

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) [] Elementary [] Middle [] High [] K-12 [] Charter

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

Official School Name District 7 Elementary School Classical Studies
(As it should appear in the official records)

School Mailing Address 5721 Smithfield Road
(If address is P.O. Box, also include street address.)

Wade NC 28395-8095
City State Zip Code+4 (9 digits total)

County Cumberland State School Code Number* 260356

Telephone (910) 483-0001 Fax (910) 483-6047

Web site/URL www.d7es@ccs.k12.nc.us E-mail swilkins@ccs.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.

Date _____
(Principal's Signature)

Name of Superintendent* Dr. William C. Harrison
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cumberland County Tel. (910) 678-2300

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.

Date _____
(Superintendent's Signature)

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

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.

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

***Private Schools: If the information requested is not applicable, write N/A in the space.**

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
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)

- Number of schools in the district:
 - 53 Elementary schools
 - 15 Middle schools
 - Junior high schools
 - 13 High schools
 - 7 Other
 - 88 TOTAL
- District Per Pupil Expenditure: 6,647.77
 Average State Per Pupil Expenditure: 7,328.00

SCHOOL (To be completed by all schools)

- 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
- 9 Number of years the principal has been in her/his position at this school.
N/A If fewer than three years, how long was the previous principal at this school?
- 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
PreK	6	11	17
K	21	20	41
1	20	25	45
2	23	18	41
3	19	18	37
4	16	25	41
5	18	21	39
TOTAL STUDENTS IN THE APPLYING SCHOOL →			261

6. Racial/ethnic composition of the school: 78 % White
14 % Black or African American
3 % Hispanic or Latino
2 % Asian/Pacific Islander
3 % 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: 3%

[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	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	0
(3)	Total of all transferred students [sum of rows (1) and (2)]	7
(4)	Total number of students in the school as of October 1	271
(5)	Total transferred students in row (3) divided by total students in row (4)	26
(6)	Amount in row (5) multiplied by 100	2,600

8. Limited English Proficient students in the school: 1%
3 Total Number Limited English Proficient
Number of languages represented: 1
Specify languages: Spanish
9. Students eligible for free/reduced-priced meals: 51%
Total number students who qualify: 139

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: $\frac{21\%}{55}$ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>8</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>26</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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>1</u>
Classroom teachers	<u>15</u>	
Special resource teachers/specialists	<u>7</u>	<u>4</u>
Paraprofessionals	<u>7</u>	<u>1</u>
Support staff	<u>2</u>	<u>1</u>
Total number	<u>32</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	97%	97%	95%	96%
Daily teacher attendance	98%	95%	97%	97%	97%
Teacher turnover rate	12%	6%	4%	8%	6%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

District 7 Elementary School is a public institution, which was accredited in 1978 by the Southern Association of Colleges and Schools. Built in 1952, today District 7 provides educational services to more than 270 students in grades pre-k through five. Located in a low socio-economic rural area of Cumberland County, North Carolina, we are unique in that we are the only elementary school that serves students from a local children's home, which causes the school's enrollment to fluctuate often due to the student's status with the Department of Social Services. The students are residents of three small townships: Falcon, Godwin, and Wade, within which the average income is \$27,400. Although the school is one of the smallest of 53 elementary schools within the Cumberland County School System, we face many of the same issues that confront other schools. For the past five years, we have kept a constant percentage of low-income students (free/reduced lunch applicants), thus making District 7 a Title I school with 51.6% of the students receiving free and reduced lunch. However, District 7 has repeatedly demonstrated a commitment to excellence and because of such, it has received a school's highest award given by the State of North Carolina, the Honor School of Excellence Award, for nine out of nine years. The school has also been recognized as the highest achieving elementary school in the county. Additionally, District 7 has been the **only** school in the county to receive "North Carolina's Top 25 Most Improved School" award. This achievement record can be looked upon as a stepping-stone to even greater things.

District 7 is a place where the highest standards for academic achievement and citizenship are expected and required. Through frequent monitoring and assessment of performance, systematic instruction, and rigorous academic and behavioral standards, we believe students will be able to attain the highest level of mastery in all content areas. All students are actively engaged, learning is meaningful for all, academic rigor is part of the norm, and continuous feedback are all part of the classrooms' environment at District 7. We expect the best!

