

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Mr. Ron Kiviniemi
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Pisgah Forest Elementary
(As it should appear in the official records)

School Mailing Address 1160 Ecusta Road
(If address is P.O. Box, also include street address)

Brevard North Carolina 28712-7579
City State Zip Code+4 (9 digits total)

Tel. (828)877-4481 Fax (828)884-2551

Website/URL <http://www.transylvania.k12.nc.us/schools/pfe/pfeindex.htm>
E-mail rkivinie@transylvania.k12.nc.us

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

(Principal's Signature) Date _____

Name of Superintendent Dr. Sonna Lyda
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Transylvania County Schools Tel. (828)884-6173

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Teresa McCall
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

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 of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as “persistently dangerous” within the last two years. To meet final eligibility, the school must meet the state’s adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 4 Elementary schools
 2 Middle schools
 0 Junior high schools
 2 High schools
 1 Other (6th–12th grade alternative school)
- 9 TOTAL
2. District Per Pupil Expenditure: \$6914.00
- Average State Per Pupil Expenditure: \$6696.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 3 Number of years the principal has been in her/his position at this school.
- If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	38	47	85	7			
1	38	45	83	8			
2	38	49	87	9			
3	55	37	92	10			
4	34	43	77	11			
5	45	43	88	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							512

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|---------------------------------|
| 90 | %White |
| 5 | %Black or African American |
| 3 | %Hispanic or Latino |
| 2 | %Asian/Pacific Islander |
| 0 | %American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 16.01%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	38
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	40
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	78
(4)	Total number of students in the school as of October 1	487
(5)	Subtotal in row (3) divided by total in row (4)	0.1601
(6)	Amount in row (5) multiplied by 100	16.01

8. Limited English Proficient students in the school: 3.5%
 Number of languages represented: 4
 Specify languages: Spanish, Vietnamese, Chinese, Tagalog

9. Students eligible for free/reduced-priced meals: 46%

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 9.8%
50 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>21</u> Speech or Language Impairment
<u>8</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness
	<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>1</u>	<u>0</u>
Classroom teachers	<u>24</u>	<u>0</u>
Special resource teachers/specialists	<u>10</u>	<u>4</u>
Paraprofessionals	<u>20</u>	<u>0</u>
Support staff	<u>5</u>	<u>9</u>
Total number	<u>60</u>	<u>13</u>

12. Average school student-“classroom teacher” ratio: 21.3

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	97.1	96.9	96.6	96.7	96.9
Daily teacher attendance	96.6	97.4	95.9	96.5	95.5
Teacher turnover rate	2.7	5.6	2.8	2.8	9.9
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

Part III – Summary

Pisgah Forest Elementary (PFE) is the second largest of only four elementary schools in Transylvania County with 512 students in grades kindergarten through fifth grade. The student population is 90% White or multi-racial, 5% Black, 3% Hispanic, and 2% Asian/Pacific Islander. Limited English Proficient students of four different language groups constitute 3.5% of the student population. There is an open enrollment policy within the county schools resulting in students from other attendance districts transferring to PFE. Children from all socio-economic groups are a part of the Pisgah Forest Elementary School community.

The school is located less than one mile from the entrance to Pisgah National Forest. The school was built in 1990, replacing two smaller schools. The community took great pride in the new school and immediately became involved in supporting the students and staff. The school was built next door to the new county recreation facility, so many community activities take place in and around the school. As parents and educators from the two former schools came together as a new school family, the Ranger Organization of Parents and Educators (ROPE) was created and the students became known as the Pisgah Forest Rangers. Ranger Pride became the theme with the total community involved in providing a quality education for every child with an emphasis on academic excellence.

