

**U.S. Department of Education**  
**2012 National Blue Ribbon Schools Program**  
**A Public School - 12NC7**

School Type (Public Schools):  
(Check all that apply, if any)

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Charter	Title 1	Magnet	Choice

Name of Principal: Mrs. Anna Moraglia

Official School Name: Park Road Montessori School

School Mailing Address: 3701 Haven Drive  
Charlotte, NC 28209-2120

County: Mecklenburg State School Code Number\*: 600492

Telephone: (980) 343-5830 E-mail: p492@cms.k12.nc.us

Fax: (980) 343-5858 Web site/URL:  
<http://schools.cms.k12.nc.us/parkroadES/Pages/Default.aspx>

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. Hugh Hattabough Superintendent e-mail:  
[hugh.hattabough@cms.k12.nc.us](mailto:hugh.hattabough@cms.k12.nc.us)

District Name: Charlotte-Mecklenburg District Phone: (980) 343-5139

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. Ericka Ellis-Stewart

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)

*\*Non-Public 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](mailto: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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12NC7

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12NC7

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district 101 Elementary schools (includes K-8)  
 (per district designation): 30 Middle/Junior high schools  
27 High schools  
1 K-12 schools  
159 Total schools in district
2. District per-pupil expenditure: 8473

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2011 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	28	38	66		<b>6</b>	12	15	27
K	38	40	78		<b>7</b>	0	0	0
1	28	27	55		<b>8</b>	0	0	0
2	38	38	76		<b>9</b>	0	0	0
3	25	44	69		<b>10</b>	0	0	0
4	31	23	54		<b>11</b>	0	0	0
5	27	23	50		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								475

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
4 % Asian  
20 % Black or African American  
6 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
66 % 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 2010-2011 school year: 3%

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, 2010 until the end of the school year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	16
(4)	Total number of students in the school as of October 1, 2010	478
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 5

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 15%

Total number of students who qualify: 71

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: 6%

Total number of students served: 30

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>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>5</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>19</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>7</u>	<u>0</u>
Paraprofessionals	<u>23</u>	<u>3</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>7</u>	<u>0</u>
Total number	<u>58</u>	<u>3</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:

24:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	95%	96%	96%	96%
High school graduation rate	%	%	%	%	%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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Park Road Montessori, located in Charlotte, North Carolina, is the first public Montessori school in North Carolina. Our program is in its 20<sup>th</sup> year of existence with many of the original teachers remaining with the school. Affiliated with the American Montessori Society (AMS), our school is a full magnet serving children from all areas of Mecklenburg County.

The campus is a rolling landscape of 26 acres and borders the Sugar Creek Greenway. The proximity to the greenway and its creek results in an expansive campus that allows for indoor and outdoor learning environments. The school facility was built in 1948 and became established as a neighborhood school in 1949. In 2004, Park Road succeeded in having our campus certified by the National Wildlife Federation as a Schoolyard Wildlife Habitat and was celebrated as the 2000th Habitat in the United States. This effort, along with individual classroom gardens, planting trees, composting and recycling, is one of the many ways we show our concern for our earth.

The Montessori Method is based on careful observation of, and respect for, the natural development of the child. It has been used to educate children in America and around the world for over 100 years. Our goal is to provide an optimal learning environment that is based upon this Montessori pedagogy that will guide, develop and nurture the individual child. Respect for the child is the foundation of Park Road Montessori's philosophy. Our staff believes strongly that the needs of the child come first: children, not subjects, are taught.

Our staff also believes in the importance of nurturing each child's intrinsic desire to learn. Within this environment, our students can begin their quest to become active, life-long learners. Furthermore, there is also a focus on social and emotional growth that helps students become better citizens of the world. The goal is for the child to ultimately take on the responsibility of his own growth, both academically and personally.

Beginning with the first day of school, our students are given freedom along with responsibility. In the Primary grades (ages 4 and 5), our students begin to develop lifelong habits which help them focus on, organize and find satisfaction in their work. In Lower and Upper Elementary (ages 6-9 and 9-12), those habits are further developed into a strong educational foundation because our students have now learned how to work independently and collaboratively, how to think, and how to see tasks through to completion. Expectations for doing one's best, working hard, and serving the community are part of the school's everyday life.

Park Road Montessori is a highly inclusive, supportive and welcoming learning environment where all students and members of the school community feel valued and cared for. Our students are polite and demonstrate the Montessori principles of "Grace and Courtesy." Students are actively and enthusiastically engaged in self-directed learning and are supported effectively by our teachers, Instructional Assistants and parent volunteers. Learning opportunities include independent learning, collaborative work and problem solving activities.

Park Road's student population is approximately 480 students Pre-K – 6. Our students come from six different ethnic backgrounds including: African-American (19.7%), White (66%), Asian (4.6%), Hispanic (6.7%), American Indian (.4%) and Multi-Racial (2.5%).

Our staff is comprised of 19 North Carolina licensed classroom teachers who are also Montessori-certified. Montessori certification requires two additional years of training. We also have special area and support staff who work collaboratively with classroom teachers to further enrich the educational

experiences of our children. All special area teachers and support staff bring years of experience and knowledge to our students and are North Carolina licensed. All of our teachers are considered by federal guidelines to be “Highly Qualified.” The educational accomplishments of our teachers varies from bachelor degrees, masters degrees, pre-dissertation to advanced degrees. We have twelve National Board Certified teachers. Many of our staff members began careers in other professional fields before becoming Montessori teachers. Each teacher works with an Instructional Assistant who helps to maintain the integrity of the classroom. Most of our Instructional Assistants have extensive training and many years of experience in the Montessori classroom.