The Governed Choice Program offers parents a choice of where their children attend school. Although all schools must teach the North Carolina Standard Course of Study, choice schools are designed to cater to a child's interest, career goals, and diverse needs. In 1999 District 7 was one of 22 schools to take the lead initiative in applying to become part of the Governed School of Choice Program. In 2000 District 7 was selected by a panel, which was selected by the Superintendent, to become a Governed Choice school representing the Classical Studies. The Classical Studies is intended to develop life-long learners, employ a variety of instructional methods, and develop creative and critical thinking skills through the use of *The Paideia Seminar*. Teachers have participated in explicit staff development designed to utilize *The Paideia Seminar*, enabling them to impart their knowledge of higher order questioning techniques, multiple intelligence and product differentiation onto their students.

During the 2001-2002 school year, District 7 was selected as one of 10 schools in North Carolina to work hand in hand with the Museum of Natural Sciences in Raleigh. The program is more widely known as UTOTES (Using the Outdoors to Teach Experiential Science). The staff, parents, and students continue to work together collectively to enhance this unique learning opportunity.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: In 1996-97 North Carolina introduced the ABC's of Public Education. The model was designed to accomplish three primary goals: (1) to strengthen local school accountability, (2) to emphasize mastery of basic subjects, and (3) to provide as much local decision-making as possible. In 2006, significant changes were made to the ABC's accountability model to strengthen classroom focus. Under the new growth formula, teachers are now provided with individual student growth information. This data allows administrators and teachers to drive classroom instruction more vigorously.

Since its inception in 2002, the No Child Left Behind Act has become an important component of accountability. Therefore, Adequate Yearly Progress (AYP) is included in the ABC's report. The intended goal of AYP is to close achievement gaps between subgroups and obtain a 100% proficiency rate for all children by 2013-2014. The ABC's Accountability model recognizes schools for student achievement growth and for the proficiency rate within schools. The school designation categories are listed in descending order of importance: Honor School of Excellence, School of Excellence, School of Distinction, School of Progress, and Priority School. District 7 has been an Honor School of Excellence since 1999.

The ABC's model allows North Carolina a means for measuring student growth in grades three through eight through the administration of the *End of Grade Tests* each year in Reading and Math. The resulting data is in the form of individual scale scores and achievement levels for performance. The scale scores are used as a measuring stick to measure student growth in these two crucial areas. Students and administration not only are able to see how the student has done, but also to obtain a comparison of that student to his/her classmates and county-level counterparts. The achievement levels adopted by North Carolina consist of a range of scale scores varying by subject area and grade level. They are: I (Well Below Grade Level), II (Below Grade Level), III (At Grade Level), and IV (Well Above Grade Level). Students are expected to make a year's growth for each year of schooling. North Carolina's accountability model includes a school performance component based on the percentage of students scoring "at or above grade level" (Levels III & IV). All students, regardless of whether or not they meet enrollment or pre-test criteria, are included in the performance component.

As indicated on pages 13-14, the assessment information for District 7 shows a sustained climb toward academic excellence for all students. In 2004-2005, 92.5% of all students in grades three, four and five scored at or above grade level in math and reading combined. As for our subgroups of students with disabilities and socio-economically disadvantaged, there were no distinguishable differences in their test scores as compared to their peers. In fact, there is no achievement gap between subgroups at District 7 Classical Studies.

For more information pertaining to the North Carolina State assessment log on to:
www.ncpublicschools.org/accountability.

2. Using Assessment Results: Assessment data is used on a daily basis, from the first day of school to the last, as a tool for improvement. In order for assessments to drive classroom instruction, teachers and administrators meet at the beginning of each year to identify individual

student's strengths and weaknesses as they relate to the North Carolina End-of-Grade Test. This process provides teachers with the information needed so that they can begin on the first day of school differentiating instruction to meet the needs of each child. This data also allows the teacher to chart where students are so that he/she can begin to track student growth for that particular year.

During the school year in order to prepare students for the End-of-Grade Test, the school administers Benchmark Assessments in both reading and math at the end of each nine-week period. Developed to mirror the End-of-Grade Test, Benchmark Assessments give teachers a realistic picture of how the student will perform on the North Carolina End-of-Grade Test, thereby making these assessments a vital tool for instruction. These assessments are instrumental in determining how much of the previous taught curriculum the child has mastered and in what areas he/she may be experiencing difficulty. Each Benchmark coincides with the skills taught during that particular nine-week period. This data is used as a measuring stick for students, parents, and teachers to monitor individual student growth through the use of graphs. These results are also used to create individualized instruction for acceleration and remediation tutoring groups. Data is shared school wide by the administration. This data is then shared with the student and parent.

