

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mrs. Deborah Mangieri

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

Official School Name Huntersville Elementary School

(As it should appear in the official records)

School Mailing Address 200 Gilead Road

(If address is P.O. Box, also include street address.)

Huntersville

North Carolina

28078-6897

City

State

Zip Code+4(9 digits total)

County Mecklenburg

State School Code Number* 600-420

Telephone (980) 343-3835

Fax (980) 343-3849

Web site/URL www.cms.k12.nc.us/allschools/hunters E-mail huntersvilleelem@cms.k12.nc.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Dr. Peter Gorman

(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 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Joe I. White Jr.

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information 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.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

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 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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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.

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 1 | % Asian or Pacific Islander |
| 12 | % Black or African American |
| 9 | % Hispanic or Latino |
| 78 | % White |

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 13 %

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	39
(2)	Number of students who transferred from the school after October 1 until the end of the year	71
(3)	Total of all transferred students [sum of rows (1) and (2)]	110
(4)	Total number of students in the school as of October 1	864
(5)	Total transferred students in row (3) divided by total students in row (4)	0.13
(6)	Amount in row (5) multiplied by 100	13

8. Limited English Proficient students in the school: 8 %
- | | |
|----|---|
| 65 | Total Number Limited English Proficient |
|----|---|

Number of languages represented 5

Specify languages: Spanish, Arabic, Laotian, Chinese, Danish

9. Students eligible for free/reduced-priced meals 18 %

Total number students who qualify: 146

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: 14 %
115 Total Number of Students Serve

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>1</u>	Autism	<u>1</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>6</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>23</u>	Specific Learning Disabilit
<u>0</u>	Emotional Disturbanc	<u>62</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>13</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>8</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>2</u>	<u>0</u>
Classroom teachers	<u>41</u>	<u>0</u>
Special resource teachers/specialist	<u>9</u>	<u>3</u>
Paraprofessionals	<u>28</u>	<u>2</u>
Support Staff	<u>6</u>	<u>1</u>
Total number	<u>86</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of 20 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	96 %	96 %	96 %
Daily teacher attendance	93 %	93 %	%	%	%
Teacher turnover rate	21 %	55 %	17 %	19 %	20 %
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

Huntersville Elementary is a large school in a suburban area. What may seem like a high teacher turnover rate is a result of teachers on maternity leave, teachers taking leave to complete graduate degrees and family transfers out of state.

In 2005-2006, a new school was built to relieve over-crowding at Huntersville Elementary. The large turnover rate was a direct result of staff displacement to the new school as we lost over 400 students.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Huntersville Elementary School is a traditional school with a proven curriculum that maintains North Carolina's highest state yearly recognition as an Honor School of Excellence. We are a school with high expectations that encourages and rewards excellence and success. Our highly-qualified teachers and assistants effectively coordinate each child's academic learning through the utilization of assessment data to create effective curricula for the advancement of each student.

With strong leadership from our administration, our teachers strive to stay abreast of current trends in education through professional development. The shared vision, direction and sense of purpose at Huntersville are both ambitious and challenging. Memberships in professional organizations, participation in master degree programs, achieving National Board Certification and continuing education courses offered at the district and school level are some of the kinds of professional development sought by the teachers and staff. With their expert knowledge, they collaborate to plan and implement a learning environment rich in higher-level thinking skills, hands-on learning activities, and workshop explorations where students are in charge of their own learning. Weekly team planning enables teachers to hold tightly to the North Carolina Standard Course of Study while molding each subject to fit the individual needs of each class and student. The collegiality of our teachers is evident as they share and communicate daily with each other, producing lessons that are motivational, high-level, and encourage cooperative learning.