Park Road Montessori has a tradition of high academic performance. For the 2010-2011 school year, 93% of our students were on or above grade level in Reading and 97.3% were on or above grade level in Mathematics. Park Road Montessori is a North Carolina Honor School of Excellence achieving Expected Growth.

Park Road Montessori is the recipient of the Magnet School of Excellence Award for 2012. This award is based on a commitment to high academic standards, curriculum innovation and successful diversity efforts and the consistent delivery of high quality education to students.

Due to our success in educating children, PRM has been the catalyst for the establishment of two additional Montessori elementary schools within the district as well as the newest addition of Sedgfield Montessori Middle School, the first of its kind in North Carolina.

Park Road Montessori is a true example of the collaborative effort that is necessary for educating our country’s children. Staff, students and the entire community work together to make sure that our school prepares students for the real world.

### 1. Assessment Results:

All elementary and middle schools in North Carolina must participate in the North Carolina End of Grade Testing Program (EOG), which tests all students in grades 3-8 in Reading, Mathematics and 5<sup>th</sup> and 8<sup>th</sup> grade Science. These assessments determine whether students are At or Above grade level (Proficiency Level III or IV), in those academic areas. The EOG's are based on the North Carolina Standard Course of Study curriculum.

Along with proficiency, the state also calculates how much growth is "expected" in a single year as well as how much growth is considered "high growth". These calculations are determined for each individual student. The district expectation is that students achieve at least a year or more of growth as determined by these standardized tests.

In addition to participating in the North Carolina assessment program, we also administer in-house formative tests to K-6 students in order to evaluate progress for the purpose of informing instruction. All students are assessed three times yearly. Assessments are based upon the scope and sequence of our pacing guides and Montessori alignment. Data obtained from these assessments helps determine students' levels of mastery of specific instructional objectives thus helping us target students for more intensive instruction. Grades K-2 use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to assess the fluency with which students perform in various pre-reading and early reading skills.

No Child Left Behind (NCLB) requires that all schools of the same type meet the same academic targets throughout the state, regardless of their baseline levels of performance. Park Road has consistently met all AYP targets for the past four years.

At the end of the 2006-2007 school year, Park Road Montessori had not made AYP and was considered by North Carolina to be a school of "No Recognition" due to not achieving High Growth overall. In an effort to address this weak performance, the new administration began to put more of a focus on the EOG's. This focus did not at all mean that teachers began teaching to the test or that students spent all of their time preparing to take the test. These efforts included: providing test taking skills to all students, discussing and analyzing assessment data, utilizing classroom teachers as testing administrators, etc. It truly was increasing the awareness of the test and what it entailed.

Since the 2007-2008, Park Road Montessori has consistently shown improvement in our EOG Mathematics Proficiency scores at all grade levels. In the same school year (2007-2008), the first year of the renormed Reading EOG assessment, our reading scores dipped slightly following a state trend. However, the following school year our scores rebounded and we have been able to maintain these scores.

In 2007-2008, our students had 81% Proficiency in Reading and 87% in Math. Over the course of the following years, we've been able to increase that percentage to 93% in Reading and 97% in Mathematics at the end of 2010-2011. Our students met the state's benchmark for expected growth and Park Road Montessori has been designated a North Carolina Honor School of Excellence for the third year in a row.

One area of disparity among sub-groups reported in AYP reports is the gap between our African American students and White students. We have worked steadily to close this gap over the last few years and had been successful until we saw a slight increase in this gap after the 2010-2011 EOG assessment was given. In order to address and close this particular achievement gap, administration and staff have put several strategies into place. We began this school year by identifying students who scored less than Proficient and analyzing their previous test data. The Data Team identified in which areas individual

student were weak and crafted a plan of action. The classroom teacher, where appropriate, developed a Personalized Education Plan (PEP) to address these targeted area(s). With the assistance of the Literacy Facilitator, the Academic Facilitator and other support staff, the students receive targeted instruction in small group settings. Students are grouped according to need in order to provide intensive remediation and/or enrichment. The classroom teacher and facilitator work together to ensure that the goals of the students' PEP are met.

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

Upon release of state assessment results each year, we analyze the data closely. In the short term we are looking for students who did not meet proficiency standards. Students are identified for purposes of remediation grouping for the retest that will follow. After this identification, a more in depth examination of the data takes place. We analyze student achievement levels and growth as well as overall classroom performance. The data team then convenes to determine whether we correctly targeted students for additional support prior to the EOG. We discuss our successes and areas for improvement.

In the long term, we use the EOG data to help plan instruction for the upcoming school year. Over the summer, administration delves into this data. This allows teachers to begin the school year with data specific to each student including projected scale scores, expected growth levels, areas of concern or enrichment. Administration also uses the EOG data to determine teacher strengths and needs. The performance goal report from the EOG is used to determine areas of strengths and weaknesses of each teacher. From this report, administration is able to direct a teacher struggling in a specific area to a colleague who is stronger.

