

REVISED 3/17/05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

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

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

School Mailing Address 1175 Clearmont School Rd

Burnsville N.C. 28714-0190
City State Zip Code+4 (9 digits total)

County Yancey County School Code Number* 995-320

Telephone (828) 682-2337 Fax (828) 682-3656

Website/URL www.yanceync.net/ces E-mail wdpeterson @yanceync.net

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. Vernon Chapman

District Name Yancey County Tel. (828) 682-6101

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 Mr. Gary Grindstaff

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

[Include this page in the school's application as page 2.]

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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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: 6 Elementary schools
 2 Middle schools
 0 Junior high schools
 1 High schools
 Other
- 9 TOTAL
2. District Per Pupil Expenditure: \$8,566
- Average State Per Pupil Expenditure: \$6,741

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. 2 Number of years the principal has been in her/his position at this school.
 10 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	11	9	20	8			
1	12	6	18	9			
2	7	10	17	10			
3	15	8	23	11			
4	8	14	22	12			
5	10	15	25	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							125

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 98 | % White |
| _____ | % Black or African American |
| 2 | % Hispanic or Latino |
| _____ | % Asian/Pacific Islander |
| _____ | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 10 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year.	3
(2)	Number of students who transferred from the school after October 1 until the end of the year.	9
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	12
(4)	Total number of students in the school as of October 1 (same as in #5 above)	125
(5)	Subtotal in row (3) divided by total in row (4)	0
(6)	Amount in row (5) multiplied by 100	10

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 1
 Specify languages:

9. Students eligible for free/reduced-priced meals: 62 %

Total number students who qualify: 78

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 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: $\frac{9}{11}$ % Total Number of Students Served

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

_____Autism	<u> 1 </u> Behavioral Emotionally Disabled
_____Deafness	_____Orthopedic Impairment
_____Deaf-Blindness	<u> 1 </u> Other Health Impaired
_____Hearing Impairment	<u> 8 </u> Specific Learning Disability
_____Mental Retardation	_____Speech or Language Impairment
_____Multiple Disabilities	<u> 1 </u> Traumatic Brain Injury
	_____Visual Impairment Including Blindness

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>	_____
Classroom teachers	<u> 6 </u>	_____
Special resource teachers/specialists	<u> 3 </u>	<u> 4 </u>
Paraprofessionals	<u> 6 </u>	_____
Support staff	<u> 4 </u>	_____
Total number	<u> 20 </u>	<u> 4 </u>

12. Average school student-“classroom teacher” ratio: 21 TO 1
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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96 %	94 %	94 %	94 %	96 %
Daily teacher attendance	94 %	93 %	92 %	96 %	93 %
Teacher turnover rate	17 %	0 %	0 %	0 %	0 %
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

Part III – SUMMARY

Clearmont Elementary School is located approximately 10 miles north of Burnsville in rural Yancey County in the mountains of western North Carolina. Clearmont School has been the heart of this economically disadvantaged community since 1918. The present building first opened as a 1st – 12th grade school in 1937. Most of the current students represent the 4th generation in their family to receive their education within the sturdy rock walls of Clearmont School. At this time, approximately 70% of our faculty and staff attended Clearmont School as students. Our custodian (Clearmont Class of 1957) has been on the job for the past 27 years; his father was custodian the previous 25 years. Three teachers have parents who also taught at Clearmont. Eight faculty and staff have children who attended or are now enrolled in the school. The campus is used most weekends for family reunions, birthday parties, funerals, church, or political events. This school is the center of educational and social activities for this community. Their past, present, and hope for a brighter future are focused on and around Clearmont School.

Today, Clearmont has an enrollment of 125 students in grades Kindergarten through 5th grade. We have one class per grade level with an average of a little more than 24 students per class. The school is a Title I school with 64% percentage of students on the Free/Reduced lunch program. This is the highest percentage of Free /Reduced lunch of all the schools in the county. The small, community school atmosphere creates a warm learning environment that helps our students overcome their economic disadvantage.