The school environment fosters the academic, communication, social and interpersonal skills needed to help students become leaders in our community. Huntersville Elementary teachers use quarterly testing data as an integral part of the planning, where needed reinforcements are noted and accelerations planned. Using differentiated instruction, teachers challenge students in areas where they excel to further academic progress, many times exceeding the grade level's instructional framework. We work hard to meet the academic needs of all students, as is seen in both our English as a Second Language and Exceptional Children's Program, where children continue work on grade-level activities in small inclusive group settings. Students' Individual Educational Plans are monitored and implemented by all staff to ensure optimal opportunities for success.

We have a strong partnership with parents at Huntersville Elementary, as evidenced by the number of volunteer hours spent in and out of our classrooms. They raise much needed funds, which enable us to purchase learning tools such as Accelerated Reader books, a Vocabulary program and Excel, a math program, that enhance our daily academic curriculum. Parents create learning environments at home that foster and reinforce educational values stressed at school. Our collective goals at Huntersville Elementary are to educate children to become better citizens for their tomorrows; preparing them for middle and high school with much knowledge and a belief in their own abilities to make a difference in the world. This is demonstrated through our trust that all students are inherent learners, capable and wanting to learn. We take pride in our students who actively engage in the learning process, guided by exemplary teachers, administration and staff. Huntersville Elementary is a community of children, parents and teachers where each becomes a learner, each becomes a teacher and each becomes a success!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

The North Carolina ABCs of Public Education is an accountability model which sets growth and performance standards for students in grades 3-12. All public schools in North Carolina are held accountable for meeting the standards set in reading and math on State End-of-Grade Tests (EOGs) administered each May. Each year growth standards are set to measure the school's progress based on the previous year's scores. The state created a statistical formula using developmental scale scores from the previous year. In addition, a statewide average growth index is calculated to identify the school's expected growth standard for the upcoming year. Schools that exceed expected growth by 10% are identified as having achieved high-growth status.

Achievement levels describe student performance. The state calculates the cut-off scores for these achievement levels each year, based upon the entire state's performance. The developmental scale scores fall into one of four achievement levels. Level I, the lowest achievement level indicates that a student has not mastered grade level material and has insufficient knowledge that would allow movement to the next grade level. Level II indicates that a student has inconsistent mastery of skills. Level III indicates that a student is proficient in the skills needed to move to the next grade successfully. Level IV students exhibit superior mastery of grade level skills. Test data is attached and illustrates the percentage of students proficient at Levels III and IV. Schools that have 80-89% proficiency are recognized as a North Carolina School of Distinction. Schools that have 90-100% of students scoring Level III and IV are recognized as a North Carolina School of Excellence. With the addition of Adequate Yearly Progress (AYP) goals as established by the No Child Left Behind Act of 2001, schools must now meet all targeted AYP goals in addition to meeting the growth standards set by the state, in order to receive the above recognition. Those schools making high growth and meeting all AYP goals are recognized as a North Carolina Honor School of Excellence. Huntersville Elementary has met all targeted AYP goals since the program began and is recognized as a North Carolina Honor School of Excellence, with 95% or more of our students on or above grade level.

Huntersville Elementary includes three classrooms with Specialized Academic Curriculum (SAC-Trainable Mentally Disabled and Severe and Profound). The state has developed alternative assessments for children who are considered to have a significant cognitive disability and are three years below grade level or more. Last year every SAC student assessed with the EXTEND1 (based on extensions of the state curriculum) scored at achievement level III or IV. This is then factored into the overall proficiency of the school. In addition, Huntersville Elementary serves EC Resource students both as a pull-out and push-in inclusion model. Depending on the severity of the disability, and the modifications written in each student's Individual Education Plan (IEP), students are assessed using Alternate Assessments through the state or with the standard North Carolina End of Grade Test with the necessary modifications.

Students with English as a Second Language are also eligible to receive daily, weekly, or consultative services based upon their performance on the Individualized Proficiency Test (IPT). Students with ESL needs are served using a pull-out support model.

North Carolina's Department of Public Instruction's website includes a great deal of background information on the ABC Accountability model. That website is <http://www.ncpublicschools.org/accountability/reporting/growthformulas>. General information on the North Carolina Testing program can be found at <http://www.ncpublicschools.org/accountability/policies/>.