3. Communicating Assessment Results: Sharing the results of assessments with the parents, community, and the students themselves is done using a myriad of methods. Besides being provided with a copy of the individual student's *North Carolina Assessment Report* following the End-of-Grade Test in May, parents are also provided additional information through parent/teacher conferences. It is here that the parent can see how their child is performing in comparison to the individual class and grade level. The report itself is all-inclusive; it provides not only both of the statistics mentioned above, but also the student is compared to the county and state assessment results.

Individual student Benchmark results are shared using a school-developed document that reports; Number of items Correct, Student Percentile, Class Percentile, and State Percentile. Additional spaces are provided for teacher comments and parent comments. These reports are sent home at the end of each Benchmark administration.

District 7 utilizes a variety of tools to share school assessment data with the public. The results can be seen on the school's marquee, in the School Improvement Plan, through the Dolphin News newsletter, during award ceremonies, through the banners and certificates displayed throughout the building and during our annual Title I meetings. To further extend parent and community relationships, the administration attends an annual local Lion's Club meeting to share the school's testing data.

4. Sharing Success: District 7 Classical Studies has repeatedly been recognized as a School of Excellence, meaning that we have maintained an academic achievement level of 90% or above. The accolades bestowed upon us by the State of North Carolina have led to District officials as well as administrators in surrounding counties requesting that we share our proven techniques and strategies. The success of District 7 and how it was achieved has been shared by teachers who have led training sessions within our own district as well as with schools in other counties in

the areas of Math, Science, Reading and Writing. The administrator has presented at Leadership Meetings and Seminars.

State Colleges and universities have recognized District 7 as being on the cutting edge of education and have frequently sent teaching fellows and student teachers to observe what effective instruction looks like. Each year, Methodist College professors utilize District 7 as a learning lab for student teachers. This opportunity provides the student teacher with an interactive experience in education.

Realizing that the success of children extends beyond the boundaries of our school we welcome the opportunity to share our strategies. For us student success is a “system priority” and not just a school issue. Therefore, we understand the importance of teachers sharing their “Best Practice” strategies. Education is a field of continuous growth and change; we are pleased to share our ideas and to gain ideas of others in the pursuit of excellence.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: District 7 Classical Studies follows the *North Carolina Standard Course of Study (NCSCS)* for all grade levels. This plan of action provides a specific set of attainable competencies in all content areas and grade levels. In conjunction with the NCSCS, District 7 also employs the Cumberland County Task Analysis/Pacing Guide and the Creating Great Classrooms model for instruction.

The literacy curriculum is instructed under the umbrella of the Five Domains of Reading (fluency, phonics, phonemic awareness, comprehension, and vocabulary). The writing curriculum utilizes the five processes of writing in a systemic approach, allowing all students to achieve success through repeated practice. District 7 supports reading and writing across all content areas and genres. District 7 successfully incorporates this belief through the tools provided by the State of North Carolina.

The NCSCS has deemed the following five strands as our math curriculum; numbers and operations, measurement, geometry, data analysis/probability, and algebra. At each grade level these strands become tools through which students apply problem solving techniques/strategies and critical thinking skills. This “spiral” curriculum allows all students to encounter each strand at their grade level and continue to grow through that initial experience. Such an instructional model lends itself to higher-level questioning, hands-on learning experiences, and multiple intelligence. Teachers construct lesson plans in which students are rigorously challenged to become successful.

The science curriculum at District 7 utilizes a hands-on, investigative approach that is led by the *Full Option Science System (FOSS)*. This system incorporates the following instructional pedagogies: discourse and reflective thinking, reading and research, inquiry, hands-on active learning, multisensory methods and student-to-student interaction. Through the various modules of FOSS, instruction at all grade levels incorporates the scientific process. Instructional methods are brought to the teachers through NC-PIMS. Science is also brought to the students through the Using the Outdoor to Teach Experiential Sciences (UTOTES) program. To further enhance student understanding of the scientific process, students in each grade level present a scientific experiment at the local, state, and national Science Fair.

Social studies is taught at each grade level spanning individual identity through global connections. Field trips and guest speakers play an important role as each brings to life some aspect of our world. Learning excursions provide instructional opportunities through methods that might not otherwise be apparent; such as discussion, debate, and a deeper understanding of classroom curriculum.

