

**2005-2006 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. Patricia H. Andrews  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 2151 Davis Drive  
(If address is P.O. Box, also include street address)

Cary NC 27519-9276  
City State Zip Code+4 (9 digits total)

County Wake County State School Code Number\* 920-390

Telephone (919) 387-2130 Fax (919) 387-2132

Website/URL davisdrive.wcpss.net E-mail davisdriveelem@wcpss.net

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

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

District Name Wake County Public School System Tel. (919) 850-1700

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mrs. Patti Head  
(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 \_\_\_\_\_

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

## **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 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 2005-2006 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 2000 and has not received the 2003, 2004, or 2005 *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**

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**All data are the most recent year available.**

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

1. Number of schools in the district:
- |       |                     |
|-------|---------------------|
| 84    | Elementary schools  |
| 28    | Middle schools      |
| 0     | Junior high schools |
| 17    | High schools        |
| 3     | Other               |
| <hr/> |                     |
| 132   | TOTAL               |
2. District Per Pupil Expenditure: \$7,042.00
- Average State Per Pupil Expenditure: \$4,350.00

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural
4. 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			
K	61	74	135	8			
1	77	73	150	9			
2	74	76	150	10			
3	85	72	157	11			
4	74	77	151	12			
5	97	84	181	Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>924</b>

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

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>68</u>         | % White                          |
| <u>5</u>          | % Black or African American      |
| <u>5</u>          | % Hispanic or Latino             |
| <u>22</u>         | % Asian/Pacific Islander         |
| <u>0</u>          | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

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: 11%

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	69
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	36
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	105
<b>(4)</b>	Total number of students in the school as of October 1	924
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.1136
<b>(6)</b>	Amount in row (5) multiplied by 100	11

8. Limited English Proficient students in the school: 8%  
70 Total Number Limited English Proficient  
 Number of languages represented: 28  
 Specify languages: Afrikaans, Arabic, Bengali, Bulgarian, Chinese, Danish, English, Farsi, French, German, Greek, Gujarati, Hindi, Indonesian, Japanese, Korean, Lithuanian, Malay, Mandarin, Napali, Russian, Spanish, Swedish, Tagalog, Taiwanese, Tamil, Telugu, Vietnamese

9. Students eligible for free/reduced-priced meals: 7%

Total number students who qualify: 65

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:   9   %  
  81   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>  5  </u> Autism	<u>  0  </u> Orthopedic Impairment
<u>  0  </u> Deafness	<u> 25 </u> Other Health Impaired
<u>  0  </u> Deaf-Blindness	<u> 27 </u> Specific Learning Disability
<u>  1  </u> Emotional Disturbance	<u> 21 </u> Speech or Language Impairment
<u>  0  </u> Hearing Impairment	<u>  0  </u> Traumatic Brain Injury
<u>  3  </u> Mental Retardation	<u>  0  </u> Visual Impairment Including Blindness
<u>  0  </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>  1  </u>
Classroom teachers	<u> 40 </u>	_____
Special resource teachers/specialists	<u> 14 </u>	<u>  7  </u>
Paraprofessionals	<u> 26 </u>	<u>  2  </u>
Support staff	<u> 11 </u>	_____
Total number	<u> 93 </u>	<u> 10 </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers:   23:1  

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.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97 %	97 %	96 %	97 %	97 %
Daily teacher attendance	97 %	96 %	97 %	97 %	%
Teacher turnover rate	16 %	11 %	4 %	14 %	%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

### **Part III - Summary**

Located in suburban Cary, North Carolina, Davis Drive Elementary opened its doors in 1995, committed to educating each child to be an effective member of our global society through a strong emphasis on the basics and technology. In just a few years, it has become one of the state's leading technology focused schools with close to 450 computers in daily use and laptops for every teacher. A strong partnership between the PTA and the school leadership has created an environment where visions of what an effective school can be have been realized.