From the opening of the school until the present, there has been an upward trend in overall test scores. Schools in North Carolina are recognized each year according to the percentage of students reaching the level of proficiency in the areas of reading, math and writing with additional recognition for high growth in each area. Pisgah Forest Elementary has been recognized as a School of Distinction for four years in a row beginning with the 1997-98 school year and then two years as a School of Excellence with High Growth (2001-2002 and 2002-2003). Additionally, PFE reached all AYP (Adequate Yearly Progress) goals as set by the No Child Left Behind initiative.

Over the past four years, the two major industries in Transylvania County have closed leaving many families with one or both parents unemployed. New challenges have faced the school as a result of the plant closings. The financial strain has raised the free and reduced lunch numbers to 46%. A Universal Breakfast Program was put in place for all the county schools providing free breakfast for all children. Many unemployed parents have enrolled in Blue Ridge Community College to be retrained for other jobs leaving less time for homework help for their children. A homework lab and flexible remediation times are provided to meet these needs.

The mission of Pisgah Forest Elementary involves all of the stakeholders working together to meet the needs of all children as they become independent thinkers, lifelong learners and productive citizens. The School Improvement Team, a support group made up of parents, staff and community members, established the mission of the school. Additionally, each classroom community adopts its own mission aligned with the school mission. Students are involved in knowing what the goals are in each academic area and tracking individual progress toward those goals. An active media center provides books, materials, and equipment to support the goals. Over the past five years, the entire print collection has been reviewed and renewed with over one-third of the collection being replaced with new books. In addition to print media, students are guided to access online information in a 30-station computer lab or at one of five computers in each classroom, all networked and Internet connected. The media center has a professional support section and a parent support section with resources to address different topics as all stakeholders work together to meet the needs of all children.

The PFE staff includes 24 classroom teachers, four at each grade level, who are supported by 10 resource teachers or specialists, 20 paraprofessionals and a host of parent and community volunteers. Many of the community volunteers are from the large retired population living in the county. They have donated their time, experience and financial resources to support the school.

Pisgah Forest Elementary is a school with visionary leadership, a highly qualified staff, and strong community support. Students are actively engaged in learning and the results are evident in the assessment results. PFE would be a fine example to other schools and would welcome the honor of being named a Blue Ribbon School.

PART IV – INDICATORS OF ACADEMIC SUCCESS

During the final weeks of each school year, students in grade 3, 4 and 5 take the state-required multiple-choice North Carolina End-of-Grade tests in Reading and Mathematics. The scores on the tests are one way to assess how well each child is doing in school and how the school as a whole is doing compared to other schools in North Carolina. The North Carolina-developed tests are closely aligned with the state-mandated curriculum described in the North Carolina *Standard Course of Study*, which is closely aligned with national curriculum standards. The end-of-grade tests have two primary purposes. The first is to provide an accurate measurement of individual student skills and knowledge as specified in the North Carolina *Standard Course of Study*. The second is to provide an accurate measurement of the knowledge and skills attained by groups of students for the school, the school system, and the state for the North Carolina Accountability Program. Four achievement levels represent predetermined performance standards and are reported for each student in reading and in math.

Level I: Students performing at this level do **not** have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.

Level II: Students performing at this level demonstrate **inconsistent** mastery of knowledge and skills in the subject area and are **minimally** prepared to be successful at the next grade level.

Level III: Students performing at this level **consistently demonstrate** mastery of the grade-level subject matter and skills and are **well-prepared** for the next grade level.

Level IV: Students performing at this level consistently perform in a **superior** manner **clearly beyond** that required to be proficient at grade-level work.

For the 2002-2003 school year, 96.7 per cent of the students in grades 3, 4, and 5 at Pisgah Forest Elementary achieved at Level III or Level IV in both reading and math, indicating that they were clearly well-prepared for the next grade level. The remaining 3.3% were not forgotten. Remediation, a second opportunity to take the test or summer school resulted in all students proving themselves proficient for the next grade level.