Clearmont’s vision statement is “**A Brighter Future for Our Students.**” Acting on this vision, Clearmont’s faculty recently applied for and received a major federally funded technology grant in connection with the Enhancing Education Through Technology (EETT) portion of “No Child Left Behind”. This grant, called The IMPACT Grant, is a one million three hundred and fifty dollar grant designed to create a technology rich, collaborative learning environment. As an IMPACT model school, collaboration, flexible scheduling of the media and computer lab, technology integration, and high quality staff development are the foundation of the educational offering at Clearmont. As a direct result of the grant, Clearmont has a full time Media Center Coordinator, a full time Technology Facilitator, and a full time Technician. All of our classrooms have interactive white boards, ceiling mounted data projectors, and document cameras. Our teachers have laptop computers and PDA’s. We have two mobile laptop labs each with 25 Dell laptop computers. We have wireless Internet connectivity through out the school. Our students are allowed to checkout laptop computers for home use. The laptops go home with an Internet dialup account. Our teachers benefit from high quality staff development that includes attending state and national conferences.

The hard work by the highly qualified, veteran staff combined with visionary leadership has resulted in a marked increase in student achievement as reflected by North Carolina’s End Of Grade (EOG) assessment program. Clearmont student achievement has increased from a 5-year average of below 80% of its students at or above grade level to 99 % of its students at or above grade level in just 3 years. The last two years, Clearmont was recognized as a North Carolina “School of Excellence- High Student Growth”. Last years EOG scores ranked 3rd highest in western North Carolina schools, which were among the highest in the state.

Clearmont has consistently made “Annual Yearly Progress” (AYP) as defined by NCLB. This is a wonderful accomplishment for this small, rural school.

Part IV- INDICATORS OF ACADEMIC SUCCESS

1. North Carolina’s Testing Program and Clearmont’s Assessment Results

During the final two weeks of each school year, all students in grade 3, 4 and 5 take the state-required multiple-choice North Carolina End-of Grade (EOG) 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 aligned with the state-mandated curriculum described in the *North Carolina Standard Course of Study*, which is closely aligned with national curriculum standards. Four achievement levels represent predetermined performance standards and are reported for each student in reading and in math. Students achieving Level III and Level IV are considered to consistently demonstrate mastery of the grade-level subject matter and skills and are well prepared for the next grade level.

North Carolina’s testing program recognizes schools with awards and recognition. The award or recognition a school receives is determined by the school’s attainment as reflected in the growth composite and the performance composite. ABCs awards and Recognition Categories are; Honor Schools of Excellence, School of Excellence, School of Distinction, and School of Progress.

Clearmont Elementary School has made dramatic progress over the last four years. Before this, (from 1996- 2000) Clearmont averaged 75 percent of its students at or above Achievement Level III. Over the next four years (2001-2004), Clearmont students have shown impressive gains averaging 92 percent on End of Grade tests. In the school year 2000-2001, Clearmont was first recognized as a School of Distinction jumping from 73 percent to 86 percent of its students at or above Achievement Level III. In the 2002-2003 school year, Clearmont made another impressive jump having 97 of its students score at or above Achievement Level III. This is the first year that Clearmont became a School of Excellence. This is also the year that the staff began planning for and implementation of the IMPACT Model Grant. For the 2003-2004 school year, 99 percent of the students achieved at or above Achievement Level III and met AYP therefore receiving Honor School of Excellence recognition. There were no discrepancies among subgroups. In fact, for the 2002-2003 and 2003-2004 school years, 100% of Clearmont Elementary School’s fifth grade students passed both the math and reading sections of North Carolina’s EOG testing. For our scores to go from a low of 73 in the spring of 2000 to a high of 99 in the spring of 2004 is a tribute to the hard work and dedication of Clearmont’s students and teachers, along with continued involvement and support from our parents. More information about North Carolina’s ABC testing program can be obtained at: www.ncpublicschools.org/ .