By beginning the new school year with previous data disaggregated and analyzed, we are able to best meet the needs of all of our students with little down time. Also, we are at an advantage due to fact that our students remain with the same teacher for three years from first to third grade and fourth to sixth grade. Teachers are essentially able to pick up where most of their former students ended the previous year. Shortly after school begins in the fall, we administer an assessment to all third to sixth graders. These reading and math assessments cover all the information the student will be taught over the course the school year. The administration of this assessment allows teachers to map out a plan of instruction unique to each student. We provide instruction ranging from remediation of basic skills to instruction in critical thinking skills as well as enrichment opportunities based upon this data. In grades K-2, we also administer formative assessments three times yearly to help us fine-tune our instruction continually. We also use DIBELS to monitor students' early reading skills. Students who are shown to be in either the intensive or strategic ranges will receive additional support through our literacy facilitator. Students are progressed monitored either weekly or bi-weekly depending upon their assessment scores. Students continue to receive additional literacy support as long as there is a need. Consistent progress monitoring ensures that we are on meeting the needs of the students.

After we complete our winter assessments, the data team works together to create AYP target data specific to subject and grade level. Here we compile data using both the district teacher and principal portal which contains EOG results as well as data from our in house assessments. Based upon subgroups, we determine who is projected to not be proficient. We then calculate the number of students required to be proficient to reach the yearly AYP goal. From here we determine how many additional students need to be identified with high potential to be proficient. These students are typically students who are within one or two scale score points of being proficient on formatives and/or the previous year's EOG. Students that are identified often are already receiving additional support. Those who are identified will begin receiving more targeted instruction in area(s) indicated through various assessment data.

It is the belief of the professional learning community at Park Road that by following the child and providing quality teaching, all of our students can meet the goals set forth by the district, state and most importantly, themselves.

### **3. Sharing Lessons Learned:**

Due to Park Road's history of success as the first public Montessori school in North Carolina, we have often found ourselves in the position of being an example to other Montessori and traditional schools. We regularly welcome visitors from all areas of education who are interested in trying to duplicate what we have been able to develop over the past 20 years. Not only do we have visitors from local schools, we also have had visitors from all over the United States (i.e. Georgia, Louisiana, Wisconsin, etc.). We always embrace opportunities to share our knowledge and to learn from our guests.

Our school is also the internship site for various Montessori training programs throughout the country. Obtaining a Montessori credential involves at least two additional years of training beyond a four-year degree. A portion of that training is spent in a monitored classroom internship. Each year, Park Road is the learning environment for these interns because of our level of success as a public Montessori school.

The Park Road staff provides leadership and shares knowledge with fellow staff members through the practice of "Learning Walks." A Learning Walk consists of one representative from each area of the school (Primary, Lower and Upper Elementary, Instructional Assistants and Support Staff) spending the morning visiting classrooms. The observers may have one or two specific areas of focus as well as a concern shared with the group by the observed teacher(s). Once the observations are complete, the group meets with each observed teacher in order to discuss areas of strength as well as to make suggestions for improvement. This learning experience has been so successful that Teacher Talent Effectiveness leaders want the practice to become district-wide among all schools.

At a broader level, our teachers often present at local and national conferences in order to share their vast knowledge of Montessori. For example, one of our staff was a presenter recently at the South Carolina Montessori Alliance conference.

Technology is also being used as a method with which to share ideas and information. Teachers within Park Road Montessori have created a shared Wiki space in which they can ask each other for assistance, materials, or ideas. Furthermore, in an effort to improve communication and sharing between Montessori schools in the county, a Montessori Wiki has been developed for the use of all staff members of these schools.

### **4. Engaging Families and Communities:**

Park Road Montessori has progressed academically over the past five years. All stakeholders (students, staff, parents, community) are involved in the school in various ways to ensure that the students and our school are successful.

One particular collaborative effort that we use at our school involves the School Leadership Team. Our SLT includes staff members as well as parents who meet on a monthly basis (or more if necessary) in order to develop and monitor the School Improvement Plan. The SIP includes goals and strategies that are focused on increasing student achievement. The SLT uses data analysis and a School Self-Evaluation in order to determine our areas of strength and weakness. Goals are set based on the data and strategies implemented in an effort to help children become more successful. Monitoring occurs throughout the school year so that strategies can be modified when necessary.

Another support effort involves parents and the community. When students are struggling, one of our most successful strategies has been one-on-one or small group tutoring. We rely on the support of parent and community volunteers in order to implement this program. Parents often develop their specific program with the assistance of the classroom teacher. These tutors focus primarily on literacy and math. Also, parents and community volunteers have participated in various literacy workshops in order to

appropriately implement research-based reading programs (i.e. PALS). Moreover, our partnership with St. Peter's Episcopal Church allows community members to complete literacy training through the Augustine Project for Literacy. These tutors also provide support in reading, spelling and writing for our struggling learners.

Parent Education Nights are a third strategy that has proven successful in providing support for our students. Parent Education is crucial for a Montessori school as these opportunities promote understanding of Montessori principles and curriculum. Also, our parents are given guidance in how to best support Montessori in the home.

Parent involvement is essential to a successful Montessori school like Park Road Montessori. Through the gift of their time, talents, and energy, our parents enhance the offered programs and the school community.

## 1. Curriculum:

Maria Montessori's words reveal the child's need; 'Help me to do it by myself'." Park Road Montessori provides an environment that allows the child to develop the foundation of learning how to learn. Our knowledge is much greater in the 21<sup>st</sup> century. The only way that a child can learn to adapt and be successful in our ever-changing world is to know "how" to learn.

The curriculum is based on Montessori theory and practice: an integrated, thematic approach that joins separate disciplines together into studies of the physical universe, the world of nature, and the human experience. As a public school, we do address the North Carolina Standard Course of Study and will be transitioning into the Common Core Curriculum. National and state standards are considered to be a benchmark, but not the goal.