An analysis of the past five years scores yields some interesting information. There were 82.1 percent of the third grade students in 1998-1999 at or above the proficient level (III or IV) in reading. That same group of students in 1999-2000 as fourth graders had 89.3 percent at or above the proficient level. As fifth graders in 2000-2001, 94.6 percent of the group scored at or above that desired level of proficiency. There certainly were minor variations in the class make-up due to students moving in or out of the school; however, the increasing proficiency rate was certainly the result of teachers using the assessment information to adjust instruction and target students who needed interventions or modifications. The same trend occurred over the last three years, with the third grade group beginning with 88.9 percent in reading (2000-2001), fourth grade at 96.7 percent (2001-2002), and fifth grade at 100 percent (2002-2003). The same trend occurred from grade level to grade level in the area of math with one occasion when the class dropped from 100 percent proficiency to 98.9 percent the following year. It was noted that for those three years, the percentage of students scoring at the advanced level according to state standards had increased from 48.9 percent to 69.5 percent to 94.3 percent by fifth grade. This was the result of teachers who have been challenged to continue to work toward proficiency of all students while moving those who are already proficient to levels of excellence.

It should also be noted that the analysis of data by subgroups shows no significant difference in growth or levels of achievement for students in different socioeconomic groups. For the school year 2002-2003, Pisgah Forest Elementary met all of the Adequate Yearly Progress (AYP) goals and showed high growth (110 percent of expected growth) in both reading and math. The challenge now is to continue the high levels of proficiency and mastery guaranteeing that every child will continue as an independent thinker, a lifelong learner and a productive citizen.

Using assessment data to improve student performance

By annually reviewing assessment data and developing leading indicators to measure progress toward the end of year goals, teachers are becoming more adept each year at modifying instruction and actually improving student performance for all students. A drill-down approach to understanding the assessment data provides information for setting school goals, grade level goals, classroom goals, and individual goals. The analysis and adjustments seek to go beyond minimal proficiency to maximum growth for each student in reading and in math. Grade level teams and individual teachers in consultation with the principal and lead teacher look for trends that indicate strengths and weaknesses in instruction. Special education teachers provide direct instruction and collaborative support as special needs students are served in least restrictive settings. A team of classroom teachers who are trained and certified in the area of gifted education provide instructional and resource support to ensure that the brightest students continue to make gains in reading and in math. Flexible grouping within and across grade levels allows students of all ability and achievement levels to be engaged in meaningful study and practice. Students are also a part of the process as they maintain data folders charting their own progress on a daily or weekly basis. Personalized education plans for students not making adequate progress are put into place early in the year. Homework lab, before or after school remediation, peer tutoring, as well as individual and small group interventions led by resource specialists, instructional assistants and volunteers guarantee that every effort is made to improve student performance.

Communication with stakeholders

Assessment results are communicated in a multitude of ways. Teachers use daily communication logs or assignment books to give parents immediate information about daily performance. Weekly newsletters help parents know what is happening in the classroom. These communication logs and newsletters prompt parents and students to have their own dialogue about daily learning. Midterms and report cards go home on established quarterly dates giving information about classroom performance and progress toward grade level or individual goals. Parent conferences are welcomed at any time, but are specifically planned for the end of first and third grading periods. Quarterly assessment results are communicated to parents at report card time or at parent conferences while end of year assessment results are sent with final report cards. Grade levels plan and conduct parent meetings at the beginning of each year to help parents know what to expect in that grade. Other grade level and classroom meetings are planned by teachers to address pertinent topics. Parents and community members are a part of the School Improvement Team, which meets quarterly to monitor progress toward school goals. The Ranger Organization of Parents and Educators (ROPE) meets monthly. The “principal’s report” is a regular part of the agenda with a few words about academic performance and achievement. A monthly school newsletter includes a message from the principal addressing strategic priorities and school improvement efforts. The school website links parents and community not only to classroom but to the county website where assessment results can be accessed. The state report card for Pisgah Forest Elementary is sent to every parent and is available to anyone through a link on the Transylvania County Schools website. The community newspaper provides information to the public about school performance on assessments. The newspaper also spotlights schools as they are recognized for academic achievement. The mission of the school can only be realized when all stakeholders have updated and accurate assessment information.