The curriculum and instruction in all grades includes music, visual arts, library/media, computer skills, and physical education as specified in the NCSCS. Students receive thirty-five minutes of direct instruction from a certified staff member in each of the cultural arts areas. Incorporation and integration of classroom objectives is utilized when possible to broaden student understanding.

2. Reading: A Balanced Literacy Program includes modeled, shared, guided, and independent reading and writing, and it serves as the primary reading program for students at District 7 Classical Studies. Students receive explicit instruction using all of the components of a Balanced Literacy Program. The program is implemented daily during an uninterrupted 90 minute block of required reading instruction (communication skills block) with an additional 30-45 minute writing block.

During the reading block teachers are required to provide daily reading instruction which incorporates explicit instruction using the following components of a Balanced Literacy Program model: (a) 30 minutes of whole group instruction that incorporates model reading and shared reading, focusing on phonemic awareness, phonics/encoding, fluency, vocabulary, and comprehension; and (b) 60 minutes of small group instruction, which incorporates flexible guided reading groups. During the writing block teachers are required to provide 30-45 minutes of daily writing instruction which incorporates mini-lessons focusing on model writing, interactive writing, and independent writing.

The aforementioned Balanced Literacy components were established by drawing upon the results of meta-analyses of research conducted by Snow, Burns and Griffin (1998). Their research provided strong evidence for including phonemic awareness instruction, systematic phonics, guided oral reading with feedback for accuracy and speed to promote fluency. Direct and indirect instruction is utilized to promote vocabulary development.

3. Additional Curriculum Area – Writing: District 7 implements a 90-minute Balanced Literacy Program in grades K-5. In addition, the school includes 30-45 minutes of daily writing instruction. The school allocates funds to employ a writing teacher who works explicitly with 4th grade teachers on writing objectives to ensure student proficiency. The following writing components are taught daily: (a) Modeled Writing; (b) Shared Writing; (c) Interactive Writing; (d) Independent Writing; and (e) Student Conferencing. Following is a detailed description of the writing components:

Modeled Writing is the process in which the teacher utilizes graphic organizers to demonstrate the writing process. The teacher verbalizes the thought process of the story for students to understand how a story is coherently organized. *Shared Writing* is used mainly to build the student's confidence in his/her writing ability. Students work in small, cooperative groups to develop the beginning, middle, and ending of a group story. Each student is responsible for writing a particular part of the story, eventually providing the student with experience in all three sections. *Interactive Writing* is student led brainstorming during which the teacher records and facilitates student responses as they plan using a graphic organizer. After planning the story, students will publish the story on a final copy. *Independent Writing* is when students are given a prompt and have 75 minutes to plan and draft a final copy of a story. *Student Conferencing*, is conducted between teachers and individual students in an effort to provide guidance, encouragement, and content/grammatical assistance.

In March, the state of North Carolina assesses 4th grade students in writing. Writing is assessed through a rubric that incorporates four competency levels: I (Well Below Grade Level), II (Below Grade Level), III (At Grade Level), and IV (Well Above Grade Level). According to the

result of the Cumberland County Schools on the North Carolina Writing Test, District 7 has achieved the highest writing scores for three out of five years.

4. Instructional Methods: District 7 applies a variety of strategies in the classroom. Strategies include: actively engaging all students, making learning meaningful, providing academic rigor and high expectations for all, and providing continuous feedback. Each of the above strategies is an essential characteristic of great classrooms and effective instruction.

Teachers also include the use of technology, integrated curriculum, peer and cross-aged tutoring, remediation/acceleration of students, continuous monitoring of student performance, instructional reinforcement and clear, consistent discipline. In addition, resources used to enhance instruction in critical thinking skills include Robert J. Marzano's Dimensions of

Thinking, *Renaissance Learning*, Wilson Reading System, and Houghton-Mifflin *Early/Soar to Success*. Through consistent, collaborative team planning, methodologies are discussed to address targeted goals and objectives.

Recognizing the importance of differentiated instruction for students with disabilities and low socio-economic backgrounds, the exceptional and regular education teachers at District 7 provide an inclusion model as well as assist in individualized instruction for the levels of learners: advanced, proficient, and the intensive/strategic. The intensive/strategic learner obtains remediation both in the regular classroom setting as well as within small pullout groups. Teachers recognize the importance of employing a myriad of instructional methods addressing the whole child through auditory, emotional, kinesthetic, visual, and intellectual learning styles in order to embrace the individual needs of all students.