2. Using assessment Data to Understand and Improve Student Learning

The principal compiles and distributes to every teacher the information on Clearmont’s End of Grade testing results as soon as the data becomes available. The principal meets with the teachers individually to review and discuss the results before the end of the school year. During the summer break, the principal reviews the testing data once again. During this second review, data is disaggregated in a variety of different ways. All subgroups or potential subgroups are studied to expose areas of weakness that should be addressed for that particular subgroup at the next grade level. One of the major pieces of data that is examined is the

Summary Goal report for each student subgroup as identified by NCLB. This report gives data on student performance on each performance goal of the EOG test.

In addition to examining test score to show student performance, Clearmont looks at trends in the test results that might indicate areas where teacher instruction might need more support. This information also helps drive our staff development activities. At the beginning of the next school year, the principal meets with each individual teacher and examines this disaggregated testing data to discuss strategies to address any area of concern. Teachers see this as a necessary step in giving them the support they need to insure academic success for Clearmont's students.

As a result of these meetings, plans are made to address the needs identified by our testing data. These plans include how we schedule our Title One program and the emphasis of that program at the different grade levels and with the different subgroups. This data also drives how we schedule our after-school enrichment and remediation activities during the school year. These activities are concentrated in the early months of the spring semester. This allows teachers to have sufficient time to more accurately identify the individual needs of our students. Our after school enrichment and remediation program is driven by educational technology as a part of the IMPACT program. Activities include software and online resources that allow our teachers to track the individual progress of our students.

3. Communication of Student Performance to Parents, Students and the Community

Clearmont School's performance on North Carolina's ABC assessment is communicated in a variety of ways to our parents, students and the community. Students and parents receive a report on how the student performed on the End of Grade Tests in Reading and Mathematics. This information shows how the student did in relation to the school district and the state average. This information includes the achievement level of the student, which can be a Level I, II, III or IV. Level III & Level IV are considered as showing adequate yearly progress. This data is also placed in the student's cumulative folder.

In addition to this individual student data, every year our parents receive a printed copy of our school report card. This report card details information about how Clearmont School performed on the assessment tests in relation to other schools in the district and the state. It indicates how the school did in regards to AYP and the requirements of NCLB. A website for more detailed information is included in the information sent to parents.

Our parents and community members can receive information about North Carolina's assessment during Parent/Teacher Organization (PTO) meetings. After a detailed PowerPoint presentation, parents and community members are given the opportunity to ask questions about the testing process in North Carolina.

All school level testing information is made available to the local newspaper and radio station as well as the regional newspaper and television station. Data provided includes student growth gains, school composite score, AYP information, and ABC status.

4. Sharing Success with Others

Clearmont has made a special effort to share its success and the IMPACT model with other schools in the local school system, neighboring school systems, and across the state. Clearmont's teachers and principal have made over 10 formal presentations about our IMPACT program including presentations at N.C State University's Friday Center, Wake County Schools, Mitchell County Schools and several at the North Carolina Education Technology Conference. Many of these presentations have come at the request of the North Carolina Department of Instruction.

Clearmont has hosted visits and guests for staff development activities from over twenty different schools including two high schools, two middle schools, and one school from Tennessee. Staff development activities include training on unique technology and software for use in the classroom. Many of the staff development activities emphasize the major components of the IMPACT model including integration of technology, collaboration, and flexible scheduling of the media center and computer lab.

In addition to this, Clearmont's IMPACT program includes a Sister School piece that is designed to provide collaboration and staff development opportunities with these Sister Schools. Tipton Hill Elementary, in Mitchell County, and Harkers Island, in Carteret County, are Clearmont's two sister schools. Collaboration activities have included students from these schools developing presentations about their local communities and their individual counties and sharing with the other schools. The principals and selected staff from these schools have benefited by attending the best state and national education technology conferences all across the United States. Conferences attended include, The National Education Computing Conference, the Florida Educational Technology Conference, and the North Carolina Educational Technology Conference. Clearmont continues to look for opportunities to share our successes and learn from other schools' successes.

Part V – CURRICULUM AND INSTRUCTION

1. Describe in one page the schools curriculum.

Clearmont Elementary School strongly emphasizes the *North Carolina Standard Course of Study* in implementing our core curriculum. As a recipient of the North Carolina IMPACT model grant, we are able to integrate technology into all areas of our core curriculum at a more advanced level. Our core subject areas consist of English Language Arts, Math, Science, and Social Studies in the classroom, along with an Arts, Music, and Physical Education programs delivered by subject area specialist teachers.