Sharing our successes

Pisgah Forest Elementary will continue to share its successes with other schools. An established partnership with the other elementary schools in the system has already brought PFE teachers together with other teachers for a sharing of ideas and mutual support. A partnership with Brevard College and Western Carolina University brings interns and student teachers into the school. This partnership allows current teachers to share successful strategies and winning philosophies with future teachers. Visits from other school systems are common now and will continue to be welcome. Pisgah Forest is a demonstration site for Wilson Reading. Outside observers continue to come to see the Wilson program in practice. All teachers will be encouraged to take advantage of opportunities to share their successes as presenters at conferences and workshops. Another way that Pisgah Forest will share its success is by further development of the school website. This will allow other schools to see examples of classroom strategies and student work that have resulted in outstanding student achievement for all students.

PART V – CURRICULUM AND INSTRUCTION

The curriculum at Pisgah Forest Elementary School is a direct reflection of the North Carolina Standard Course of Study. It is built upon the subject and skill areas of English language arts, mathematics, social studies and science, but also includes 21st century information and computer skills, healthful living, guidance components, and thinking skills. A strong arts education program is also an essential part of our curriculum. The curriculum is individualized for students with all ranges of abilities.

The English language arts curriculum is a spiraling curriculum that seeks to develop skills in oral language, written language and media/technology. Each grade level has the common goals of developing and applying strategies and skills to read, write and comprehend text. The English Language Arts curriculum includes an essential grammar and language conventions component that is most visible in the writing program.

The most recent revision in the math course of study has organized the curriculum into five strands: Number and Operations, Measurement, Geometry, Data Analysis and Probability, and Algebra. Each grade level addresses all the strands. The math curriculum for kindergarten through second grade builds an understanding of the number system and fluency with math facts. Instruction and practice of computational skills and when to apply them also begins early. The curriculum spirals through the grades with skills being introduced, developed and then secured through practice and application. In grades three through five, students continue to build computation skills, but the emphasis is on building confidence in problem solving and a depth of understanding that allows students to apply their computational skills to a variety of contexts.

The Social Studies curriculum begins at kindergarten with a study of self and family and an awareness of other families around the world and then broadens to include our place in the community at first grade. Second graders concentrate on regional studies including local, regional, US and world regions. The third grade curriculum focuses on people who have made a difference by being contributing members of society. Fourth grade is a study of North Carolina history, geography, the economy and the state political structure. Then the fifth graders are ready for a comprehensive study of the US compared and contrasted with Canada, Mexico and Central America. The social studies curriculum alone is so broad and deep that it is imperative that it be integrated into the other subjects. Reading and vocabulary building, using research to gather, synthesize, and report, analyzing, interpreting, creating, and using resources, applying decision making and problem solving techniques and incorporating technology are the skills that are common to all the curriculum areas.

The science content is specified at each grade level but the unifying strands are the nature of science, science as inquiry, science and technology, and science in personal and social perspectives. Each grade level curriculum includes a unit of life science, earth science, and physical science. Again the curriculum spirals allowing the students to build a strong understanding of plants and animals, weather and the structure of the earth, movement, sound and light, and electricity and magnetism. Much of the learning in science involves hands-on learning, actual and virtual field trips, and learning from experts in the field.

Study of the arts is provided through weekly classes in music and art along with periodic artists-in-residence and community performers. The music and art teachers have specific grade level curriculum to follow that insures that students have exposure to all elements of the arts during their elementary years. Classroom teachers, the guidance counselor, the physical education teacher and the school resource officer share the healthful living and guidance curriculum.

