

REVISED 3/24/05

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 Mrs. Angela S. Baucom
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Davidson Elementary School, 635 South Street
(As it should appear in the official records)
(If address is P.O. Box, also include street address)

Davidson NC 28036-8063
City State Zip Code+4 (9 digits total)

Mecklenburg School Code Number 600-357
County

Telephone (980) 343-3900 Fax (980) 343-3909

Website/URL www.cms.k12.nc.us/allschools/davidsonk5 E-mail: a.baucom@cms.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. James Pughsley
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Charlotte-Mecklenburg Schools Tel. (980) 343-3000

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. Joe White
(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

[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: 89 Elementary schools
 31 Middle schools
 0 Junior high schools
 17 High schools
 11 Other (Alternative Education Programs)
- 148 TOTAL
2. District Per Pupil Expenditure: \$7,311
- 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. 11 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 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	X	X	X
K	73	97	170	8	X	X	X
1	79	71	150	9	X	X	X
2	84	74	158	10	X	X	X
3	77	66	143	11	X	X	X
4	90	70	160	12	X	X	X
5	55	58	113	Other	X	X	X
6	X	X	X				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							894

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

6. Racial/ethnic composition of the students in the school:
- 87 % White
 - 7 % Black or African American
 - 2 % Hispanic or Latino
 - 1 % Asian/Pacific Islander
 - 0 % American Indian/Alaskan Native
- 97% Total (Remaining 3% are identified as Multiracial according to North Carolina ethnic groups.)**

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: 7 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	31
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	28
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	59
(4)	Total number of students in the school as of October 1	864
(5)	Subtotal in row (3) divided by total in row (4)	.07
(6)	Amount in row (5) multiplied by 100	7.0

8. Limited English Proficient students in the school: 1 %
11 Total Number Limited English Proficient

Number of languages represented: 4
 Specify languages: Spanish, Urdu, Japanese and Gujarati

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

Total number students who qualify: 76

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: $\frac{14}{127}$ % 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>4</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>5</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>28</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>78</u> Speech or Language Impairment
<u>1</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness
<u>1</u> Emotional Disturbance	<u>9</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>3</u>	<u> </u>
Classroom teachers	<u>40</u>	<u> </u>
Special resource teachers/specialists	<u>11</u>	<u>8</u>
Paraprofessionals	<u>18</u>	<u>1</u>
Support staff	<u>6</u>	<u> </u>
Total number	<u>75</u>	<u>9</u>

12. Average school student-“classroom teacher” ratio: 22 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 %	96 %	97 %	96 %	96 %
Daily teacher attendance	96 %	95 %	94 %	NA	NA
Teacher turnover rate	* 20 %	* 19 %	15 %	15 %	18 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

* A higher than usual number of teachers retired or moved due to spouses’ job relocations.

PART III - SUMMARY

Snapshot of the School:

Davidson Elementary School is located in Davidson, North Carolina, a small college town in the northern part of Mecklenburg County. The school is the most northern of all the schools in the large Charlotte Mecklenburg district. Davidson Elementary has been the town's elementary school since the early 1900's. The town and the school are named for William Lee Davidson, a Revolutionary War officer who donated land for the town and Davidson College, which bear his name. For many years, the school was housed in several different buildings near the heart of the town square. In 1993, after a planning and design process involving the townspeople, teachers, staff and students, a new school was built. This modern facility is an example of excellent collaboration between the town and county-wide school district, with many of the town's activities taking place in the school after school hours. Most of the eight hundred ninety-four students attending Davidson Elementary live within the town limits. Approximately two thirds of the students ride the sixteen school buses that serve the school, while the remaining one-third walk, ride bicycles or ride in a car to school.