Davis Drive's vision to provide a quality education in a challenging, nurturing, multicultural environment is a reality. Students are actively engaged in learning experiences and cooperative groups. Peer tutors and parent volunteers can be found in all areas of the school. Learning extends beyond the confines of the classroom. Some students explore pond life while other students are digging in the fossil pit or tending garden plots in outdoor classroom. An integrated curriculum provides seamless learning for students at this school. Potential teachers and administrators come to Davis Drive to observe and to practice teaching at one of the state's leading nationally recognized schools.

Davis Drive Elementary enjoys a strong reputation as a school where high academic standards prevail for all students. Since 1997, the school has been honored as a School of Excellence with over 95% of its students performing at or above grade level. Davis Drive is the only elementary school in Wake County to have achieved high student growth each year its students have been tested in the state's accountability testing program. Last year, the school made Adequately Yearly Progress with 17 out of 17 subgroups at or above grade level. While every subgroup performs significantly better than district and state averages, it is noteworthy that economically disadvantaged students performed 19% better than the state average.

The talented and creative staff adheres to the common mission of upholding high academic standards while developing the whole child. An example of this is the school's outstanding physical education program and the art department both of which have been recognized for excellence. Teachers sponsor extra-curricular clubs such as the jump rope team that is one of the largest teams in the area with well over a hundred students. Other student clubs are photography, chess, newspaper, computer, art, Student Council, service, science, Odyssey of the Mind, recorder ensemble, and chorus. Several teachers also operate a large after school program with a homework component supervised by certified teachers.

Currently, Davis Drive has slightly over a thousand students and remains, eleven years after its opening, one of the largest elementary schools in the county. Yet, the school's leadership has been able to create a student-centered environment where each child is truly valued. Students have selected the school's colors, mascot and motto, "Learning Together, Growing Together." Parents are also welcomed as true partners in their child's education and as such contribute over 12,000 volunteer hours annually serving as teacher assistants, tutors, media assistants, and school activity organizers. Parent volunteers have been instrumental in the outstanding success of the school. A few parent initiated events that have become part of the school's traditions, such as the International Festival, Earth Day, Talent Show, Spring Carnival, Field Day, Science Fair, Book Fair, and Arts Extravaganza. The International Festival is unique in that it represents the children from 28 countries who attend our school. With true collaboration among staff, parents, students and community, Davis Drive will continue to educate each child to be an effective member of our global society through a strong emphasis on the basics and technology.

### **Part IV - Indicators of Academic Success**

1. **Assessment Results:** In North Carolina, all elementary schools participate in End-of-Grade testing for students in third, fourth and fifth grades in reading and math. Academic growth is determined through student scores on these assessments and each student is expected to make one year's academic growth in a year's time. Student performance is evaluated and measured by four levels. Level 4 is considered excellent performance while a Level 3 is indicative of grade level

proficiency. Levels 1 and 2 indicate below grade level performance. All students are tested on grade level for these End-of-Grade assessments. Since the 1995-96 school year, our first of operation, our students have consistently performed well on these tests and have consistently achieved high growth, the only school in our county to do so. For 2005, the state of North Carolina placed the target pass rate at 76.7% for reading and at 81% for math. Our school had a total school performance of 99.1% of our students receiving a level 3 or 4 on the state assessments. In 2004, our school had 98.9% of the students passing their assessments; there was a slight gain, but a much higher gain than the target pass rate set by the state. Even more amazing was the sizable margin in which students achieved a level 3 and a level 4 both in the third grade (reading and math) and in the fifth grade (math).