Following the NC standard course of study, our English Language Arts program focuses on the three language strands: oral language, written language, and media/technology use. The spiraling design that allows for same skill development to progress over time is assisted by the use of a networked digital portfolio of each student. Sample written, audio, and sometimes-digital video of student work and skill level allows teachers to assess strengths and weaknesses. Using this digital documentation, teachers can continually assess student ability and growth. Our written language is supported not only by development of handwritten skills but also by content and comprehension using distance educational cooperative learning opportunities with "ePals" and producing digital copies of written work to publish and share. Oral language is encouraged and developed by presentations and multimedia products.

Our Mathematics program is highly integrated into the other subject areas using technology to prepare graphs charts and provide visual connections to mathematical concepts. A strong emphasis is placed on building a

solid understanding of number facts, the computational process and operations concepts, and developing problem solving skills. Blending these concepts with the study of other subject areas promotes the contextual use of mathematics and its application while helping students continually practice and build skills throughout the entire school year.

Our Science and Social Studies curriculums are also highly supported by our access to new technologies. Starboards and visual presenters along with Internet resources allow for classrooms to be interactive and more student-led in investigating ideas emphasizing concepts. Students are able to virtually dissect and investigate animals or owl pellets as well as access maps and current events for social studies. The supporting technology aids our teachers in addressing different learning styles.

Study of the arts is provided weekly in music and art classes for all grade levels. Our local Toe River Arts Council that schedules events featuring local and traveling cultural artists also supports this program.

The quality of curricular instruction our students receive is greatly enhanced by the collaborative efforts of the classroom teacher, media coordinator, and technology facilitator. The implementation of the North Carolina IMPACT model using flexible scheduling to allow project-based learning to thrive gives life and vigor to the curriculum and classroom setting. The blend of technology and integrated subjects gives Clearmont students a richer and deeper understanding of the emphasized North Carolina standards so as to prepare them for an information age of literacy.

2A. Clearmont's Reading Curriculum

Clearmont Elementary reading curriculum is based on the *North Carolina Standard Course of Study*, which is closely aligned with the *National Reading Standards* for English/Language Arts. Teachers use a variety of strategies and methods to address the different learning styles of our students. Representatives from every elementary school in the system selected the Scott Foresman textbook for use throughout the county. All of our K-2 teachers work with students in areas including phonemic awareness, phonics, vocabulary instruction and sight-word recognition.

Collaborative teaching is a major part of Clearmont's IMPACT program. Teachers receive high quality staff development and given extra planning time to work with our Media Center Coordinator and our Technology Facilitator to develop collaborative reading activities for our students. Flexible access to the media center and computer lab allows for this type of collaboration to occur. Clearmont's Title I teacher works in conjunction with the regular classroom teachers to reduce class size specifically for reading instruction. K-2 classes are split into two or three small groups and participate in reading activities that last from 20-30 minutes per group. Groups then rotate so that all students benefit from all activities.

Technology is heavily intergraded throughout Clearmont's educational curriculum including reading. Clearmont's teachers take advantage of the readily accessible technology made available to them through the IMPACT program. All of our K-2 classrooms have 5 or more wireless laptops for use by individual or small groups of students. Our teachers also have access to mobile laptop labs and a desktop computer lab for large-group or whole-class activities. These computers are used to incorporate many online resources into classroom activities. These resources include websites and subscriptions services such as www.starfall.com and K-2 Learning Milestones. Software resources include *Orchard*, *Accelerated Reader*, and *STAR Reading* program. These resources allow our teachers to better evaluate and track student progress on an individual basis. Our IMPACT program includes an activity called "Reading Buddies". In this activity, students are digitally recorded reading books and then the recordings are used to help lower level readers become more successful. We have expanded this

activity across grade levels and even to include our IMPACT sister school Harkers Island Elementary School, on the coast of North Carolina.