In order to fully implement the total curriculum, Pisgah Forest teachers have worked to integrate the content areas into the skills areas. Our goal is to prepare students to live and compete in a constantly changing world with the skills necessary to communicate and operate within their communities and the knowledge base necessary to understand and interact as problem-solvers and decision makers. All students in the school have access to the entire curriculum but some with modifications and an understanding that there are multiple paths to learning. Teachers are provided with curriculum updates regularly and encouraged to plan interdisciplinary units that help the learners make connections between the disciplines. Collaboration with teammates and resource teachers helps make a monumental task manageable.

The Reading Curriculum

Pisgah Forest teachers have chosen to provide a balanced reading instruction program. This includes direct phonics instruction, the building of a sight word vocabulary, reading and discussion to increase vocabulary and reading comprehension, and an independent reading program. Each classroom is a literacy rich environment combining direct instruction of reading skills with ongoing thematic units that draw students into the experience of reading and writing. *McGraw-Hill Reading* is the basal program for all grade levels chosen because of its strength in the area of **comprehension**, the child-oriented reading selections and the leveled readers that supplement the program. The core program is extended with novel units and content area reading.

Kindergarten teachers incorporate a 30-minute daily *Foundations* lesson from *Wilson Reading Systems* into their language arts classroom instruction. These lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, **phonological awareness**, **phonemic awareness**, **decoding**, vocabulary, fluency, and spelling. K-2 teachers have developed a common **sight word** list for each grade level hoping to increase reading fluency. Parents are involved in the process with sight word practice and take-home books. Literacy council volunteers are a visible part of the school as they read with individual students. Targeted small group intervention through the Title I program is provided for students needing additional instruction, another approach or extra practice to build skills and increase fluency and comprehension. While direct reading instruction continues in grades 3-5, the focus shifts from “learning to read” to “reading to learn”. Selections at all grade levels are chosen to supplement and support the science and social studies programs.

All grade levels encourage and monitor **independent reading**. The *Accelerated Reader* program is used to assess independent reading with rewards from the AR cabinet for points earned. The media coordinator plays a major role helping students select books that match reading level and student interest. Upper grade levels use *Renaissance Learning's STAR Reading* assessment to establish an independent reading level and reading goals for each student.

The Math Curriculum

An understanding of math is essential for all students so they can become lifelong learners, independent thinkers and productive citizens. The mathematics course of study for North Carolina and Pisgah Forest Elementary is organized into five strands: Number and Operations, Measurement, Geometry, Data Analysis and Probability and Algebra. Skills are not taught in isolation, but integrated into meaningful, real world problems. Each of the strands is taught according to the developmental stages of the students. The use of manipulatives provides a concrete understanding as students learn basic number facts and develop an understanding of our number system. Long before they learn various algorithms to solve problems, students are led to develop their own problem-solving methods. All grade levels provide students opportunities for cooperative work as skills are established, then independent work to secure the skills. There is a natural integration of math with science that occurs at all grade levels. Students conduct investigations and record the findings. Calendar math in all classrooms help students understand the measurement of time. Each grade level has its own goals and objectives, but our intent and practice is to have a spiraling curriculum that introduces concepts, provides recurrent instruction and practice and then secures the concepts at the appropriate grade level. On-going assessment helps to target students who need remediation, extra practice or another path to the learning. In addition to the regular program, teachers use the Compass Learning software program to prescribe individual math paths based on assessment results and daily classroom performance.