The mission of the school, **The Davidson Elementary School family works together to encourage students to be lifelong learners who appreciate and respect the differences in one another**, highlights the belief that both academic success and respect for one another are important. The mission statement drives all the programs at the school. All staff members believe that success in developing lifelong learning skills can be achieved for each student. Providing quality instruction and supporting student achievement is a partnership at Davidson Elementary. Classroom teachers and special area teachers work together to provide an integrated program that connects across all academic disciplines. Student work products displayed around the school reveal the emphasis placed on research and the use of technology. The character development program focuses on respect and appreciation of others. High standards, set in an atmosphere of caring and support, contribute to the success that Davidson Elementary students achieve.

The teaching staff at Davidson Elementary is exemplary, combining both veteran teachers and those new to the profession. Eight members of the staff have achieved national board certification. Thirty-five percent of the faculty has masters degrees and over forty percent have ten years or more experience. The turnover rate in recent years has been higher than usual, due to retirements and out-of-state job changes for spouses. The staff demonstrates stability, experience and professionalism, with a focus on extending their own learning.

The parents of Davidson Elementary and the Davidson community provide tremendous support to the teachers and students of the school. The Parent Teacher Association (PTA) is a large, active organization. Over twenty-five committees work continually to provide support to classrooms, the technology program, media center and individual students. Over \$25,000 has been raised over the last three years to create an outdoor nature trail and amphitheater for instruction. Parent volunteers and Davidson College students support instruction in the classroom by working with individuals and small groups. The school enjoys a close relationship with Davidson College. Cultural arts programs (dancers, singers, musicians, actors) visiting the college, also perform at Davidson Elementary. For example, when the Royal Shakespeare Company performed at the college, the school's fifth graders worked with actors to understand Shakespeare's work.

Davidson Elementary has achieved academic success at the exemplary level and has been named a North Carolina School of Excellence for the last five years with well over 97% of students at or above grade level on state tests. In 2003-04, the school was named an Honor School of Excellence with all AYP goals met and over 90% of students (97%) at or above grade level. This placed the school in the top five percent of schools in the Charlotte Mecklenburg district. The staff and students have worked as a community of learners in an atmosphere of respect and caring to challenge all students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Meaning of Assessment Results

Since the School-Based Management and Accountability Program (the ABC's of Public Education) became law in 1996, all North Carolina public school students in grades three through twelve are assessed annually through this accountability model. At Davidson Elementary, students in grades three through five are administered a state developed end of grade (EOG) math and reading test each May to measure growth and performance in these areas. Fourth grade students are also assessed in the area of writing. The growth standards are benchmarks set annually to measure progress. The state uses a statistical formula to determine each school's expected growth based upon the previous year's developmental scores from the EOG's and the statewide average growth. Student performance is based upon four achievement levels determined by the state. Students scoring at Level I demonstrate non-mastery of the knowledge and skills of that grade level subject. Students scoring in the Level II range have an inconsistent mastery of knowledge and skills. Level III students are considered proficient of the knowledge and skills required of that grade level. Level IV indicates that students have a strong mastery of the knowledge and skills.

The state's ABC Accountability Model recognizes schools with 80 to 90% of students at grade level as a School of Distinction. Schools with at least 90% of students at grade level are identified as Schools of Excellence. And schools with at least 90% of students at grade level with the school making adequately yearly progress are regarded as an Honor School of Excellence. Since the 1997 school year, Davidson Elementary has steadily increased student performance of percentiles at or above grade level from 78% to 99%. Our performance composite for 2003-04 is 98%. Davidson Elementary honors include the recognition of School of Distinction (1997-99), School of Excellence (1999-03), NC Exemplary School (1997-03), and Honor School of Excellence (2003-04).

Based on the federal guidelines established by the *No Child Left Behind Act of 2001*, Davidson Elementary achieved adequate yearly progress (AYP) on all seventeen performance goals for 2002-2003, as well as all fifteen performance targeted goals for 2003-2004. Both reading and math achievement for students in subgroups such as African-American, free/reduced lunch, and students with disabilities increased dramatically (as much as fifty percent in some cases) over the last five years. The percentage of students in all subgroups who perform at high levels (Level IV) was high.