5. Professional Development: Since teaching strategies and technology are constantly changing, our teachers' assiduously stay on the cutting-edge by participating in a variety of professional staff development. Professional training for our teachers varies from year to year depending on the needs of our students. Through an analysis of our End-of-Grade test data, administration is provided with a clear direction addressing specific types of professional development needs for individual teachers as well as grade levels.

As we bring Initially Licensed Teachers (ILTs) on board, we strive to keep them abreast of new instructional practices that are aligned with North Carolina's academic standards. Local Educational Administrators (LEA's) provide various professional workshops to ensure the success of our new teachers. In addition, new teachers are targeted to attend state and national conferences to further enhance knowledge within specific content areas. ILTs are assigned veteran teachers to serve as a mentor assisting in the acclimation process of the new teachers. The mentor teacher meets with their mentee beginning in the summer months and continuing throughout the school year on a weekly basis until the ILT achieves career status.

Our school provides professional, on-site training for teachers on a regular basis. Some of the staff development includes: the *PAIDEIA Seminar*, NC-PIMS curriculum training (Math/Science), writing strategies, Creating Great Classrooms, Marzano's Levels of Learning, A+ Curriculum and Study Island technological training. Teachers who participate in conferences

and in-service opportunities off campus are expected to bring back new ideas and share them in mini-breakout sessions with colleagues and at parent workshops. Ongoing professional development enables the staff to meet the needs of all students at every achievement level, ensuring each child the opportunity to experience academic and personal success.

PART VII - ASSESSMENT RESULTS

NORTH CAROLINA ASSESSMENT DATA

Data Display Table for District 7 Classical Studies Grade 3 Mathematics

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	86%	98%	100%	100%	94%
% At Level IV (above grade level)	20%	63%	69%	79%	56%
Number of students tested	51	40	39	28	32
Percent of total students tested	100%	100%	98%	100%	97%
Number of students alternatively assessed	0	0	1	0	1
Percent of students alternatively tested	N/A	N/A	3%	N/A	3%
SUBGROUP SCORES					
1. Other Students					
% At or Above Level III (on grade level)	63%	92%	93%		
% At Level IV (above grade level)	6%	42%	60%		
Number of students tested	16	12	15	9	7
2. Free/Reduced Lunch					
% At or Above Level III (on grade level)	77%	94%	95%	>95%	91%
Number of students tested	26	18	19	14	22
3. Students with Disabilities					
% At or Above Level III (on grade level)	83%	92%	80%	*	*
% At Level IV (above grade level)	8%	75%	60%		
Number of students tested	12	12	10	5	7

* This subgroup contains a student count less than 10.

*** Other includes African American, American Indian, Asian/Pacific Islander, Hispanic, and Multi-racial.

NORTH CAROLINA ASSESSMENT DATA
Data Display Table for District 7 Classical Studies Grade 3 Reading

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	88%	95%	97%	100%	100%
% At Level IV (above grade level)	62%	68%	72%	79%	56%
Number of students tested	50	40	39	28	32
Percent of total students tested	98%	100%	98%	100%	97%
Number of students alternatively assessed	0	0	1	0	1
Percent of students alternatively tested	N/A	N/A	3%	N/A	3%
SUBGROUP SCORES					
1. Other Students***					
% At or Above Level III (on grade level)	60%	83%	93%	*	*
% At Level IV (above grade level)	40%	50%	67%		
Number of students tested	15	12	15	9	7
2. Free/Reduced Lunch					
% At or Above Level III (on grade level)	81%	89%	94%	>95%	>95%
Number of students tested	26	18	19	14	22
3. Students with Disabilities					
% At or Above Level III (on grade level)	83%	92%	90%	*	*
% At Level IV (above grade level)	42%	50%	50%		
Number of students tested	12	12	10	5	7

* This subgroup contains a student count less than 10.