Instructional Methods

Pisgah Forest teachers use a variety of instructional methods in an effort to meet the needs of all students. We know and believe that all children can learn, but that there are multiple paths to learning. It is common practice to assess prior knowledge either through formal pretests or informal class discussions. Learning centers and workshops are common in the early grades. Direct instruction followed by small group discussions or explorations is a method used at all grade levels. *Thinking Maps*, a type of graphic organizer, are used to guide students to organize information. Students are taught to connect certain thought processes to specific maps. For example, every grade level uses *Circle Maps* for brainstorming, *Bubble Maps* for describing and *Flow Maps* to understand the causes or the effects of an event. A developmental writing program, *Write From the Beginning*, follows up on this concept using the *Thinking Maps* to build structure in writing. Teachers and students use classroom computers and the computer lab to gather and store information, and then prepare multimedia projects and presentations on topics of study. Instructional assistants have been trained and are used at each grade level to do small group reading using selected books or novels to build reading comprehension and fluency. Guest speakers or experts in a particular field are invited to classrooms to share a wealth of knowledge or a specific expertise. Field trips related to areas of study add a richness and real-world flavor to the learning. Each classroom is equipped with a television and VCR or DVD player so that appropriate program clips can be incorporated into the learning. Drama and role-playing is used to better understand a book character or event or in guidance to see another person's viewpoint. Resource teachers provide small group or individual preteaching and reteaching as needed or enrichment and extension to go beyond the basics. Our goal is to engage every child in learning and to help each one make meaningful connections as they learn.

Staff Development

Staff development at Pisgah Forest is an ongoing process. Some workshops are planned and offered to all staff while other staff development opportunities are individually chosen. At the beginning of each year, all staff members conduct a self-evaluation and set individual or team goals for the year. A mid-year peer review checks on progress toward improvement goals. Surveys of staff, parents, and students are used by the School Improvement Team to identify staff development needs. Based on these needs, the staff development calendar starts to take shape. Some classes or workshops are offered during after-school hours, while others have been scheduled during the day with release time for teachers. Eleven teachers attended a two-day Wilson Reading workshop that will allow them to provide reading interventions for at-risk students. Local technology workshops and state-provided workshops like *ExplorNet's EnTech* program focus on using technology as a tool in the classroom. One recent workshop helped teachers go "Beyond the Book" by designing *WebQuests* to use with their students. The National Board Certification process is definitely part of the staff development plan. Four teachers have already earned certification and many others are in the process. Many teachers are enrolled in graduate programs. Instructional assistants who do not already have a two or four year degree are currently enrolled in classes to receive Department of Labor certification. This program has had a positive impact on the grade level teams as assistants have increased their knowledge and skills. A regional educational center offers high quality training in specific areas. State level conferences are attended according to area of certification and interest. Educational office professionals keep their certification current through regional and state training. Staff development is important for every staff member as the needs of the school and students change. Continual improvement for all is the goal.

**Pisgah Forest Elementary
NC End of Grade Test Results
3rd Grade Reading**

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<u>Testing Month</u>	May	May	May	May	May
SCHOOL SCORES					
% At or Above Basic – Level II	98.7	97.7	96.7	97.8	96.8
% At or Above Proficient – Level III or IV	93.2	88.4	88.9	81.5	82.1
% At Advanced – Level IV	58.1	46.6	43.3	33.7	45.3
Number of students tested	74	86	90	92	95
Percent of total students tested	100	98.9	100	100	100
Number of students excluded	0	1	0	0	0
Percent of students excluded	0	1.1	0	0	0
SUBGROUP SCORES					
1 Socioeconomic Status – Free/Reduced Lunch					
% At or Above Basic – Level II	96.6	100	95.5		
% At or Above Proficient – Level III or IV	89.7	79.2	72.7		
% At Advanced – Level IV	55.2	29.2	36.4		
Number of students tested	29	24	22		
2. Socioeconomic Status- Not Free/Reduced					
% At or Above Basic – Level II	100	96.8	97.1		
% At or Above Proficient- Level III or IV	97.7	91.9	94.0		
% At Advanced – Level IV	61.4	53.2	46.3		
Number of students tested	45	62	68		
STATE SCORES					
% At or Above Basic – Level II	96.1	95.8	94.3	93.8	93.1
% At or Above Proficient – Level III or IV	82.6	79.8	76.4	74.4	73.6
% At Advanced – Level IV	45.5	41.0	38.0	36.4	36.9

State percents are rounded to the nearest tenth; due to rounding data may not sum to 100%.