In addition to state testing, the Charlotte Mecklenburg School (CMS) system requires the administration of assessments developed by local teams of educators that align closely with the *North Carolina Standard Course of Study* (NCSCOS). These Quarterly Assessments (QA) are designed to provide diagnostic information regarding the progress of individual students in regard to their success in mastering the objectives taught each quarter. When the system reports the assessment results, teachers are able to use the data to evaluate the areas students have mastered and those areas that require further instruction. The North Carolina State Board of Education also requires the use of assessments in kindergarten, first and second grades that align with the *North Carolina Standard Course of Study* (SCOS). District-wide assessments are also administered to these grade levels on a quarterly basis.

Because CMS believes so strongly in early diagnosis and intervention, the system purchased and began implementing the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment program to kindergarten, first, and second grades in the fall of 2004. This school-wide beginning reading assessment, which tests achievement on various literacy skills, has proven to be a predictor of future reading success.

Additional information regarding the state assessment system in North Carolina can be found at <http://www.dpi.state.nc.us> and/or <http://www.ncpublicschools.org>.

How the School Uses Assessment Data to Improve Student Performance

Assessment is an essential component of instruction and planning at Davidson Elementary School. A variety of assessments provide teachers with an accurate picture of their students' mastery of the *North Carolina Standard Course of Study*. State-wide achievement tests, county-wide quarterly assessments, DIBELS, K-2 Assessments and other standardized measures provide a wealth of achievement data. Teachers also design many of their own evaluation tools. Lesson plans include on-going opportunities for evaluation of student progress. These may include pre and post tests, unit exams and classroom observations. Student portfolios, including authentic work products, based on research, are evaluated with task specific rubrics. Teachers in K-2 classes use the DIBELS and K-2 Assessment information to group students for more focused instruction during the differentiated portion of the literacy block. Teachers and the Literacy Facilitator meet in grade level planning sessions to study assessment data and identify student groups across the grade level to receive literacy and math remediation. Teachers in grades 3-5 use the disaggregated data from North Carolina End of Grade tests and Quarterly Assessments to identify students performing below and above grade level. If analysis of test data indicates that a student is at risk of performing below grade level, a Personal Education Plan (PEP) is developed to define specific, individualized instructional goals. Instruction in the classroom is supported by the Exceptional Children teachers, the Literacy Facilitator, the Talent Development (Gifted Ed) teachers and community volunteers. The use of additional personnel allows class size to be reduced in order to address the diverse needs of students and provide the remediation and enrichment needed to close the achievement gap. Since assessment is an ongoing process, groups are flexible and responsive to changes in student performance.

In addition to instructional applications, assessment data is used to set yearly goals for academic achievement. The staff at Davidson Elementary creates a yearly School Improvement Plan that reflects these goals. This plan is then incorporated into teachers' Individual Growth Plans (IGPs) which guide their professional growth for the year.

How School Communicates Assessment Results to Parents, Students and Community

Good communication is a valued part of the culture at Davidson Elementary School. Parents are informed about grade level expectations, curriculum goals and objectives during the annual Curriculum Nights held at the beginning of the school year. Also, school system and state assessments are explained. Students and their parents all receive a copy of the Student Handbook with a copy of the Student Learning Compact identifying each of their roles and responsibilities. Teachers, parents and students all sign the Compact, indicating the commitment and partnership needed for student success. Parents are kept informed of their children's progress on a weekly basis through the use of Thursday folders, daily Communication Logs (K-2) and students' agendas (3-5). Classrooms are designed to have easy access to telephones so that communication may be immediate and direct. Parents in grades 3-5 receive a written report on their child's End of Grade Test results. This document provides data on the individual student and his/her performance compared to the school, county and state. Parents of students with a Personal Education Plan meet quarterly with teachers to review the student's performance and share assessment results.