Our course of study encompasses the full substance of the traditional curriculum and goes beyond to teach children how to think clearly, do their own research, express themselves well in writing and speech, and to put their knowledge to practical education. Simply put, we teach children how to think. The curriculum is organized as an inclined spiral plane of integrated studies, rather than a traditional model in which the curriculum is compartmentalized into separate, discrete subjects with given topics considered only once at a given grade level. Lessons are introduced simply and concretely in the early years and are reintroduced several times during the following years at increasing degrees of abstraction and complexity. Children work at their own pace and learning style. We offer a warm, supportive academic atmosphere and we set a high level of expectation for the quality of thought, work, and mastery of content skill.

Observation of the children by our teachers is a key component of instruction and as our children enter the elementary years, teachers meet weekly with each child individually to discuss progress and future work.

The Montessori Core Curriculum is a framework with identified knowledge and concepts to be mastered as well as with specific learning outcomes. It is divided into the following areas of learning:

**Practical Life:** These activities (food preparation, silver polishing, etc) areas are designed to invite the child to act and work on real life tasks that foster independence, coordination, order and concentration. It is the doorway to the Montessori curriculum.

**Sensorial:** The sensorial materials are designed to aid the child in training and refining his five senses. Helping children to order, compare and classify sensory stimulation assists their intellectual development.

**Mathematics:** The central purpose of the math materials in the early years is to lay the foundation for later cognitive development and to prepare for the gradual transition to abstract thinking.

**Language:** Language development is of primary concern in the Montessori classroom. Many other disciplines, as well as large group activities, foster vocabulary development, communication skills, writing and reading readiness.

**Science:** Science is an integral element of the Montessori curriculum. It represents a way of life fostering a clear, systematic approach to thinking, gathering information and problem solving.

**Grace and Courtesy:** Grace and courtesy lessons are presented daily beginning on the first day of school. Children are drawn to these activities because of their sensitive periods for learning precise movements and social skills, as well as their need to adapt and belong to their particular culture.

Music/Creative Movement/Art: Music/movement/art education are important parts of the curriculum. These areas offer children ways to express themselves - feelings, experiences and ideas. Children attend a physical education and general music elective and an art class once a week; however, they also receive music and art instruction within their classrooms on a regular basis.

History/Geography/Cultural Awareness: History and geography are introduced as early as age four. Primary students work with specially designed maps and begin to learn the names of continents and countries. Moreover, children gain an awareness of the world around them by exploring other countries and their cultures. Elementary students study history from the stories of humans from pre-history through the present time, and are introduced to the concept that all humans throughout time have the same basic material and spiritual fundamental needs which fosters an appreciation of our connectedness as a human species.

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

Due to our multi-age classrooms, our youngest children in the primary level are exposed to those in class who are already reading. The total environment of the primary class tends to create and reinforce a spontaneous interest in learning how to read. Capitalizing on the child's developmental capacity for language acquisition, we use a total immersion approach, helping our youngest children develop a highly sophisticated vocabulary and command of the language. We introduce our children to literature by reading aloud and discussing a range of classic books and poetry. Our young children recognize the shape and phonetic sound of the alphabet through "sandpaper letters" a tactile alphabet.

In the Montessori approach writing precedes reading. This encoding before decoding begins by exploring sounds that compose words and relating them to the symbols of the alphabet. Ultimately, our children explore the sounds that compose words by relating them to the letters of the alphabet, which are individually isolated in compartments and subsequently chosen by the children when writing words. They begin to see that written words are actual thoughts set down on paper.

In the elementary classrooms, reading (as well as writing) is integrated into all of the various curricula. We do not use a purchased reading program, but instead rely upon teacher made materials and classic literature. For example, early exercises to practice reading and to gain the concept of the noun are done by labeling the environment. Verbs are read as commands that the children "act out" and as vocabulary increases, verbal commands involve full sentences and multiple steps, integrating science as well. Emerging readers decode specially selected small nonfiction books on topics of high interest in science, geography and other cultural studies. Interpretive reading for comprehension at ever increasing levels of difficulty continues through the elementary years. Additionally, teachers typically have a class read aloud as part of the class routine and culture. Small reading groups or book clubs are used to increase fluency, comprehension and appreciation. Additionally, we have two school-wide book clubs each month. Children from across the grades and classes meet over a picnic lunch and discuss the book, using the Paideia method of inquiry.

The aesthetic esthetic expression of language found in plays, poems and other forms of literature are explored in the elementary. Our children are introduced to and work with the logical and rational art of language, its structure, form and grammar. Children present poems, stories and research reports to other classes in the school, developing a natural sophistication with presentation skills and confidence.

SRA reading laboratory, Accelerated Reader and Study Island are available to our children as keys to enhance reading comprehension. These strategies promote the improvement of struggling students while also providing learning opportunities that challenge high achieving students. Additionally our faculty routinely correlates the Montessori reading/literacy curriculum with the national and state standards to ensure that our children are meeting the societal norms.

### **3. Mathematics:**

The central purpose of the math curriculum in the early years is to lay the foundation for later cognitive development and to prepare for the gradual transition to abstract thinking. The primary values of the earlier activities in mathematics are found in the ways our children transform ideas into actions with concrete materials. We believe that students who learn math by rote method typically do not have real understanding or ability to use it in everyday life. For our youngest children (pre-K) mathematics begins with an orientation to number sense, real word application by counting and sorting objects in the classroom environment, matching quantity to symbol by using the manipulative Montessori materials. Introduction to the decimal system is represented by specially prepared concrete materials that show the decimal hierarchy in three-dimensional, geometrical forms. Additional materials assist our children in linear counting. Development of the concept of all four mathematical operations and geometry begins in the early years with hands- on materials that make abstract concepts clear and concrete.