When the data is disaggregated, our lowest performing subgroups are the economically disadvantaged, the limited English proficient and students with disabilities. Our attendance area includes a homeless shelter and often the children who stay there have major gaps in their education as a result of frequent moves. Even with this obstacle, 87% of this group of students passed the End-of-Grade tests compared with 68 % who passed in the entire state. Many of our students with disabilities are two to three years below grade level; yet, they are assessed on grade level. This group had an 88 % passing rate on the assessments while the state posted only a 46.6 % passing rate. Finally, our limited English proficient students scored an amazing 93.8% compared to the state's rate of 49.7%. The limited English proficient students must take the test one year after being enrolled in our school, so their high pass rate is a testimony to their work ethic and to our teachers' skills. For all other subgroups, including Hispanics who received a 95% pass rate, students had an average of 99.1%, achieving levels 3 and 4 on the End-of-Grade assessments. Additional information can be found at [www.ncpublicschools.org/accountability/testing.org](http://www.ncpublicschools.org/accountability/testing.org)

- Using Assessment Results:** Although "No Child Left Behind" targets accountability through state testing such as the End-of-Grade assessments in the upper elementary level and above, it must be noted that for Davis Drive Elementary the development of strong students begins in kindergarten. Our school holds all teachers accountable for student success by using print concepts and running records to improve teacher and student performance at the K-2 levels. In this manner, the entire staff is responsible for students learning throughout the academic year. Although seen as an important indicator of success, End-of-Grade assessments is seen as only one of the powerful tools to gauge student achievement. Davis Drive Elementary takes multiple steps to ensure the results of assessments are analyzed to increase student learning.

Within a day of test administration for the End-of-Grade assessments, performance data is received indicating who met grade level standards. For the small numbers who do not meet standards (typically fewer than twenty), parents are personally contacted by the principal in order for students to attend a session on effective test taking skills in preparation for taking the reassessment. The vast majority of students who attend this session pass reassessment. Additionally, during the summer, disaggregated data is received for administrative review. Data is organized by grade level and by teacher so that teachers can review results easily when they return in August. At that time, the entire staff receives the performance data, as well as the subgroup data and the overall growth index for the school. Each grade level meets with the administration to review individual and grade specific data. At this meeting, the effectiveness of each teacher, as well as the overall effectiveness of the grade level is discussed with the goal of continuous improvement for all. For example, if the teacher with the highest student success in reading had students use leveled books for independent reading (while other teachers permitted free choice but had lower scores), then the staff might conclude that having students select books on their instructional level had a positive influence on learning. The staff would then decide to implement the practice to see if this strategy will produce more growth in their students. In addition, when teachers receive goal summaries of how their students performed on content

objectives, a discussion follows on how objectives were taught effectively. Students who performed well and those who did not perform well are reviewed to determine if extensions and interventions were used effectively. In this manner, Davis Drive Elementary continues to strive for excellence.

3. **Communicating Assessment Results:** For the past several years, North Carolina announces how the entire state performs on state assessments via the newspapers, television, and state website. By using statewide media announcements, the entire population of our state is well informed of how students are progressing. North Carolina also produces a “NC Report Card” for each school that is made public. The report card contains a school profile, performance in each grade on the ABC’s End-of- Grade tests, as well as the performance of each student subgroup. Davis Drive Elementary sends a copy of this report card to every family. Results from assessments also are discussed at a PTA meeting and our annual volunteer recruitment meetings. Results are placed on our website and distributed via our weekly newsletter. A school wide announcement on our in-house television network is made, highlighting our success as a school community. Students take great pride in their achievement. Davis Drive Elementary also takes pride in contacting students on an individual basis regarding test results. Students receive an individual printout of their scores. The principal personally contacts students at home to inform them of outstanding progress on their assessments. Additionally, she calls the parents of students who need to re-take the test in order to inform parents and students of a required informational session regarding test-taking skills that will help improve success on the reassessment. Other measures noted at the school level ensure that all publics are aware of student performance.
4. **Sharing Success:** Sharing best practices are an integral component of the Davis Drive Elementary vision statement since the school’s inception in 1995. In part, the school’s vision statement addresses sharing success when it states, “potential teachers come to Davis Drive to observe and to practice teaching at one of the state’s nationally recognized schools.” Indeed, this vision has become a reality. Teachers from Calvert County, Maryland, along with teachers from many schools in our county and state have visited our school to learn from our staff. The North Carolina State Department of Public Instruction has sent visitors over the years to observe our teachers in action, especially our special education and kindergarten departments. Last spring, a member of the Governor’s Task Force for Effective Teaching interviewed our teachers and produced a document highlighting best practices found at our school. Another State Department of Public Instruction publication entitled “Models for Improving Student Achievement” included our school model. The S.D.P.I. sends copies of these publications to every school in the state. Throughout the year, teachers from other schools visit our staff, as well as prospective teachers from the leading universities in the area (UNC-Chapel Hill, UNC-Raleigh, UNC-Durham, and Meredith College). Additionally, our school assists new schools in the area by working with their administrators to put good practices in place from the very beginning. Wake County has regional area meetings each month to share best practices with other schools and our school participates in these sessions. Davis Drive Elementary feels part of the success of the “No Child Left Behind – Blue Ribbon Schools” program is sharing best practices; our school intends to continue this practice in the future.