Students are well informed of their progress. There is daily feedback in the classrooms and frequent meetings with teachers for tutoring and rewards for attaining specific goals. Student conferences are held to share results on quarterly assessments and determine remediation of specific goals. Quarterly report cards and upper grade mid-quarter progress reports insure adequate opportunities to communicate assessment results. Assemblies are held after each grading period to publicly acknowledge and appreciate student achievement. Testing data is shared and interpreted. Individual student's success with national programs (Word Masters, Quiz Bowl and Math Olympiad) is reported in the principal's weekly newsletter which is sent home to parents and posted on the school website. The School Report Card is issued annually by the North Carolina Department of Public Instruction (NCDPI). Parents and the community are directed to the department's website where the results for all schools in North Carolina are posted. Banners indicating the academic success of the school are displayed at the school.

How the School will Share Successes with Other Schools

Successes at Davidson Elementary are shared with other schools in a variety of ways. The staff welcomes visitors to their classes. The school's programs are frequently used as a model of best practices for other schools. Teachers in the graded and multi-age program demonstrate differentiation at a high level. The school's writing program (preparation for the fourth grade writing test especially) has been used as an example for other schools in the district to emulate. As a part of the Phase I Inclusive Practices pilot program, Davidson Elementary is a model for other schools considering joining Phase II. This program focuses on the full inclusion of Exceptional Children services into the regular education classroom.

Principal meetings in the district often have included sharing sessions. The Davidson Elementary principal has presented on a variety of topics. Using book study groups as a means of professional development, organizing cross grade differentiated literacy groups to achieve success and inclusive practices used with high needs students have been examples of some of the practices shared with other principals.

Staff members attend math, literacy, art, music, gifted education and technology conferences and are often presenters. Projects and activities used at Davidson Elementary are shared with teachers from around the state. A number of teachers are working on advanced degrees or National Board Certification. Teachers share research and projects conducted at the school with others in their groups or classes.

District meetings are held with grade level teachers, special area and support teachers. Frequent sharing sessions occur, and the Davidson staff has been asked to facilitate these meetings.

PART V – CURRICULUM AND INSTRUCTION

School's Curriculum

The staff at Davidson Elementary uses the *North Carolina Standard Course of Study* (NCSCOS) to plan meaningful lessons in all subject areas. The state curriculum provides a clear sequential program of skill and content objectives in the core curriculum areas of literacy, math, science and social studies. Pacing guides are provided by the Charlotte-Mecklenburg School District to assist teachers in planning in each of these areas. Classroom teachers and administrators meet for ninety minutes each week for team planning to share ideas, materials and to ensure that appropriate goals and objectives are incorporated into their lessons.

The Davidson Elementary support staff includes: Talent Development (gifted education) teachers, Exceptional Children teachers, a literacy facilitator and several literacy teachers. The special area teachers include music, art, physical education, media and technology specialists. These learning specialists work closely with classroom teachers to integrate research and the arts into the core subjects. Grants from the local Arts and Science Council provide guest artists, musicians, storytellers, potters and quilters, who share their crafts with the students.

Technology and research is an integral part of the curriculum at Davidson Elementary. The media center employs flexible scheduling so that students frequent the center throughout the day to check out books for independent reading and to conduct research. Teachers send small groups of students or accompany entire classes to assist in the research process. Students create various work products to showcase what they have learned in literacy, math, science and social studies. Authentic student work products are displayed throughout the hallways and in classrooms. The media center, technology lab and classrooms are equipped with new computers and laser printers. Students can conduct Internet searches, using their research information to create PowerPoint and Hyperstudio© projects. All students have access to technology learning programs such as Accelerated Reader, Orchard Manager, Type to Learn and Easy Book. Each classroom is equipped with at least three computers and teachers integrate technology into their lessons on a daily basis.

A variety of other programs enrich the curriculum. The nature trail, outdoor pond, individual classroom gardens and amphitheatre offer teachers and students a way to investigate the world around them while incorporating writing, science, math and drama with activities that expand beyond the walls of the classrooms. Educational field trips are an essential part of the curriculum at each grade level. Students are given many opportunities to experience programs and places that enhance units of study. As part of Davidson's mission, a strong character education program is in place. Students learn to become respectful, responsible citizens through daily class meetings and the use of "Tiger Tips" (problem solving steps). Monthly character traits are emphasized and all students and staff members use Ron Clark's The 55 Essentials as a guide. Service learning is honored at Davidson and classrooms are encouraged to conduct service projects throughout the year.