Elementary students study the fundamentals of algebra, geometry, logic and statistics by using concrete manipulative materials. The children extract arithmetic, geometric and algebraic formulas, function and interrelationships. Additionally our children render visual expressions and mathematical realities with colored pencils scissors and graph paper. Progressing from concrete to abstract at their own rate, our children sustain and gain solid understanding and confidence in math. Their mathematical studies are grounded in the evolution of how concepts developed within the context of history. For example, before being taught ratio, a child might study how Thales measured the pyramids based on measuring his own shadow and actual height or how the Egyptians used ropes to measure land after the Nile flooded each year, to introduce triangles. This study of the history of mathematics has further application in science, engineering, technology and economics.

Practical application problems begin with our youngest children and increase in difficulty as they progress in age and ability. They apply these skills in various other subject areas, especially science and language studies. Solving word problems and determining arithmetic operations from real life situations using money, measurement, time, etc. is a major focus.

Children in upper elementary work more abstractly, using the math manipulatives as tools to refresh memory and to creatively explore advanced extensions of earlier studies.

Upper elementary students have the opportunity to participate in Math Olympiad. Students at the elementary level are given the opportunity for further in-home practice with Study Island, a web program based on the North Carolina Standards. Our faculty routinely correlates the Montessori math curriculum with the national and state standards to ensure that our children are meeting the societal norms.

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

Other areas of study in our primary level include practical life, sensorial and cultural subjects. Our extensive sets of hands- on materials are designed to appeal to the senses and to inspire repeated activity. The practical life exercises include care of the person and of the environment. While refining motor skills and expanding concentration, our children express their love for their classroom and community by arranging flowers, washing a table and preparing snack. Through lessons in grace and courtesy, our young children at Park Road Montessori are invited into thoughtful behavior and good manners with lessons and practice with skills such as how to interrupt properly and walking around work rugs. The sensorial materials allow our children to match, order, taste, smell, touch, listen and or watch. The cultural studies are extensions of the sensorial and language activities: art music, geography, history, botany and zoology are integrated into a holistic approach to living and learning.

Additional areas of study in the elementary classroom are rooted in what Dr. Montessori termed Cosmic Education. "Cosmic" in this context means comprehensive, holistic, respectful, peaceful and

purposeful. The goals of cosmic education go beyond the usual goals of skill development. Children who complete the Cosmic Curriculum have a very clear understanding of the world, of human knowledge and of themselves.

Impressionistic stories, called Great Lessons are given each year at the elementary level. These lessons create the framework for all areas of study in the curriculum. Geography and Physical Sciences are explored in the elementary with a variety of hands on materials and experiments. Biology and Botany studies are complemented without beautiful outdoor gardens, walking paths and a creek. History and Social Studies are presented within the context of the interdependency of all life. The arts are presented as one of the fundamental needs of humans. Movement and art are incorporated into the everyday life and context of the classroom.

We offer our students afternoon classes of art, music, physical and health education, media and technology as well as band and Spanish. Children are also given the option of participating in before school extracurricular activities such as chess, martial arts, and pottery. Additionally, our school has an environmental specialist and we have received grants that have allowed both staff and students to enjoy and learn from visiting visual and performing artists of various genres and cultures.

## **5. Instructional Methods:**

Dr. Montessori formed her instructional methods based upon her medical knowledge of the stages of development and on her observation of children. Materials, lesson structure and classroom management spring from this pedagogy.

These methods are implemented in every classroom:

**Freedom and Responsibility:** Within limits, our children are free to choose their work, proceed at their own pace and move around and communicate with others. Limits are relative to the collective interest - children learn to have respect for the rights and safety of others and for their environment. The children learn to make reasoned choices based on a framework of self-discipline.

Real learning takes place through the spontaneous activity of children in an environment which promotes a joy of learning and the development of self-discipline. Such an environment develops intrinsic motivation and leads children to become active learners who are able to learn through experience and apply acquired knowledge to new situations.

**A Prepared Environment:** Believing the environment should aid and foster development throughout life, Maria Montessori designed a classroom environment that offers the essential elements for optimal development. Our children are free to respond to their natural tendency to work. The key components of this prepared environment comprise the children, the teacher and physical surroundings including the specifically designed Montessori materials.

**Lesson Presentation:** For the young child in Primary, lessons are generally given individually. At the elementary level, lessons tend to be presented in a small group setting.

These presentations enable our teachers to quickly gauge individual student interest and comprehension. The brevity of the lessons leaves time for the child to do his own exploration and manipulation, leading towards mastery of the subject. This approach follows the natural progression of learning, asking for information only when the child has demonstrated that he understands, thus ensuring more confidence and a sense of accomplishment.

**Variety of Lessons and Materials:** There is rarely only one way to present a single concept. For instance, there are several materials and presentations dedicated to mastery of the multiplication tables (a few

examples are multiplication and layout with bead bars, finger charts, decanomial golden bead material comprised of beads, bars, squares, and cubes, multiplication board, stamp game, bead frame, checkerboard, squaring and cubing bead chains, and multiplication booklets). This variety of choice appeals to a child of the elementary age, and leads to repetition which engages the child's interest and leads to deeper understanding of the concept. If a child has difficulty mastering a concept, the variety of materials allows for alternative routes of understanding.