## **Part V - Curriculum and Instruction**

1. **Curriculum:** In our state, all schools follow The North Carolina Standard Course of Study that lists objectives for each grade level and content area. In Wake County, all elementary schools use a balanced literacy approach for reading that incorporates modeled, shared, guided, collaborative and independent reading delivered in flexible reading groups. At our school, K-2 teachers use



running records to determine students' reading levels. Sound phonics instruction is presented along with high interest, leveled reading materials. In grades 3-5, reading groups are flexible and organized on reading level or student interest. Teachers use chapter books, non-fiction materials and a commercial leveled reading program. Writing follows a "Writer's Workshop" model of a teacher directed mini-lesson and balanced writing instruction that includes modeled, shared, guided and independent writing experiences. Writing across all content areas is expected. Students write during science, math, social studies, art, and even music classes.

Wake County uses Math Trailblazers to deliver math instruction in K-5. This program uses an inquiry or problem based approach to teaching math. The teacher acts as a facilitator of learning with students actively engaged in solving authentic problems in small interactive student groups. The curriculum uses a spiral approach so students have many exposures to key concepts.

More time is devoted to higher-level problem solving, including multiple solutions to singular problems, as opposed to the "Drill and Practice" technique of devoting unlimited time to isolated computations and math facts. An emphasis is placed on analysis and synthesis of information. Extensions for advanced students are an integral component of this program.

In our county, schools offer art, music, media, physical education, and technology to all K-5 students. Spanish is offered in grades 3 –5 as well as Drama/Dance in grades 4 and 5. At our school, technology is integrated throughout the day with students using the five-networked computers available in each classroom. Joint planning between specialists and grade level teams often produces opportunities for seamless learning experiences for our students. Other area specialists strive for curriculum integration in their classes and plan with the specific grade level they teach to ensure that concepts introduced in class are extended in their specific offerings. Visual art expands both aesthetic and intellectual awareness through reading, writing, listening, researching, discussing, critiquing and reflective thinking. In Spanish, students are introduced to four basic language skills: listening, speaking, reading and writing. The content of Spanish class integrates with the general elementary curriculum of social studies, science and math. Concurrently throughout the year, the program explores Spanish-speaking cultures through songs, dances and hands on activities.

The core science curriculum is based on state/county goals and objectives for each grade level. Science classes are primarily hands-on, inquiry-based lessons with activities that permit students to learn the process skills of science through experimentation. Science is integrated with reading, writing and math activities with students maintaining science logs of their findings.