**Pisgah Forest Elementary
NC End of Grade Test Results
3rd Grade Math**

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<u>Testing Month</u>	May	May	May	May	May
SCHOOL SCORES					
% At or Above Basic – Level II	100	97.8	100	100	96.8
% At or Above Proficient – Level III or IV	97.2	84.9	92.2	75.8	78.9
% At Advanced – Level IV	50.7	46.5	48.9	33.7	33.7
Number of students tested	74	86	90	92	95
Percent of total students tested	100	98.9	100	100	100
Number of students excluded	0	1	0	0	0
Percent of students excluded	0	1.1	0	0	0
SUBGROUP SCORES					
1 Socioeconomic Status – Free/Reduced Lunch					
% At or Above Basic – Level II	100	95.8	100		
% At or Above Proficient – Level III or IV	96.6	75.0	81.8		
% At Advanced – Level IV	41.4	16.7	40.9		
Number of students tested	29	24	22		
2. Socioeconomic Status- Not Free/Reduced					
% At or Above Basic – Level II	100	98.4	100		
% At or Above Proficient – Level III or IV	100	88.7	95.5		
% At Advanced – Level IV	54.5	32.3	52.2		
Number of students tested	45	62	68		
STATE SCORES					
% At or Above Basic – Level II	98.1	96.8	95.8	94.4	93.7
% At or Above Proficient – Level III or IV	88.8	77.3	73.6	71.8	70.0
% At Advanced – Level IV	42.9	34.2	30.3	31.8	29.8

State percents are rounded to the nearest tenth; due to rounding data may not sum to 100%.

**Pisgah Forest Elementary
NC End of Grade Test Results
4th Grade Reading**

Testing Month	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
May	May	May	May	May	May
SCHOOL SCORES					
% At or Above Basic – Level II	100	100	100	97.1	100
% At or Above Proficient – Level III or IV	97.5	96.7	85.3	89.3	87.4
% At Advanced – Level IV	56.3	47.8	37.9	35.9	40.8
Number of students tested	84	92	95	103	103
Percent of total students tested	98.8	100	100	100	100
Number of students excluded	1	0	0	0	0
Percent of students excluded	1.2	0	0	0	0
SUBGROUP SCORES					
1 Socioeconomic Status – Free/Reduced Lunch					
% At or Above Basic – Level II	100	100	100		
% At or Above Proficient – Level III or IV	96.7	100	79.4		
% At Advanced – Level IV	53.3	22.2	29.4		
Number of students tested	30	18	34		
2. Socioeconomic Status- Not Free/Reduced					
% At or Above Basic – Level II	100	100	100		
% At or Above Proficient –Level III or IV	98.0	95.9	87.9		
% At Advanced – Level IV	64.7	54.1	41.4		
Number of students tested	54	74	61		
STATE SCORES					
% At or Above Basic – Level II	95.8	95.3	93.9	93.0	92.6
% At or Above Proficient – Level III or IV	83.7	77.1	74.5	72.0	71.4
% At Advanced – Level IV	41.8	32.4	31.3	29.7	27.6

State percents are rounded to the nearest tenth; due to rounding data may not sum to 100%.