**Multi-age Classrooms:** Classes have children of mixed ages. Our younger children have the opportunity to learn by observation and absorption of the work of older children, while the older children also have opportunities to teach the younger ones, thereby acquiring a greater depth of understanding as well as greater confidence and competence.

All of our classes have mixed abilities as well. Children are challenged according to their ability and competition is minimized. Exceptional children are mainstreamed into the regular classroom and we use an inclusion/catalyst model where specialists serve the children within the context of the regular day. Multiple intelligences and learning styles are nurtured at PRM. Children who struggle are given extra support by trained volunteer tutors or by teaching specialists.

**Three Hour Work Cycle:** Another component of our instruction is the uninterrupted three-hour work cycle. Both the adults and children respect concentration and try not to interrupt anyone who is engaged in concentrated, purposeful work. Protecting uninterrupted time for lessons and practice each day allows children the opportunity to deepen and extend their understanding. There is time for project and research work which often goes beyond teacher expectation.

## **6. Professional Development:**

Park Road Montessori is responsible for providing professional development for our staff. Our PTO is extremely supportive in this venture and helps to fund these learning opportunities that allow staff to continuously improve at their craft. Professional development needs are identified in conjunction with the entire staff and they focus on whole school needs as well as individual or small group needs. This collaboration helps build a positive school culture promoting continuous learning for all.

The PRM Professional Development plan is two-fold for our staff. The first strand is always Montessori-based and includes participation of the entire teaching staff. Each year, we welcome a Montessori consultant who may spend up to a week in the school visiting classrooms and meeting with teachers. We are able to get feedback about the authenticity and effectiveness of our program as well as participate in refresher courses in different academic areas. For example, based upon staff input and identified needs, Montessori teachers enjoyed time with a public Montessori school principal and a trained Lower El teacher this year. The entire staff spent time with the Montessorians in the morning and the afternoon focused on Lower El and Upper El needs in geometry and writing. The afternoon session was based upon entire staff input and the decision was made based upon the needs of the school. We have benefited from cross-grade level experiences, better understanding the scope and sequence of learning at various grade levels. By designing our own staff development offerings, we can tailor our learning toward our greatest needs.

The second strand of Professional Development is based upon individual teacher needs and interest. Our teachers may participate in PD opportunities that are offered either in house or by other credentialed Montessorians. Individual PD may be Montessori-based or it may be focused on a more traditional method of education. For instance, based upon the interest of a group of staff members, our Literacy Facilitator offered a seminar on Higher Level Questioning. Park Road teachers may also choose to attend district offered in-service as well as Regional or National Montessori Conferences such as the American Montessori Society Spring Conference.

All teachers at Park Road Montessori create yearly Professional Development Plans (PDP's) in which they set professional and personal goals for themselves. These goals are aligned with our School Improvement Plan and each teacher's PD choices are aligned with the goals of these PDP's. All professional development is ongoing and job-embedded. At staff meetings, grade level committees share best practices and train staff on innovative strategies supporting Montessori methods. After utilizing best practices shared in the classroom, teachers discuss reflection results of implementing innovative ideas into classroom lessons, thus strengthening the teaching and learning process. Administrators and teachers can monitor teacher growth through observation and feedback. Daily Montessori assessment as well as periodic formative assessment can also monitor student achievement progress and how it directly relates to PD effectiveness. One goal for all teachers this year is to create an alignment of the new Common Core Standards with the Montessori curriculum.

One other important aspect of our Professional Development Plan is the Montessori practice of Parent Education. Although the main audience of PD is the school staff, we also plan Parent Education Nights throughout the school year in an effort to better inform parents about the Montessori philosophy. This training is a critical aspect of a Montessori school parents were not educated in a Montessori setting and need Professional Development to better support their children at home and in a Montessori environment at school. School staff guide these events; however, we also have Montessori guest speakers for parents at least once a year.

Professional Development training is focused on teacher-made goals and needs and it supports Montessori educational practice. The aim of our Professional Development plan is improved learning and teaching so that we can create the optimal learning environment for our students.

## **7. School Leadership:**

At Park Road Montessori, we believe that every student deserves the opportunity to be successful in every facet of life. Our principal and the leadership team (Assistant Principal, Literacy and Academic Facilitators, Councilor, etc.) have created a safe, inclusive learning environment where diversity is celebrated and where students are engaged in and enjoy their learning. The Montessori principles of "grace and courtesy" are evident in all aspects of the school's culture with consistently positive and respectful interactions characterizing relationships in our school. In addition, the leadership team has established clear, effective routines and procedures to ensure that the school runs smoothly and efficiently.

Our administration has implemented and continues to nurture an environment that is collaborative. For example, teachers are given opportunities to contribute to strategic planning through their role in developing the School Improvement Plan (SIP). Also, Park Road's Professional Development provision is identified in consultation with teachers and focuses on both whole-school and individual teacher/ team needs. All staff and teachers at Park Road Montessori are highly qualified, well-trained, caring professionals who actively participate in school decision making and whose opinions are welcomed and valued by the principal. Sharing responsibility for leadership requires courage from our staff members and encouragement from the principal. Furthermore, the shared leadership has ensured that everyone believes in the mission and vision of the school and that everyone does her part in helping to make the mission and vision a reality.

Administrators are visible around the school and are involved in weekly Professional Learning Community (PLC) meetings. This involvement and support has resulted in strong professional learning communities that are focused on continuous school improvement and improved learning and teaching.