Clearmont's reading program also benefits from the services of the Yancey County Literacy Council. This volunteer group has provided high quality tutoring service for our struggling readers over the past several years. This one-on-one service is usually provided once a week. Our present tutor is a former teacher, author of children's literature, and holds a Masters Degree in Reading.

3. Clearmont's Science Curriculum

At Clearmont Elementary, our mission is to have an open mind to concerns of the community, parents, staff, and students. This openness can be achieved through the development of mutual trust among faculty, students, and parents. Our primary concern is to provide quality education by nurturing trust and building relationships to encourage continual growth among students and faculty. The Science curriculum has been a prime example of this mission. Targeted as an area of weakness across the grade levels, we have taken the new North Carolina science standard course of study and looked at how our new IMPACT grant could support it and make it a successful curriculum for all grade levels. The high emphasis of staff development of the IMPACT grant allowed members of our faculty to attend the national Science Conference. This conference and other staff development initiatives emphasizing best practices have given us a strong integration of technology to enhance our science initiatives. Online interactive sites have been marked to support grade level NC standard course objectives. These sites allow for the presentation of concepts and further exploration in areas of student interest. Our recent purchase of a weather station allows us to remotely send current weather conditions to computer stations in the school. The data can then be viewed and manipulated by students in multiple ways to address classroom objectives. Students also have access to *Echologs* which have five built in sensors. These handheld devices log data for students to easily see in chart format on computer screens. The technology integration provided by the IMPACT Grant, has allowed us to focus on higher order questioning and thinking by eliminating the tedious work of data manipulation and bringing students directly to the analysis stage when needed.

Easy access to the Internet allows teachers to glean resources to enhance the newly revised state science curriculum. Teachers and students have opportunities to explore and learn from interactive sites. Normally textbooks only address 60 percent of curriculum objectives, but use of the Internet allows teachers an abundance of resources to meet all learning objectives. This multitude of science resources allows teachers to tailor activities and assignments to meet the individual learning styles of all students.

4. Learning Styles

Clearmont students are not seen as being as culturally diverse as students in other schools; however, they are diverse in their leaning styles. The Clearmont faculty seeks to improve student learning and meet individual students' needs through a variety of instructional methods. Students participate in both small and whole group instruction. They work together in cooperative groups, as peer tutors, or as cross-age tutors. The use of math manipulatives and inquiry science investigations allows students to develop math and science skills that build a concrete learning foundation. Use of technology equipment in the classroom has allowed teachers to present instruction to students with all learning styles.

Teacher-generated lessons are created to address visual and auditory learners in a more appealing format than found in the traditional classroom setting.

The IMPACT grant has allowed instruction to become more individualized than ever before. Students take pretests in specific subject matter and this information allows teachers to place each student at

his/her personal learning level. The computer programs allow teachers to generate lessons specifically for each student whether the student is an exceptional needs student or one served in the differentiated instructional program.

Students participate in after school remediation and enrichment activities presented through computer-assisted instruction and small-group instruction. Community agencies, such as Yancey County Literacy Council and the local 4-H program, help to facilitate learning through programs provided to students at the school.

5. Professional Development

Staff development is a major component of Clearmont's IMPACT program. Clearmont's Media and Technology Advisory Committee (MTAC) is responsible for establishing the professional development schedules for our staff. The core of this committee is the principal, technology facilitator, and the media center coordinator. This group gathers information on teacher and student needs through several means. In 2003, the principal participated in the "Principals As Technology Leaders" program, which included all staff participating in an in-depth technology survey that showed technology integration strengths and weaknesses of the Clearmont staff. The MTAC team also developed a Teachers Needs Assessment that is given yearly to help determine what areas need to be addressed through staff development. Clearmont's primary means of scheduling professional development is by teacher requests based on their students or their own individual needs as reflected in every teacher's Individual Growth Plan (IGP). After determining needs, the MTAC team then takes responsibility to organize and schedule the professional development that will fit the needs of the Clearmont teachers. Over the past two years, the Clearmont staff has benefited from over fifty professional development opportunities.