**Pisgah Forest Elementary
NC End of Grade Test Results
4th Grade Math**

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<u>Testing Month</u>	May	May	May	May	May
SCHOOL SCORES					
% At or Above Basic – Level II	100	100	100	99.9	100
% At or Above Proficient – Level III or IV	96.4	100	98.9	92.2	98.1
% At Advanced – Level IV	88.1	69.5	66.3	47.8	69.6
Number of students tested	84	92	95	103	103
Percent of total students tested	98.8	100	100	100	100
Number of students excluded	1	0	0	0	0
Percent of students excluded	1.2	0	0	0	0
SUBGROUP SCORES					
1 Socioeconomic Status – Free/Reduced Lunch					
% At or Above Basic – Level II	100	100	100		
% At or Above Proficient – Level III or IV	90.0	100	98.9		
% At Advanced – Level IV	83.3	44.4	52.9		
Number of students tested	30	18	34		
2. Socioeconomic Status- Not Free/Reduced					
% At or Above Basic – Level II	100	100	100		
% At or Above Proficient – Level III or IV	100	100	100		
% At Advanced – Level IV	96.2	74.3	41.4		
Number of students tested	54	74	61		
STATE SCORES					
% At or Above Basic – Level II	99.3	99.1	98.8	97.9	97.1
% At or Above Proficient – Level III or IV	94.7	88.9	86.7	84.5	82.6
% At Advanced – Level IV	59.1	43.0	40.0	40.8	39.6

State percents are rounded to the nearest tenth; due to rounding data may not sum to 100%.

**Pisgah Forest Elementary
NC End of Grade Test Results
5th Grade Reading**

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<u>Testing Month</u>	May	May	May	May	May
SCHOOL SCORES					
% At or Above Basic – Level II	100	98.9	98.9	99.0	100
% At or Above Proficient – Level III or IV	100	95.5	94.6	96.9	95.0
% At Advanced – Level IV	62.1	51.1	50.0	53.6	53.8
Number of students tested	87	88	92	96	81
Percent of total students tested	100	100	98.9	100	98.9
Number of students excluded	0	0	1	0	1
Percent of students excluded	0	0	1.1	0	1.2
SUBGROUP SCORES					
1 Socioeconomic Status – Free/Reduced Lunch					
% At or Above Basic – Level II	100	97.0	100		
% At or Above Proficient – Level III or IV	100	93.8	100		
% At Advanced – Level IV	55.2	42.4	42.1		
Number of students tested	32	33	19		
2. Socioeconomic Status- Not Free/Reduced					
% At or Above Basic – Level II	100	100	98.6		
% At or Above Proficient – Level III or IV	100	98.2	93.1		
% At Advanced – Level IV	69.1	56.4	51.4		
Number of students tested	55	55	73		
STATE SCORES					
% At or Above Basic – Level II	98.1	97.3	96.6	95.6	95.0
% At or Above Proficient – Level III or IV	88.7	84.5	82.6	79.1	75.8
% At Advanced – Level IV	43.7	40.0	39.4	38.1	32.7

State percents are rounded to the nearest tenth; due to rounding data may not sum to 100%.

**Pisgah Forest Elementary
NC End of Grade Test Results
5th Grade Math**

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Basic – Level II	100	100	100	98.6	100
% At or Above Proficient – Level III or IV	98.9	97.7	98.9	97.9	95.1
% At Advanced – Level IV	94.3	79.5	87.0	53.6	77.8
Number of students tested	87	88	92	96	81
Percent of total students tested	100	100	98.9	100	100
Number of students excluded	0	0	1	0	0
Percent of students excluded	0	0	1.1	0	0
SUBGROUP SCORES					
1 Socioeconomic Status – Free/Reduced Lunch					
% At or Above Basic – Level II	100	100	100		
% At or Above Proficient – Level III or IV	96.9	90.9	100		
% At Advanced – Level IV	90.6	69.7	42.1		
Number of students tested	32	33	19		
2. Socioeconomic Status- Not Free/Reduced					
% At or Above Basic – Level II	100	100	100		
% At or Above Proficient – Level III or IV	100	100	98.6		
% At Advanced – Level IV	96.4	85.5	94.7		
Number of students tested	55	55	73		
STATE SCORES					
% At or Above Basic – Level II	98.9	98.3	97.8	96.2	96.2
% At or Above Proficient – Level III or IV	92.5	88.5	86.7	82.9	82.4
% At Advanced – Level IV	61.8	53.2	50.1	48.6	46.9

State percents are rounded to the nearest tenth; due to rounding data may not sum to 100%.