A Montessori school can only reach its fullest potential for students if it fully and authentically implements the Montessori philosophy. This implementation requires a successful partnership between the Montessori practices and the guidelines of a large public school system such as Charlotte Mecklenburg Schools. The administrators at Park Road work effectively as advocates for the Montessori

approach and they fully support the implementation of a true Montessori program. Furthermore, in adhering to the Montessori directive of “Follow the child,” the school is developing and tailoring the effective use of traditional approaches (i.e. Formative Assessments, Achieve 3000, Study Island, etc.) to meet the school’s needs as required.

Park Road Montessori is successful because the entire staff, starting with the principal, is student-focused. That focus is reflected in the daily action of our teachers, staff, parents and the entire school community. It is clearly evident through the success of our students that there is a mutual respect among all stakeholders and that this respect is the foundation of the leadership at our school.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: North Carolina End of Grade Mathematics

Edition/Publication Year: Varies Publisher: North Carolina Department of Instruction

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Level III/Level 4	97	95	95	94	87
Level 4	51	50	58	50	29
Number of students tested	61	62	60	50	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level III/Level 4					0
Level 4					0
Number of students tested				6	
<b>2. African American Students</b>					
Level III/Level 4	83	86	82	93	68
Level 4	33	14	53	47	7
Number of students tested	12	14	17	15	15
<b>3. Hispanic or Latino Students</b>					
Level III/Level 4					
Level 4					
Number of students tested	3	1	2	1	
<b>4. Special Education Students</b>					
Level III/Level 4			80		
Level 4			50		
Number of students tested	4	3	10	9	1
<b>5. English Language Learner Students</b>					
Level III/Level 4					
Level 4					
Number of students tested	1	2			
<b>6. White</b>					
Level III/Level 4	100	98	97	100	94
Level 4	59	67	60	52	35
Number of students tested	41	42	37	25	34
<b>NOTES:</b>					
Starting in the 2009-10 school year, schools no longer receive student achievement data for the Economically Disadvantaged sub group.					

12NC7

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: North Carolina End of Grade Reading Comprehension

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Level III/IV	92	95	92	86	96
Level IV	46	45	38	42	73
Number of students tested	61	62	60	50	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level III/IV					
Level IV					
Number of students tested				6	
<b>2. African American Students</b>					
Level III/IV	58	86	82	73	67
Level IV	17	14	53		7
Number of students tested	12	14	17	15	15
<b>3. Hispanic or Latino Students</b>					
Level III/IV				0	0
Level IV				0	0
Number of students tested	3	1	2		
<b>4. Special Education Students</b>					
Level III/IV			80		
Level IV			50		
Number of students tested	4	3	10	8	7
<b>5. English Language Learner Students</b>					
Level III/IV					
Level IV					
Number of students tested	1	2			
<b>6. White</b>					
Level III/IV	100	98	95	92	100
Level IV	52	57	51		85
Number of students tested	41	42	37	25	34
<b>NOTES:</b>					
Starting in the 2009-10 school year, schools no longer receive student achievement data for the Economically Disadvantaged sub group.					

12NC7

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: North Carolina End of Grade Mathematics

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Level III/Level IV	98	96	96	88	73
Level IV	49	55	40	50	22
Number of students tested	55	49	48	48	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level III/Level IV				0	40
Level IV				0	0
Number of students tested					10
<b>2. African American Students</b>					
Level III/Level IV	100	94	87	75	48
Level IV	18	57	7	0	5
Number of students tested	11	16	15	12	21
<b>3. Hispanic or Latino Students</b>					
Level III/Level IV					
Level IV					
Number of students tested	1	1	3		
<b>4. Special Education Students</b>					
Level III/Level IV					
Level IV					
Number of students tested	2	5	8	3	6
<b>5. English Language Learner Students</b>					
Level III/Level IV					
Level IV					
Number of students tested	1		2		
<b>6. White</b>					
Level III/Level IV	98	96	100	90	89
Level IV	60	57	63	63	33
Number of students tested	40	28	24	30	27
<b>NOTES:</b>					

12NC7

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: North Carolina End of Grade Reading Comprehension

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Level III/Level IV	95	94	96	90	92
Level IV	44	57	38	27	63
Number of students tested	55	49	48	48	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level III/Level IV				0	70
Level IV				0	30
Number of students tested					10
<b>2. African American Students</b>					
Level III/Level IV	91	94	87	67	81
Level IV	9	57	13	8	43
Number of students tested	11	16	15	12	21
<b>3. Hispanic or Latino Students</b>					
Level III/Level IV					
Level IV					
Number of students tested	1	1	3		
<b>4. Special Education Students</b>					
Level III/Level IV					
Level IV					
Number of students tested	2	5	8	5	6
<b>5. English Language Learner Students</b>					
Level III/Level IV					
Level IV					
Number of students tested	1		2		
<b>6. White</b>					
Level III/Level IV	95	93	100		95
Level IV	53	57	50		78
Number of students tested	40	28	24		27
<b>NOTES:</b>					

12NC7

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: North Carolina End of Grade Test Mathematics

Edition/Publication Year: Varies Publisher: North Carolina Department of Instruction