Attendance at state and national education conferences plays a big role in Clearmont's professional development. The Clearmont staff strives to make the most out of conference attendance by meeting several requirements including bringing back information and making it available for the entire staff's benefit. Each conference attendee brings back a conference notebook that includes things such as great ideas and copies of handouts from quality presentations. Conference attendees also are encouraged to do presentations for the entire staff to share the ideas that they got while attending the conference. This unique approach to professional conferences was featured in the nationally distributed educational technology magazine *T.H.E. Journal*. (Volume 31, No.12, July 2004)

CLEARMONT ELEMENTARY SCHOOL
No Child Left Behind - Blue Ribbon School
NC END OF GRADE TEST
GRADE 3 - MATH

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	JUNE	JUNE	JUNE	JUNE	JUNE
SCHOOL SCORES					
% At or Above Proficient (<i>LEVEL III & IV</i>)	100 %	100 %	91 %	92%	83 %
% Above Proficient (<i>LEVEL IV only</i>)	68 %	58 %	57 %	52%	42 %
Number of students tested	19	24	23	25	24
Percent of total students tested	100 %	100 %	100 %	100%	92 %
SUBGROUP SCORES					
1. ECONOMICALLY DISADVANTAGED					
% At or Above Proficient (<i>LEVEL III & IV</i>)	100 %	100 %	93%	86% *	N/A
% Above Proficient (<i>LEVEL IV only</i>)	69 %	53 %	42 %	86% *	N/A
Number of students tested	13	15	14	14	N/A
STATE SCORES					
% At or Above Proficient (<i>LEVEL III & IV</i>)	89 %	88 %	75 %	73 %	72%
% Above Proficient (<i>LEVEL IV only</i>)	43.8 %	43 %	34 %	30 %	32 %

* Scores were only available for \geq level III and $<$ level III not by individual levels.

CLEARMONT ELEMENTARY SCHOOL
No Child Left Behind – Blue Ribbon School
NC END OF GRADE TEST
GRADE 3 – READING

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	JUNE	JUNE	JUNE	JUNE	JUNE
SCHOOL SCORES					
% At or Above Proficient (<i>LEVEL III & IV</i>)	95 %	96 %	92 %	88 %	64%
% Above Proficient (<i>LEVEL IV only</i>)	58 %	58 %	57 %	40%	32 %
Number of students tested	19	24	23	25	25
Percent of total students tested	100 %	100 %	100 %	100 %	100 %
SUBGROUP SCORES					
1. ECONOMICALLY DISADVANTAGED					
% At or Above Proficient (<i>LEVEL III & IV</i>)	100 %	100 %	93 %	79 %*	N/A
% Above Proficient (<i>LEVEL IV only</i>)	62 %	53 %	50 %	79 % *	N/A
Number of students tested	13	15	14	14	N/A
STATE SCORES					
% At or Above Proficient (<i>LEVEL III & IV</i>)	83 %	80%	78 %	76 %	74 %
% Above Proficient (<i>LEVEL IV only</i>)	47 %	45 %	41%	38 %	36 %

* Scores were only available for \geq level III and $<$ level III not by individual levels.

CLEARMONT ELEMENTARY SCHOOL
No Child Left Behind - Blue Ribbon School
NC END OF GRADE TEST
GRADE 4 - MATH

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	JUNE	JUNE	JUNE	JUNE	JUNE
SCHOOL SCORES					
% At or Above Proficient (<i>LEVEL III & IV</i>)	100 %	95 %	100 %	100 %	91 %
% Above Proficient (<i>LEVEL IV only</i>)	65 %	86 %	66 %	54 %	48 %
Number of students tested	23	22	18	24	23
Percent of total students tested	100 %	100 %	100%	100%	100 %
SUBGROUP SCORES					
1. ECONOMICALLY DISADVANTAGED					
% At or Above Proficient (<i>LEVEL III & IV</i>)	100 %	92 %	100%	100%*	N/A
% Above Proficient (<i>LEVEL IV only</i>)	56 %	75 %	57%	100% *	N/A
Number of students tested	16	12	7	14	N/A
STATE SCORES					
% At or Above Proficient (<i>LEVEL III & IV</i>)	95%	92%	88%	87%	85 %
% Above Proficient (<i>LEVEL IV only</i>)	60 %	59%	43 %	40 %	41 %

* Scores were only available for \geq level III and $<$ level III not by individual levels.