2. Using Assessment Results:

Huntersville Elementary School uses assessment data, both formal and informal, on a continual basis to develop small, flexible, instructional groups and to design focus lesson plans based on individual needs and learning styles. Groups are determined using the results of quarterly assessments given by our school district in both reading and math. Data is disaggregated by individual objectives. The information provided from these tests includes whether students mastered, partially mastered, or had non-mastery on all state objectives that should have been taught by the end of each quarter. Once groups are determined, focused instruction is used that adjusts pacing and instructional delivery. Teachers collaborate based on their individual strengths to plan, share and implement enrichment, remediation, or reteach activities.

An integral part of the instructional process is the utilization of all staff members (teachers, assistants,

special area staff such as art and music, as well as parent volunteers) in providing direct instruction. Schedules for assistants and Special Area teachers are based on the academic needs of students and all schedules are modified and adjusted as necessary. Grade level schedules are designed to provide large blocks of uninterrupted instructional time and allow appropriate differentiated instruction for every child. This may be in the form of guided, shared, independent activities, or small group instruction. Grade level teams meet daily to reflect on student performance, past and present as well as academic growth. Strategies and the most up-to-date resources available are discussed and shared among and across grade levels to determine the best instructional practices for Huntersville Elementary. This on-going reflection allows us to examine our school's program and gives us insight for needed professional development activities.

3. Communicating Assessment Results:

Communicating student performance data to parents, the community, and students themselves is imperative to the overall success of our school. All students have a planner for daily communication between school and home. This information includes short and long-term assignments, upcoming tests and student performance. Teachers also confer with students on a regular basis to discuss progress and set goals for future academic growth. Each student takes home a communication folder weekly, containing current test scores and other graded assignments. Formal parent conferences are held twice yearly. Additional conferences are scheduled on an as needed basis based on student performance. Personal Education Plans (PEPs), Individual Education Plans (IEPs), and other reports are written for students and communicated to parents at these meetings. Parent letters explaining student performance on state tests are sent once scoring is completed. Information regarding how each student's score compares with other students in his/her grade level is also provided.

Students are compared with students at their own school and across the school system and state. Progress reports are used as an interactive form of communication at mid-quarter to inform parents of student's academic performance. Other informal communications occur in the form of e-mail, grade-level newsletters, telephone calls and notes. Several times throughout the year, special parent information events are held. Some of these target specific populations such as our Accelerated Learners and English as a Second Language Learners, while others provide general information to familiarize parents with state and district assessments.

The school website details annual student performance on state standardized tests and keeps parents and community up-to-date on state and national rankings. In addition, Honor Roll students are featured during quarterly recognition ceremonies and in a local newspaper. In the lobby of our school, we proudly display the numerous academic awards Huntersville Elementary has received. In addition, we utilize Connect-Ed, an automated calling system to share school information with parents.

4. Sharing Success:

Our school and district provide ample opportunities to share our success with other schools. The district is divided into regional learning communities, which allow a more intimate environment for colleagues to meet and share ideas. Principals, Assistant Principals, and Instructional Facilitators have district wide and regional meetings monthly, which have led to partnerships between Huntersville Elementary and neighboring schools. Through the efforts of our award-winning PTA, we provide human and material resources to identified schools that are experiencing great challenges. Grade-level teams from these and other schools have attended our grade-level planning meetings to learn about our programs and best practices. In addition, the Principal is a member of numerous district steering and advisory committees, where the sharing of effective practices that impact student achievement is at the forefront of all discussions. Administrators serve as mentors to other administrators in the district. Through district professional development opportunities and other continuing education venues, our staff members interact with other educators and highlight what makes Huntersville Elementary successful. Partnerships also exist with local universities to provide internships and student teaching opportunities for pre-service teachers. Future plans include quarterly regional sharing sessions with the neighboring sixteen schools. Grade-level teams and other curriculum area teachers will exchange best practices to ensure continued academic growth for all students.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our overall curriculum is based upon the goals and objectives outlined in the North Carolina Standard Course of Study (NCSCOS). This document provides the framework for the objectives students are expected to master as they move through grades K-12. The goals for core subjects such as literacy, math, science, and social studies are outlined by grade level. Objectives are also listed for health, physical education, art, music, technology and media. The core subject areas of literacy, math, science, and social studies are broken down into quarterly pacing guides. Lessons are planned in accordance to the pacing guides and with clear objectives as targets. Assessments in reading and math are aligned with the objectives in the NCSCOS, and instruction is modified as necessary based on assessment data and student performance. Flexible grouping and effective use of highly-qualified teaching assistants are utilized to meet the needs of students requiring remediation or acceleration.