Gifted and Exceptional Children teachers work in classes with students, co-teaching with regular education teachers to provide instruction for all students. The inclusive practices model provides instruction within the classroom for learners with a wide range of disabilities. The high expectations these practices encourage support student learning. Students' IEPs are followed closely and modifications are made to their learning so that they are successful. All students are exposed to and expected to be successful with a challenging curriculum. Through the use of varied learning strategies and differentiated instructional models, all students are supported in their learning.

The Reading Curriculum at Davidson Elementary

The reading program at Davidson Elementary uses a focused and sequential phonemic framework within which the comprehension of rich literature is taught. Students at all grade levels are involved in two hours of focused literacy instruction daily. All students receive literacy instruction appropriate to their grade level and the required objectives of that grade during one hour of direct instruction. Teachers use the *Open Court* Language Arts program as a resource during this time. A differentiated instructional hour provides students with instruction at their individual reading levels. Guided reading groups, literature circles, book clubs and other small reading groups provide an opportunity for students to be involved with texts on their achievement level. Teachers have access to the school's central storage of books where class sets and small group packs of novels at all reading levels are housed. Classroom libraries are in each classroom so that students are always surrounded by rich literature. The media center maintains over 11,000 books for student use. At home reading is an expectation in every classroom and is closely supervised by each teacher. Reading records are kept on each student, with teachers and parents in communication regarding time spent reading and the appropriate selection of texts. The Accelerated Reader Program is used in grades three, four and five as an incentive for reading. Reading support groups are formed based on results from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in grades K-2 and the Quarterly Literacy Assessment in grades 3-5.

Writing skills are taught through daily journal writing, writer's workshops and student writing groups. Authentic purposes for writing are found through the integration of science and social studies projects. For the past three years the increased focus on phonics, word study and grammar has improved students' writing and spelling. The school uses the national Word Masters program to build vocabulary and the use of analogies in grades 3-5. This program has added richness to student writing and has contributed to improved scores on the North Carolina Fourth Grade Writing Test.

The Math Curriculum at Davidson Elementary School

The mathematics program at Davidson elementary is varied and far-reaching, designed to create mathematically literate students. The goal of instruction is to create students who possess the tools and confidence to solve problems in a variety of contexts with flexibility and fluency. At Davidson, teachers use a wide assortment of materials to implement the *North Carolina Standard Course of Study*. Teachers plan together during the weekly ninety-minute grade level planning sessions using the pacing guide developed by the district. The teachers emphasize hands-on, investigation math strategies, by using the Scott Foresman Addison Wesley series and *Investigations in Number, Data and Space* as resources. Both primary and intermediate teachers are also provided the *State of North Carolina Week by Week Essentials*, *Math Superstars* and *Math Strategies*. These documents are designed to achieve math objectives using a spiral approach, which includes games, data collection, skill practice and problem solving. Manipulatives are used throughout the school to bring mathematical concepts alive. Students experience real world problem solving through cross-curricular projects such as Exchange City, where students experience jobs, paychecks and budgets in a model society. Students are also involved in integrated science/math projects such as the coverboard project with the Central Carolina Amphibian and Reptile Initiative, where students collect, record and compile data about the animal population near the school. Davidson Elementary's annual Math Fair provides students with an opportunity to create mathematical projects and to compete with other students at regional and state math fairs.

Students performing below expectation levels on the Quarterly Assessments in grades 3-5 or the K-2 assessments receive instructional support in small groups from Davidson College tutors, community tutors or support teachers. Talent Development teachers (gifted education) provide extension activities to those students performing well above grade level. In this way all students are provided the support they need to be successful.

