are in place for the children. The Collettsville staff believes in caring for the whole child. After meeting the basic needs of students our principal and teachers can then begin to focus on improving student academic achievement.

The principal believes that teachers are professionals who work to do what is best for students. Teachers are expected to step-up to leadership roles such as department chairs, liaisons to county committees and attending staff developments. The principal is highly visible during the school day. She can be seen in and out of classrooms and about campus on a regular basis. The principal is seen as the curriculum leader. She often provides and facilitates on site staff development specific to the needs of the teachers and school. She also encourages teachers to present information gathered from off-site trainings to other staff members. This sharing on new resources builds a common knowledge base for teachers to use to improve student growth.

At Collettsville School we believe that decisions based on student learning should be made by reviewing available data. The principal, instructional facilitator and teachers disaggregate and analyze student data to guide instruction and remediation. This assures that support services are accessible not only to teachers and students but also to their families.

Collettsville School has a tradition in shared decision making. Administration actively seeks out the input of teacher leaders. Information collected in this manner is used to set school policy and procedures. An excellent example of this shared decision-making is our School Improvement Team (SIT). There are representatives for teachers in grades K-2, 3-5, 6-8, special area, parents, and assistants. Representatives keep their areas abreast of pending issues and report concerns to the SIT members by always working towards what is best for students.

Clear communication is the cornerstone of Collettsville's leadership philosophy. It fosters not only an academic network but also establishes a culture of sharing between administration, faculty, students and community. Through sharing, all stakeholders are aware of the common goals and high expectations and they work cooperatively to meet them. Community resources are an intricate part of meeting student and family needs. Above all, excellence is a daily expectation.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 3 Test: End of Grade

Edition/Publication Year: 2010 Publisher: North Carolina

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	94	98	94	88	95
Level IV	36	43	37	40	26
Number of students tested	32	50	54	41	38
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	89	95	91	90	90
Level IV					
Number of students tested	18	33	35	20	19
<b>2. African American Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>6.</b>					
Proficient					
Level IV					
Number of students tested					
<b>NOTES:</b> The state does not collect data on economically disadvantaged students disaggregated into "proficient" and "advanced" (Level III and Level IV).					

11NC1

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 3 Test: End of Grade

Edition/Publication Year: 2010 Publisher: North Carolina

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	88	94	82	95	95
Level IV	29	32	35	58	68
Number of students tested	32	50	52	40	38
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	83	91	77	95	90
Level IV					
Number of students tested	18	33	35	20	19
<b>2. African American Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>6.</b>					
Proficient					
Level IV					
Number of students tested					
<b>NOTES:</b> The state does not collect data on economically disadvantaged students disaggregated into "proficient" and "advanced" (Level III and Level IV).					

11NC1

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 4 Test: End of Grade

Edition/Publication Year: 2010 Publisher: North Carolina

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	96	98	73	63	48
Level IV	20	24	23	24	24
Number of students tested	45	49	46	38	48
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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	95	95	68	45	40
Level IV					
Number of students tested	32	32	22	20	25
<b>2. African American Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>6.</b>					
Proficient					
Level IV					
Number of students tested					
<b>NOTES:</b> The state does not collect data on economically disadvantaged students disaggregated into "proficient" and "advanced" (Level III and Level IV).					

11NC1

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: End of Grade

Edition/Publication Year: 2010 Publisher: North Carolina

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	91	94	56	90	81
Level IV	38	39	21	61	38
Number of students tested	45	49	46	38	48
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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	91	90	59	85	84
Level IV					
Number of students tested	32	29	22	20	25
<b>2. African American Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>6.</b>					
Proficient					
Level IV					
Number of students tested					
<b>NOTES:</b> The state does not collect data on economically disadvantaged students disaggregated into "proficient" and "advanced" (Level III and Level IV).					

11NC1

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 5 Test: End of Grade

Edition/Publication Year: 2010 Publisher: North Carolina

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	98	95	88	58	55
Level IV	35	26	39	10	10
Number of students tested	48	44	42	46	49
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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	95	95	83	52	50
Level IV					
Number of students tested	29	23	23	25	30
<b>2. African American Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>6.</b>					
Proficient					
Level IV					
Number of students tested					
<b>NOTES:</b> The state does not collect data on economically disadvantaged students disaggregated into "proficient" and "advanced" (Level III and Level IV).					

11NC1

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 5 Test: End of Grade

Edition/Publication Year: 2010 Publisher: North Carolina

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	90	84	64	87	86
Level IV	25	17	17	51	46
Number of students tested	48	44	42	46	49
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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	93	87	48	80	80
Level IV					
Number of students tested	29	23	23	25	30
<b>2. African American Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>6.</b>					
Proficient					
Level IV					
Number of students tested					
<b>NOTES:</b> The state does not collect data on economically disadvantaged students disaggregated into "proficient" and "advanced" (Level III and Level IV).					