*** Other includes African American, American Indian, Asian/Pacific Islander, Hispanic, and Multi-racial.

NORTH CAROLINA ASSESSMENT DATA

Data Display Table for District 7 Classical Studies Grade 4 Mathematics

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	100%	100%	100%	100%	100%
% At Level IV (above grade level)	55%	94%	93%	94%	85%
Number of students tested	40	36	30	32	33
Percent of total students tested	100%	97%	100%	97%	97%
Number of students alternatively assessed	0	1	0	1	1
Percent of students alternatively tested	N/A	3%	N/A	3%	3%
SUBGROUP SCORES					
1. Other Students***					
% At or Above Level III (on grade level)	100%	100%	*	*	*
% At Level IV (above grade level)	46%	92%			
Number of students tested	13	12	8	6	7
2. Free/Reduced Lunch					
% At or Above Level III (on grade level)	100%	100%	*	100%	100%
Number of students tested	20	13	9	18	22
3. Students with Disabilities					
% At or Above Level III (on grade level)	100%	100%	100%	*	*
% At Level IV (above grade level)	25%	91%	100%		
Number of students tested	12	11	11	8	8

* This subgroup contains a student count less than 10.

*** Other includes African American, American Indian, Asian/Pacific Islander, Hispanic, and Multi-racial.

NORTH CAROLINA ASSESSMENT DATA
Data Display Table for District 7 Classical Studies Grade 4 Reading

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	100%	100%	100%	100%	100%
% At Level IV (above grade level)	73%	75%	77%	58%	67%
Number of students tested	40	36	30	31	33
Percent of total students tested	100%	97%	100%	94%	97%
Number of students alternatively assessed	0	1	0	2	1
Percent of students alternatively tested	N/A	3%	N/A	6%	3%
SUBGROUP SCORES					
1. Other Students***					
% At or Above Level III (on grade level)	100%	100%			
% At Level IV (above grade level)	69%	67%			
Number of students tested	13	12	8	5	7
2. Free/Reduced Lunch					
% At or Above Level III (on grade level)	100%	100%		100%	100%
Number of students tested	20	13	9	17	22
3. Students with Disabilities					
% At or Above Level III (on grade level)	100%	100%	100%		
% At Level IV (above grade level)	58%	64%	64%		
Number of students tested	12	11	11	7	8

* This subgroup contains a student count less than 10.

*** Other includes African American, American Indian, Asian/Pacific Islander, Hispanic, and Multi-racial.

NORTH CAROLINA ASSESSMENT DATA

Data Display Table for District 7 Classical Studies Grade 5 Mathematics

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	86%	97%	100%	97%	95%
% At Level IV (above grade level)	31%	85%	94%	84%	83%
Number of students tested	35	33	32	32	40
Percent of total students tested	97%	97%	97%	100%	100%
Number of students alternatively assessed	1	1	1	0	0
Percent of students alternatively tested	3%	3%	3%		
SUBGROUP SCORES					
1. Other Students***			*	*	*
% At or Above Level III (on grade level)	67%	100%			
% At Level IV (above grade level)	17%	64%			
Number of students tested	12	11	5	7	7
2. Free/Reduced Lunch					
% At or Above Level III (on grade level)	83%	92%	100%	95%	91%
Number of students tested	12	12	17	20	22
3. Students with Disabilities	*			*	*
% At or Above Level III (on grade level)		100%	100%		
% At Level IV (above grade level)		76%	90%		
Number of students tested	8	17	10	9	6

* This subgroup contains a student count less than 10.

*** Other includes African American, American Indian, Asian/Pacific Islander, Hispanic, and Multi-racial.

NORTH CAROLINA ASSESSMENT DATA
Data Display Table for District 7 Classical Studies Grade 5 Reading

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	100%	100%	100%	100%	95%
% At Level IV (above grade level)	51%	52%	79%	53%	60%
Number of students tested	35	33	33	32	40
Percent of total students tested	97%	97%	97%	100%	100%
Number of students alternatively assessed	1	1	1	0	0
Percent of students alternatively tested	3%	3%	3%	N/A	N/A
SUBGROUP SCORES					
1. Other Students***					
% At or Above Level III (on grade level)	100%	100%	*	*	*
% At Level IV (above grade level)	17%	45%			
Number of students tested	12	11	5	7	7
2. Free/Reduced Lunch					
% At or Above Level III (on grade level)	100%	100%	>95%	100%	
Number of students tested	12	12	17	20	
3. Students with Disabilities					
% At or Above Level III (on grade level)	*	100%	100%	*	*
% At Level IV (above grade level)		24%	50%		
Number of students tested	8	17	10	9	6

* This subgroup contains a student count less than 10.

*** Other includes African American, American Indian, Asian/Pacific Islander, Hispanic, and Multi-racial.