Literacy skills form the foundation for learning in all other content areas. The Imaginett! series is used as the major resource for reading instruction and develops a strong foundation of phonics, grammar, and comprehension skills. This series was selected by our district because it is a research-based program that has been proven to be one of the most effective for developing skilled elementary readers. Content is taught in a spiraling fashion and reinforced through the use of a variety of leveled materials including novels, Weekly Readers, poetry, and non-fiction texts. Teachers encourage students to develop critical thinking skills through the use of questioning techniques based on Bloom's Taxonomy and Marzano's research. Writing is a critical component in the literacy curriculum. The Lucy Calkins Writing program is utilized to teach students how to move through the writing process as well as organize and focus their ideas. Students are taught to use rubrics to monitor their own writing development. Empowering Writers is a program used by our fourth grade team to teach students how to produce high-quality, narrative writing pieces by breaking the process into separate manageable sections.

The state math curriculum has been organized into five major strands: numbers and operations, measurement, geometry, data analysis and probability, and algebra. Teachers use a variety of instructional formats such as small group, independent practice, self-directed centers, and direct instruction to develop basic skills, remediate or accelerate as needed, and to develop problem-solving skills. Teachers use several types of programs including the Scott Foresman series, Investigations and the EXCEL math program for grades 2-5. The Investigations series encourages students to use hands-on methods and manipulatives to discover multiple solutions to problems. Students are exposed to open-ended math experiences that enable them to construct their own understanding of math concepts. Many real world examples are given. The EXCEL math program was chosen by our school to increase critical thinking and basic grade-level math computation skills. Mini lessons are taught daily and concepts are constantly reviewed. Technology is used for enrichment as well as remediation.

Science and Social Studies are integrated into Literacy. Our Science program is inquiry based, as teachers use manipulative science kits and real world materials to allow students to perform hands-on experiments. The use of science journals requires students to record thoughts and experiences, as well as to develop writing and language skills. Students conduct web-based research to explore science concepts and follow the scientific process to complete a project for the school Science Fair. There is a strong emphasis on vocabulary development and critical thinking skills as well. Reasoning and decision-making skills are also incorporated into the content areas. Students are introduced to a variety of cultural events such as dance troupes, musical ensembles and storytellers who weave curriculum standards throughout their presentations. Through the use of these events and various fieldtrips, students are exposed to the diversity within our community and society as a whole.

Arts education is interwoven throughout all grades. Special Area teachers support integration of objectives by planning with teachers and reinforcing classroom activities. The School Chorus and Drama Club, as well as grade-level musical performances provide more opportunities for arts appreciation. Technology enhances all areas of our curriculum, as students use a variety of computer programs and research techniques to expand their knowledge base. All classrooms have computers and are networked.

Gifted students receive services through the Talent Development (TD) program. The TD teacher attends the weekly planning sessions and collaborates with classroom teachers to provide more challenging lessons for these students. The Special Education teachers utilize inclusion, as well as self-contained instruction to meet the needs of students needing extra learning support. Parallel teaching and team

teaching techniques have been used to provide support for classroom support to classroom teachers and modifications for students with Individual Education Plans (IEPs). The needs of our English Language Learners (ELL) are addressed in small group sessions with the ELL teacher. She provides ideas and appropriate modification information to all classroom teachers. The Avenues series by Compton Brown is used to develop the literacy skills for these students.