11NC1

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 6 Test: End of Grade

Edition/Publication Year: 2010 Publisher: North Carolina

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	96	98	88	85	67
Level IV	23	43	23	30	30
Number of students tested	49	44	49	46	42
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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	95	94	81	76	69
Level IV					
Number of students tested	30	78	31	25	26
<b>2. African American Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>6.</b>					
Proficient					
Level IV					
Number of students tested					
<b>NOTES:</b> The state does not collect data on economically disadvantaged students disaggregated into "proficient" and "advanced" (Level III and Level IV).					

11NC1

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 6 Test: End of Grade

Edition/Publication Year: 2010 Publisher: North Carolina

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	92	89	79	96	91
Level IV	19	23	17	41	42
Number of students tested	49	44	49	46	42
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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	90	83	84	92	89
Level IV					
Number of students tested	30	18	31	25	26
<b>2. African American Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>6.</b>					
Proficient					
Level IV					
Number of students tested					
<b>NOTES:</b> The state does not collect data on economically disadvantaged students disaggregated into "proficient" and "advanced" (Level III and Level IV).					

11NC1

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 7 Test: End of Grade

Edition/Publication Year: 2010 Publisher: North Carolina

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	100	100	82	81	78
Level IV	42	31	30	26	26
Number of students tested	46	54	51	42	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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	95	95	73	72	82
Level IV					
Number of students tested	28	30	30	22	27
<b>2. African American Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>6.</b>					
Proficient					
Level IV					
Number of students tested					
<b>NOTES:</b> The state does not collect data on economically disadvantaged students disaggregated into "proficient" and "advanced" (Level III and Level IV).					

11NC1

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: End of Grade

Edition/Publication Year: 2010 Publisher: North Carolina

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	93	82	64	85	100
Level IV	52	31	32	58	65
Number of students tested	46	54	51	42	63
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	93	83	53	83	95
Level IV					
Number of students tested	28	30	30	29	27
<b>2. African American Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>6.</b>					
Proficient					
Level IV					
Number of students tested					
<b>NOTES:</b> The state does not collect data on economically disadvantaged students disaggregated into "proficient" and "advanced" (Level III and Level IV).					

11NC1

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 8 Test: End of Grade

Edition/Publication Year: 2010 Publisher: North Carolina

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	100	92	85	83	71
Level IV	46	33	31	22	22
Number of students tested	52	52	48	57	59
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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	95	86	77	83	69
Level IV					
Number of students tested	31	28	30	24	35
<b>2. African American Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>6.</b>					
Proficient					
Level IV					
Number of students tested					
<b>NOTES:</b> The state does not collect data on economically disadvantaged students disaggregated into "proficient" and "advanced" (Level III and Level IV).					

11NC1

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 8 Test: End of Grade

Edition/Publication Year: 2010 Publisher: North Carolina

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	89	67	64	95	88
Level IV	10	17	17	56	46
Number of students tested	52	52	48	57	59
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/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	84	71	88	60	94
Level IV					
Number of students tested	31	28	24	30	35
<b>2. African American Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>6.</b>					
Proficient					
Level IV					
Number of students tested					
<b>NOTES:</b> The state does not collect data on economically disadvantaged students disaggregated into "proficient" and "advanced" (Level III and Level IV).					

11NC1

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	97	97	85	77	66
Level IV	34	33	31	25	25
Number of students tested	272	293	290	270	300
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	15	15	13	2
Percent of students alternatively assessed	2	5	5	5	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	95	96	83	71	66
Level IV	0	0	0	0	0
Number of students tested	168	161	175	146	163
<b>2. African American Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>6.</b>					
Proficient					
Level IV					
Number of students tested					
<b>NOTES:</b> NCEExtend 2 is an alternative test for identified students during the End-of-Grade tests. In 07-08, the reading test was revised and renamed. Largest subgroup: Socio-economically Disadvantaged. All other subgroups less than 10.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	91	85	69	91	89
Level IV	28	27	24	54	51
Number of students tested	272	293	290	270	300
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	14	14	12	2
Percent of students alternatively assessed	2	5	5	4	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	89	86	64	88	89
Level IV	0	0	0	0	0
Number of students tested	168	161	175	147	163
<b>2. African American Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient					
Level IV					
Number of students tested					
<b>6.</b>					
Proficient					
Level IV					
Number of students tested					
<b>NOTES:</b> NCEExtend 2 is an alternative test for identified students during the End-of-Grade tests. In 07-08, the reading test was revised and renamed. Largest subgroup: Socio-economically Disadvantaged. All other subgroups less than 10.					

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