Instructional Methods Used to Improve Student Learning

To facilitate student learning and assure success with goals and objectives, teachers at Davidson provide instruction by using a variety of teaching methods and best practices. Observation of the varied work products produced by students and the active learning environments in classes indicate that teachers have worked hard to differentiate instruction so that all students' needs are met and they have the best opportunity for success. Whole class teaching, small group instruction, cooperative learning groups and paired instruction are all used. Contracts, graphic organizers, rubrics, research projects and investigations contribute to the high level of student involvement and achievement at the school. To maintain student performance with expected levels of achievement throughout the year, small flexible groups are formed for reteaching. This assistance is provided by the literacy teachers or trained tutors. After school tutoring sessions are offered by the teachers in the intermediate school for students needing additional assistance. Similarly, an after school writing workshop is offered to fourth grade students needing support in the preparation for the fourth grade state writing test.

Inclusionary practices are a part of Davidson Elementary. Portions of the ninety minute planning block are devoted to planning with Exceptional Children teachers (EC) and/or Talent Development (TD or gifted) teachers. These teachers co-teach with regular education teachers within the classroom.

A physical fitness program (Tigers on the Prowl), structured during a portion of recess each day, allows students to walk/run laps to earn rewards and membership into clubs (the 10K, ½ Marathon or Marathon). As a result of this program, students develop skills in physical fitness and goal setting, as well as improving math skills through mileage computation. Geographical knowledge is enhanced when total mileage is charted as distance on a map of the US each morning on the morning news program broadcast into each classroom. An example of the use of integration combined with resources from the community to further student learning is the Heart Panel Forum attended by fourth and fifth graders.

The Professional Development Program at Davidson Elementary

On-going professional development involving each teacher and administrator is an expectation at Davidson Elementary. A focus for professional development that is aligned with the goals of the school and the School Improvement Plan is identified at the beginning of the year. When new curriculum is written by the state or new programs are adopted by Charlotte-Mecklenburg Schools, the school administration teams with the central office for the district to provide staff development for all teachers, enabling them to be equipped with the latest skills and information to meet their goals. This has included extensive support of the *Open Court* Language Arts program, the new math curriculum and new writing rubric.

The staff has been involved in extensive staff development as part of the Phase One Schools of Inclusion pilot in Charlotte-Mecklenburg Schools. Staff members are involved in ongoing professional development sessions on inclusive practices, led by administrators, system specialists and in house teachers of Autistic children.

For the last three years, all staff members have been involved in diversity training, including ethnic, economic, physical and religious diversity. Training in differentiation has been on-going and has resulted in increased differentiation in instructional strategies used in classrooms. The new nature trail is more effectively used for environmental studies and exploration due to the staff development presented by a county park naturalist. Teachers are always involved in book study groups to keep abreast of new research focused on a wide variety of topics including: best practices, diversity issues, brain research, Paideia seminars and leading class meetings. The technology teacher presents sessions to support the integration of technology into classroom instruction and the creation of classroom webpages. Teachers at Davidson attend conferences frequently and always present in staff or grade level meetings to share new information. A strong mentor-mentee program ensures the success of teachers new to the school. The teachers model life long learning for their students.

NORTH CAROLINA ASSESSMENT DATA

Davidson Elementary School

Data Display Table for Reading Grade Level: 3 Edition: Updated Annually

Publisher: North Carolina Department of Public Instruction

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	97	99	97	92	86
% At Level IV (above grade level)	82	82	71	71	63
Number of students tested	164	145	145	143	144
Number of Valid Scores	164	145	145	143	144
Percent of total students tested	100	100	99	98	98
Number of students excluded	0	0	1	3	1
Percent of students excluded	0	0	1	2	1
SUBGROUP SCORES					
1. <u>African-American</u>					
% At or Above Level III (on grade level)	88	78	70	73	33
% At Level IV (above grade level)	44	44	20	9	17
Number of students tested	16	9	10	11	6
2. <u>White</u>					
% At or Above Level III (on grade level)	98	100	99	95	90
% At Level IV (above grade level)	86	84	77	77	65
Number of students tested	139	133	128	128	137
3. <u>Free/Reduced Price Lunch</u>					
% At or Above Level III (on grade level)	84	88	82	75	33
% At Level IV (above grade level)	53	31	36	8	25
Number of students tested	19	16	11	12	12
4. <u>Students with Disabilities</u>					
% At or Above Level III (on grade level)	93	100	91	75	72
% At Level IV (above grade level)	77	69	52	45	36
Number of students tested	30	29	21	20	25
STATE SCORES					
% At or Above Level III	83	83	80	76	74
State Mean Score	248	248	148	147	147