2a. (Elementary Schools) Reading:

Huntersville Elementary strives to serve as a beacon of exemplary achievements in reading instruction. We believe balanced reading instruction should be celebrated for providing an effective combination of approaches while accommodating various learning styles. In order to accomplish this, we have adopted the ImagineIt! program, which promotes phonics, vocabulary, fluency, comprehension and grammar skills in a spiralling format. Teachers strive to recognize individual needs and reach students through individual learning styles. Various genres are used across the curriculum, rather than in isolation to expose students to a broad range of text. Skills and comprehension are the focal points during instruction and literacy skills are referred to in all content areas. Teachers endeavor to close the gap between subgroups and explore avenues to reach gifted students as well as students with learning disabilities and Limited English Proficiency. From Kindergarten through 5th grade, a variety of materials are used to foster sound reading instruction for all achievement levels. Recognition of sight words is required in the lower grades while the Scholastic program Powerful Vocabulary, extends complex understanding for all 3rd through 5th grade learners. In addition, students are engaged in activities such as literature circles, novel studies, research projects, Reader's Theatre and independent reading. The William and Mary and Jacob's Ladder curriculum emphasizes strong development of thinking skills and reasoning strategies for high achieving students. Materials are chosen based on research, and desired outcomes are carefully considered before adopting any program. Regardless of the program being implemented, teachers in all grade levels foster the use of inquiry skills and encourage exploration as a medium toward producing life-long readers.

3. Additional Curriculum Area:

Excel Math is a supplemental math curriculum utilized by Huntersville Elementary in grades 2-5 to reinforce basic math skills. This program offers approximately 175 daily math sheets containing a lesson, guided practice, and homework section. The lesson area introduces math topics including telling time, fractions, geometry (shapes and area), and the metric system. The guided practice and homework sections contain problems ranging from simple addition, multiplication, division, geometry, algebra, and word problems, pulling in several concepts from the day's lesson. As part of the program, every five lessons are followed by an assessment, and each quarter ends with a cumulative test. These tests follow the same basic practice as the daily Excel sheets, revisiting math skills. This continual relooping helps to affirm and maintain a student's grasp of math, a skill necessary to the future success of all students.

Another benefit of EXCEL Math is the capability to pinpoint problem areas for students. Teachers are able to identify student's strengths and weaknesses in specific math areas based on their successful or unsuccessful completion of specific equations. Teachers can then review or reteach specific math procedures, formulas, or theory, as necessary. Teacher assistants are also used in this capacity to review specific math skills in small group settings to ensure targeted monitoring of student performance.

4. Instructional Methods:

Because of our highly-skilled staff and administrative team, Huntersville Elementary School uses various instructional methods to teach North Carolina's objectives. We begin our planning process with team meetings that often include Talent Development, Exceptional Children, and Limited English Proficiency experts, as well as teachers of a particular grade level and an administrator. Based on assessment data, which drives all instruction, and observations, we plan a variety of challenging instructional activities that target the individual needs of our students. Teachers and assistants conduct flexible and differentiated groups based on students' needs. We believe students must be actively engaged in learning, rather than passively completing worksheets. Students work collaboratively to analyze and discuss new material. Our students take ownership of their learning by creating rubrics and class compacts. In order to facilitate higher-level thinking, we incorporate Bloom's Taxonomy into our lesson plans and class discussions. We also strive to utilize methods that cater to different intelligences (Gardener). Thanks to the teacher-led training on Sheltered Instruction Observation Protocol (SIOP), we have explored various ways to modify our instruction to allow LEP students a better chance to succeed. The Literacy and Talent Development Facilitators team teach with classroom teachers and model lessons within the classroom as they coach teachers to utilize best practices. After teaching a new concept, teachers meet to discuss the relative

success of the strategies used during the lesson and to make decisions about future instruction.