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Level III/Level IV	96	91	97	79	69
Level IV	33	26	47	26	13
Number of students tested	46	42	38	42	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level III/Level IV					31
Level IV					15
Number of students tested				8	13
<b>2. African American Students</b>					
Level III/Level IV	88	77		56	53
Level IV	25	7		6	6
Number of students tested	16	13	7	16	17
<b>3. Hispanic or Latino Students</b>					
Level III/Level IV					
Level IV					
Number of students tested	1	1			
<b>4. Special Education Students</b>					
Level III/Level IV					
Level IV					
Number of students tested	3	4	1	1	
<b>5. English Language Learner Students</b>					
Level III/Level IV					
Level IV					
Number of students tested		2			
<b>6. White</b>					
Level III/Level IV	100	96	96	91	85
Level IV	36	32	54	39	15
Number of students tested	28	22	26	23	26
<b>NOTES:</b>					

12NC7

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: North Carolina End of Grade Reading Comprehension

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Level III/Level IV	91	93	95	92	98
Level IV	35	24	32	43	67
Number of students tested	46	42	38	37	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level III/Level IV					92
Level IV					46
Number of students tested				3	13
<b>2. African American Students</b>					
Level III/Level IV	94	85			94
Level IV	31	8			53
Number of students tested	16	13	7	7	17
<b>3. Hispanic or Latino Students</b>					
Level III/Level IV					
Level IV					
Number of students tested	1	1			
<b>4. Special Education Students</b>					
Level III/Level IV					0
Level IV					0
Number of students tested	3	4	1	1	
<b>5. English Language Learner Students</b>					
Level III/Level IV					
Level IV					
Number of students tested		2			
<b>6. White</b>					
Level III/Level IV	89	96	96	88	100
Level IV	39	27	39	52	77
Number of students tested	28	22	26	25	26
<b>NOTES:</b>					

12NC7

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: North Carolina End of Grade Mathematics

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May			
<b>SCHOOL SCORES</b>					
Level III/Level IV	100	100			
Level IV	25	44			
Number of students tested	24	23			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level III/Level IV					
Level IV					
Number of students tested					
<b>2. African American Students</b>					
Level III/Level IV					
Level IV					
Number of students tested	8	4			
<b>3. Hispanic or Latino Students</b>					
Level III/Level IV					
Level IV					
Number of students tested					
<b>4. Special Education Students</b>					
Level III/Level IV					
Level IV					
Number of students tested	3	1			
<b>5. English Language Learner Students</b>					
Level III/Level IV					
Level IV					
Number of students tested	2				
<b>6. White</b>					
Level III/Level IV	100	100			
Level IV	31	56			
Number of students tested	13	18			
<b>NOTES:</b>					
There are no sixth grade scores before 2009-2010 as we were a PK-5 school.					

12NC7

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: North Carolina End of Grade Reading Comprehension

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May			
<b>SCHOOL SCORES</b>					
Level III/Level IV	96	92			
Level IV	25	39			
Number of students tested	24	23			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level III/Level IV					
Level IV					
Number of students tested					
<b>2. African American Students</b>					
Level III/Level IV					
Level IV					
Number of students tested	8	5			
<b>3. Hispanic or Latino Students</b>					
Level III/Level IV					
Level IV					
Number of students tested					
<b>4. Special Education Students</b>					
Level III/Level IV					
Level IV					
Number of students tested	3	1			
<b>5. English Language Learner Students</b>					
Level III/Level IV					
Level IV					
Number of students tested	2				
<b>6. White</b>					
Level III/Level IV	92	90			
Level IV	31	40			
Number of students tested	13	20			
<b>NOTES:</b>					
There are no sixth grade scores before 2009-2010 as we were a PK-5 school.					

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Level III/IV	97	94	95	87	76
Level IV	42	44	49	42	21
Number of students tested	186	176	146	140	154
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level III/IV	0	0	0	71	34
Level IV	0	0	0	21	8
Number of students tested	0	0	0	14	23
<b>2. African American Students</b>					
Level III/IV	91	87	87	74	55
Level IV	25	25	28	18	5
Number of students tested	47	47	39	43	53
<b>3. Hispanic or Latino Students</b>					
Level III/IV					
Level IV					
Number of students tested	5	3	5	1	0
<b>4. Special Education Students</b>					
Level III/IV	83	84	84	77	
Level IV	41	23	47	27	
Number of students tested	12	13	19	13	7
<b>5. English Language Learner Students</b>					
Level III/IV					
Level IV					
Number of students tested	4	4	2	0	0
<b>6.</b>					
Level III/IV	99	97	97	93	89
Level IV	51	55	59	52	28
Number of students tested	122	110	87	78	87
<b>NOTES:</b>					

12NC7

# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Level III/IV	93	93	94	89	95
Level IV	39	42	36	36	67
Number of students tested	186	176	146	135	154
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level III/IV	0	0	0		82
Level IV	0	0	0		39
Number of students tested	0	0	0	9	23
<b>2. African American Students</b>					
Level III/IV	85	89	84	76	81
Level IV	21	27	28	5	36
Number of students tested	47	48	39	34	53
<b>3. Hispanic or Latino Students</b>					
Level III/IV					
Level IV					
Number of students tested	5	3	5	0	0
<b>4. Special Education Students</b>					
Level III/IV	91	84	84	78	77
Level IV	24	30	42	14	53
Number of students tested	12	13	19	14	13
<b>5. English Language Learner Students</b>					
Level III/IV					
Level IV					
Number of students tested	4	4	2	0	0
<b>6.</b>					
Level III/IV	94	94	96	90	98
Level IV	47	48	47	26	80
Number of students tested	122	112	87	50	87
<b>NOTES:</b>					

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