NORTH CAROLINA ASSESSMENT DATA
Davidson Elementary School

Data Display Table for Mathematics Grade Level: 3 Edition: Updated Annually

Publisher: North Carolina Department of Public Instruction

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	98	99	93	98	99
% At Level IV (above grade level)	77	90	73	73	63
Number of students tested	164	145	145	143	144
Number of Valid Scores	164	145	145	143	144
Percent of total students tested	100	100	99	98	98
Number of students excluded	0	0	1	3	1
Percent of students excluded	0	0	1	2	1
SUBGROUP SCORES					
<u>1. African American</u>					
% At or Above Level III (on grade level)	94	89	50	91	50
% At Level IV (above grade level)	44	67	30	9	17
Number of students tested	16	9	10	11	6
<u>2. White</u>					
% At or Above Level III (on grade level)	99	100	98	98	92
% At Level IV (above grade level)	82	91	78	80	65
Number of students tested	139	133	128	128	137
<u>3. Free/Reduced Price Lunch</u>					
% At or Above Level III (on grade level)	90	94	73	92	58
% At Level IV (above grade level)	53	56	36	8	33
Number of students tested	19	16	11	12	12
<u>4. Students with Disabilities</u>					
% At or Above Level III (on grade level)	97	100	91	95	80
% At Level IV (above grade level)	60	83	48	60	56
Number of students tested	30	29	21	20	25
STATE SCORES					
% At or Above Level III	89	89	77	74	72
State Mean Score	253	253	251	251	144

NORTH CAROLINA ASSESSMENT DATA
Davidson Elementary School

Data Display Table for Reading Grade Level: 4 Edition: Updated Annually

Publisher: North Carolina Department of Public Instruction

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	96	99	99	99	97
% At Level IV (above grade level)	81	80	66	74	62
Number of students tested	136	139	160	146	120
Number of Valid Scores	136	139	160	146	120
Percent of total students tested	100	100	100	99	99
Number of students excluded	0	0	0	0	2
Percent of students excluded	0	0	0	0	2
SUBGROUP SCORES					
1. <u>African-American</u>					
% At or Above Level III (on grade level)	86	78	81	100	71
% At Level IV (above grade level)	71	33	13	25	43
Number of students tested	7	9	16	8	7
2. <u>White</u>					
% At or Above Level III (on grade level)	98	100	98	90	95
% At Level IV (above grade level)	82	84	73	77	63
Number of students tested	126	125	139	135	112
3. <u>Free/Reduced Price Lunch</u>					
% At or Above Level III (on grade level)	75	78	84	50	55
% At Level IV (above grade level)	33	44	21	10	18
Number of students tested	12	9	19	10	11
4. <u>Students with Disabilities</u>					
% At or Above Level III (on grade level)	88	94	84	63	69
% At Level IV (above grade level)	60	75	48	38	38
Number of students tested	25	16	25	24	16
STATE SCORES					
% At or Above Level III	84	84	77	75	72
State Mean Score	252	252	151	150	150