CLEARMONT ELEMENTARY SCHOOL
No Child Left Behind - Blue Ribbon School
NC END OF GRADE TEST
GRADE 4 - READING

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	JUNE	JUNE	JUNE	JUNE	JUNE
SCHOOL SCORES					
% At or Above Proficient (<i>LEVEL III & IV</i>)	96 %	91 %	94 %	87%	57 %
% Above Proficient (<i>LEVEL IV only</i>)	52 %	73 %	56%	33%	22 %
Number of students tested	23	22	18	24	23
Percent of total students tested	100 %	100%	100%	100 %	100 %
SUBGROUP SCORES					
1. ECONOMICALLY DISADVANTAGED					
% At or Above Proficient (<i>LEVEL III & IV</i>)	94 %	84%	100%	86 % *	N/A
% Above Proficient (<i>LEVEL IV only</i>)	38 %	58 %	57 %	86 % *	N/A
Number of students tested	16	12	7	14	N/A
STATE SCORES					
% At or Above Proficient (<i>LEVEL III & IV</i>)	84 %	81 %	75 %	75 %	72 %
% Above Proficient (<i>LEVEL IV only</i>)	42 %	42 %	33%	31 %	30 %

* Scores were only available for \geq level III and $<$ level III not by individual levels.

CLEARMONT ELEMENTARY SCHOOL
No Child Left Behind - Blue Ribbon School
NC END OF GRADE TEST
GRADE 5 - MATH

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month ---	JUNE	JUNE	JUNE	JUNE	JUNE
SCHOOL SCORES					
% At or Above Proficient (<i>LEVEL III & IV</i>)	100 %	100 %	91%	100%	96 %
% Above Proficient (<i>LEVEL IV only</i>)	91 %	88 %	57%	57 %	67 %
Number of students tested	22	17	23	21	24
Percent of total students tested	100%	100 %	100%	100%	100 %
SUBGROUP SCORES					
1. ECONOMICALLY DISADVANTAGED					
% At or Above Proficient (<i>LEVEL III & IV</i>)	100 %	100 %	86 %	84 % *	N/A
% Above Proficient (<i>LEVEL IV only</i>)	88 %	86 %	50 %	83 % *	N/A
Number of students tested	8	7	14	12	N/A
STATE SCORES					
% At or Above Proficient (<i>LEVEL III & IV</i>)	94%	90 %	87%	87 %	83 %
% Above Proficient (<i>LEVEL IV only</i>)	64 %	62 %	53 %	50 %	49 %

* Scores were only available for \geq level III and $<$ level III not by individual levels.

CLEARMONT ELEMENTARY SCHOOL
No Child Left Behind - Blue Ribbon School
NC END OF GRADE TEST
GRADE 5 - READING

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	JUNE	JUNE	JUNE	JUNE	JUNE
SCHOOL SCORES					
% At or Above Proficient (<i>LEVEL III & IV</i>)	100%	100 %	74 %	24 %	87 %
% Above Proficient (<i>LEVEL IV only</i>)	68 %	58 %	30 %	33 %	58 %
Number of students tested	22	17	23	21	24
Percent of total students tested	100%	100 %	100%	100 %	100 %
SUBGROUP SCORES					
1. ECONOMICALLY DISADVANTAGED					
% At or Above Proficient (<i>LEVEL III & IV</i>)	100 %	100 %	64%	67 % *	N/A
% Above Proficient (<i>LEVEL IV only</i>)	50%	86 %	29 %	67 % *	N/A
Number of students tested	8	7	14	12	N/A
STATE SCORES					
% At or Above Proficient (<i>LEVEL III & IV</i>)	90%	86%	83%	83 %	79 %
% Above Proficient (<i>LEVEL IV only</i>)	44%	44%	40 %	39 %	39 %

* Scores were only available for \geq level III and $<$ level III not by individual levels.