5. Professional Development:

Educators at Huntersville Elementary strive to enhance their professional skills through various avenues. Our school regularly provides inservice on topics that concentrate on the needs of its diverse student population. Huntersville Elementary teachers have focused on inclusion to learn best practices for servicing Exceptional Children within the regular classroom. Our Exceptional Children's (EC) staff attends monthly facilitator meetings and workshops to ensure our children's needs are met according to current laws and regulations. The staff has received training on the Lucy Calkins Writing Program in order to improve state writing scores. As we strive to take students to a higher level of collaboration and inquiry, the staff has chosen to participate in training on Kagan Cooperative Learning strategies. In order to meet the needs of its lower achieving students and bridge the gap on End-of-Grade tests, the administration arranged for inservice on Ruby Payne's Framework for Understanding Poverty. Several teachers are attending district training on Sheltered Instruction Observation Protocol (SIOP) to accomodate the growing ESL population and their language barriers. These learning opportunities have been led by both outside professionals and highly-trained teachers on staff.

Many Huntersville Elementary teachers spend several hours outside of school attending district training in math, reading, and writing. Twelve teachers have achieved National Board status and twenty three have obtained Master's or Advanced Education degrees. Our Administration, Talent Development and Literacy Facilitator attend district meetings and training to obtain knowledge on assessments, curriculum, and best teaching practices, which they share with the staff during weekly team planning sessions. Many staff members have also attended training at the North Carolina Teacher Academy to focus on higher-level questioning techniques. Other staff attend nationally recommended workshops on various curricular topics to extend their knowledge and improve their teaching skills. The information and ideas are then shared with colleagues to benefit all students. Huntersville Elementary teachers understand the importance of continuing their education in order to better that of their students and willingly seek opportunities to do so. The impact is evident as our students continue to surpass expected yearly growth standards.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 3 Test North Carolina End of Grade
 Edition/Publication Year 2002-2007 Publisher North Carolina Department of Public Instruction