NORTH CAROLINA ASSESSMENT DATA
Davidson Elementary School

Data Display Table for Mathematics Grade Level: 4 Edition: Updated Annually

Publisher: North Carolina Department of Public Instruction

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	99	99	99	100	93
% At Level IV (above grade level)	92	88	77	88	67
Number of students tested	136	139	160	146	121
Number of Valid Scores	136	139	160	146	121
Percent of total students tested	100	100	100	99	99
Number of students excluded	0	0	0	0	1
Percent of students excluded	0	0	0	0	1
SUBGROUP SCORES					
1. <u>African-American</u>					
% At or Above Level III (on grade level)	100	89	100	100	75
% At Level IV (above grade level)	71	44	38	75	38
Number of students tested	7	9	16	8	7
2. <u>White</u>					
% At or Above Level III (on grade level)	100	100	99	100	95
% At Level IV (above grade level)	94	93	81	88	69
Number of students tested	126	125	139	135	112
3. <u>Free/Reduced Price Lunch</u>					
% At or Above Level III (on grade level)	92	89	100	100	58
% At Level IV (above grade level)	42	44	32	60	33
Number of students tested	12	9	19	10	11
4. <u>Students with Disabilities</u>					
% At or Above Level III (on grade level)	100	100	92	100	71
% At Level IV	80	75	64	75	47
Number of students tested	25	16	25	24	17
STATE SCORES					
% At or Above Level III	95	95	89	87	85
State Mean Score	259	259	257	256	153

NORTH CAROLINA ASSESSMENT DATA
Davidson Elementary School

Data Display Table for Reading Grade Level: 5 Edition: Updated Annually

Publisher: North Carolina Department of Public Instruction

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	96	100	100	100	100
% At Level IV (above grade level)	81	74	73	66	66
Number of students tested	113	148	137	108	116
Number of Valid Scores	113	148	137	108	116
Percent of total students tested	100	100	99	99	99
Number of students excluded	0	0	0	1	0
Percent of students excluded	0	0	0	1	1
SUBGROUP SCORES					
1. <u>African-American</u>					
% At or Above Level III (on grade level)	60	95	75	86	44
% At Level IV (above grade level)	30	42	38	14	11
Number of students tested	10	19	8	7	9
2. <u>White</u>					
% At or Above Level III (on grade level)	99	99	98	97	90
% At Level IV (above grade level)	87	79	77	69	71
Number of students tested	99	125	122	100	101
3. <u>Free/Reduced Price Lunch</u>					
% At or Above Level III (on grade level)	55	95	67	*	30
% At Level IV (above grade level)	36	42	44	*	10
Number of students tested	11	19	9	*	10
4. <u>Students with Disabilities</u>					
% At or Above Level III (on grade level)	83	86	86	83	50
% At Level IV (above grade level)	67	29	23	42	17
Number of students tested	12	14	22	12	12
STATE SCORES					
% At or Above Level III	90	89	85	83	79
State Mean Score	257	257	156	156	155

*Fewer than 6 students in this group this year.

NORTH CAROLINA ASSESSMENT DATA
Davidson Elementary School

Data Display Table for Mathematics Grade Level: 5 Edition: Updated Annually

Publisher: North Carolina Department of Public Instruction

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	99	99	99	98	93
% At Level IV (above grade level)	85	88	86	83	71
Number of students tested	113	148	137	108	116
Number of Valid Scores	113	148	137	108	116
Percent of total students tested	100	100	99	99	99
Number of students excluded	0	0	0	1	0
Percent of students excluded	0	0	0	1	0
SUBGROUP SCORES					
<u>1. African-American</u>					
% At or Above Level III (on grade level)	90	95	100	86	67
% At Level IV (above grade level)	40	53	50	29	33
Number of students tested	10	19	8	7	9
<u>2. White</u>					
% At or Above Level III (on grade level)	100	100	99	99	95
% At Level IV (above grade level)	91	93	89	87	73
Number of students tested	99	125	122	100	101
<u>3. Free/Reduced Price Lunch</u>					
% At or Above Level III (on grade level)	91	95	89	*	50
% At Level IV (above grade level)	36	63	56	*	30
Number of students tested	11	19	9	*	10
<u>4. Students with Disabilities</u>					
% At or Above Level III (on grade level)	100	93	96	100	75
% At Level IV (above grade level)	58	57	73	58	25
Number of students tested	12	14	22	12	12
STATE SCORES					
% At or Above Level III	93	93	89	87	83
State Mean Score	263	262	261	260	160

* Fewer than 6 students in this group this year.