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level III and IV	97	97	96	98	98
% "Exceeding" State Standards					
Level IV	65	56	83	81	71
Number of students tested	114	115	166	186	162
Percent of total students tested	98	98	100	100	100
Number of students alternatively assessed	1				
Percent of students alternatively assessed	1				
SUBGROUP SCORES					
1. White					
% "Meeting" plus % "Exceeding" State Standard					
Level III and IV	98	100	99	100	99
% "Exceeding" State Standards					
Level IV	69	61	88	87	76
Number of students tested	91	88	135	148	135
2. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Level III and IV	64	70	94	98	89
% "Exceeding" State Standards					
Level IV	25	8	42	52	49
Number of students tested	45	53	64	63	49
3. African American					
% "Meeting" plus % "Exceeding" State Standard					
Level III and IV			96	97	91
% "Exceeding" State Standards					
Level IV			54	65	53
Number of students tested				55	49
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level III and IV	99	83	99	99	99
% "Exceeding" State Standards					
Level IV	48	47	76	84	80
Number of students tested	120	101	189	155	160
Percent of total students tested	100	100	99	100	99
Number of students alternatively assessed	6				
Percent of students alternatively assessed	5				
SUBGROUP SCORES					
1. White					
% "Meeting" plus % "Exceeding" State Standard					
Level III and IV	100	89	99	100	99
% "Exceeding" State Standards					
Level IV	48	53	83	88	85
Number of students tested	96	79	149	129	132
2. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Level III and IV	64	70	94	98	89
% "Exceeding" State Standards					
Level IV	25	8	42	52	49
Number of students tested	45	53	64	63	49
3. African American					
% "Meeting" plus % "Exceeding" State Standard					
Level III and IV			96	97	91
% "Exceeding" State Standards					
Level IV			54	65	53
Number of students tested				55	49
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level III and IV	92	89	100	99	98
% "Exceeding" State Standards					
Level IV	47	32	86	91	86
Number of students tested	100	115	131	129	97
Percent of total students tested	100	98	100	97	100
Number of students alternatively assessed	3				
Percent of students alternatively assessed	3				
SUBGROUP SCORES					
1. White					
% "Meeting" plus % "Exceeding" State Standard					
Level III and IV	93	93	100	99	100
% "Exceeding" State Standards					
Level IV	49	37	90	92	91
Number of students tested	82	90	105	100	77
2. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Level III and IV	64	70	94	98	89
% "Exceeding" State Standards					
Level IV	25	8	42	52	49
Number of students tested	45	53	64	63	49
3. African American					
% "Meeting" plus % "Exceeding" State Standard					
Level III and IV			96	97	91
% "Exceeding" State Standards					
Level IV			54	65	53
Number of students tested				55	49
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level III and IV	99	99	93	97	96
% "Exceeding" State Standards					
Level IV	81	75	68	72	71
Number of students tested	114	115	166	185	161
Percent of total students tested	99	94	100	100	100
Number of students alternatively assessed	1				
Percent of students alternatively assessed	1				
SUBGROUP SCORES					
1. White					
% "Meeting" plus % "Exceeding" State Standard					
Level III and IV	100	100	96	99	99
% "Exceeding" State Standards					
Level IV	84	81	74	78	75
Number of students tested	91	88	135	148	134
2. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Level III and IV	93	91	83	92	64
% "Exceeding" State Standards					
Level IV	46	36	38	39	30
Number of students tested	45	53	64	62	48
3. African American					
% "Meeting" plus % "Exceeding" State Standard					
Level III and IV			88	91	73
% "Exceeding" State Standards					
Level IV			42	52	41
Number of students tested				55	49
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level III and IV	99	96	97	97	88
% "Exceeding" State Standards					
Level IV	82	68	64	69	61
Number of students tested	120	100	188	154	160
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	6				
Percent of students alternatively assessed	5				
SUBGROUP SCORES					
1. White					
% "Meeting" plus % "Exceeding" State Standard					
Level III and IV	99	98	99	98	94
% "Exceeding" State Standards					
Level IV	82	75	67	73	67
Number of students tested	96	79	148	129	132
2. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Level III and IV	93	91	83	92	64
% "Exceeding" State Standards					
Level IV	46	36	38	39	30
Number of students tested	45	53	64	62	48
3. African American					
% "Meeting" plus % "Exceeding" State Standard					
Level III and IV			88	91	73
% "Exceeding" State Standards					
Level IV			92	52	41
Number of students tested				55	49
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level III and IV	98	97	99	98	97
% "Exceeding" State Standards					
Level IV	69	57	70	76	67
Number of students tested	100	113	131	129	96
Percent of total students tested	100	100	100	97	99
Number of students alternatively assessed	3				
Percent of students alternatively assessed	3				
SUBGROUP SCORES					
1. White					
% "Meeting" plus % "Exceeding" State Standard					
Level III and IV	99	99	100	100	100
% "Exceeding" State Standards					
Level IV	76	63	75	80	74
Number of students tested	82	88	105	100	76
2. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Level III and IV	93	91	83	92	64
% "Exceeding" State Standards					
Level IV	46	36	38	39	30
Number of students tested	45	53	64	62	48
3. African American					
% "Meeting" plus % "Exceeding" State Standard					
Level III and IV			88	91	73
% "Exceeding" State Standards					
Level IV			42	52	41
Number of students tested				55	49
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level III and IV	98	97	99	98	97
% "Exceeding" State Standards					
Level IV	69	57	70	76	67
Number of students tested	100	113	131	129	96
Percent of total students tested	100	100	100	97	99
Number of students alternatively assessed	3				
Percent of students alternatively assessed	3				
SUBGROUP SCORES					
1. White					
% "Meeting" plus % "Exceeding" State Standard					
Level III and IV	99	99	100	100	100
% "Exceeding" State Standards					
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% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					