**2a. Reading:** The staff of Davis Drive believes reading is the foundation of all learning and directs a majority of its resources to producing proficient readers. In all grades, a comprehensive balanced reading program is in use that reflects the major factors influencing proficiency in reading such as phonics instruction at the lower grades along with leveled high interest reading materials. Balanced literacy, including the grade level specific goals and objectives of the NCStandard Course of Study, scaffolds students' learning and fosters their success through modeled, shared, guided, collaborative and independent reading. Our model of balanced literacy includes the five essential components of effective reading instruction, which are foundational literacy skills, word recognition, language and vocabulary/concept development, fluency and comprehension. Our school selected balanced literacy because of its strong support by research conducted on effective reading instruction and abilities of proficient readers. All teachers have Receptive and Expressive Literacy Assessment folders to document progress. In the lower grades, print concepts, running records and retelling levels determine the most appropriate instructional reading level for students. Once the level is determined, students are placed in flexible reading groups for instruction. Our school maintains a large, well-stocked leveled bookroom that includes many types of literature from poetry to chapter books to non-fiction books. In addition to the bookroom, commercial products also are used and each classroom contains kits of leveled readers. The leveled materials correlate directly with the assessment instruments used by the

county. Students respond to text through the use of response logs, literature circles, small and whole group discussions, projects, reports, and letter writing and computer activities. All teachers are required to maintain a media collection in their room for independent reading that students utilize each day. These collections are arranged by genre, author or reading levels. Our youngest students have a 100% participation rate in the Books and Beyond program that is used as enrichment reading as is the Accelerated Reading Program for grades 2 through 5. The media center uses flexible scheduling and boasts of circulating over 40,000 books for the 2004-2005 school year. Our self-contained special education classes use the research Reading Mastery and the Corrective Reading Program.

3. **Technology:** The mission of Davis Drive Elementary calls for a strong emphasis on the basics and technology. Each classroom has at least five networked desktop systems that are used everyday and students have access to a networked printer. Students have a variety of networked and stand-alone applications, as well as access to Internet applications. Second graders learn computer keyboarding and use different applications to improve writing. An Internet based program for math and reading is available for all third and fifth grades that students can access at school, home or anywhere there is access to the Internet. Students use word processing and power point for their reports and class work. The building of knowledge and essential skills in technology require students to use programs that emphasize immediate feedback, using “real-time” data and statistics on the Internet. This idea supports learning in our global society. An example of this is when some fourth grade classes linked into a live NASA broadcast where schools around the country asked questions about writing and space exploration of NASA representatives and the author of the book Zathura. The pervasive use of technology creates an atmosphere in which every teacher and student is comfortable and adept at using technology as a tool to further learning. At Davis Drive the mission is to “educate each student to be a member of our global society.” This cannot be accomplished without teaching children to find, read, comprehend, and then utilize information quickly and technology is the key to achieving these lifelong skills.
4. **Instructional Methods:** Davis Drive Elementary is a community of learners with a diverse student population representing many different countries. Our school atmosphere facilitates fast skill acquisition so that benchmarks for each grade can be achieved. Students are expected to self-monitor and pace their learning in order to achieve the county benchmarks. Flexible instructional groups are used as well as curriculum compacting in order to meet individual student needs. Student contracts are common in our school as away to differentiate instruction as well as to involve students in the decision making process. Writer’s Workshop is a method of instruction that also includes peer coaching in the review of student writing. Some students require one on one instruction in order to grasp concepts. Small group as well as whole group direct instruction is used. Teachers use mini lessons prior to writing and centers are utilized in all classrooms but most heavily in the K-3 grades. Inquiry based methods are the foundation for our science and math programs at Davis Drive as all students are involved in experimentation with materials to gain knowledge. Technology is also used to enhance learning and to provide students with research opportunities to direct their own learning.

Teachers are adept in differentiation and leveling of activities to reach all learners. Our sizeable and diverse English Second Language learners receive small group language enrichment classes for forty minutes a day but are immersed in regular classrooms for the remainder of their instructional day. Our staff is dedicated to using whatever it takes to have all of our students succeed.

5. **Professional Development:** North Carolina requires schools to consider frameworks for staff

development in The School Improvement Plan. Since the plan's purpose is to improve student achievement, a staff development plan must be submitted with the annual update of the plan. Student achievement and improvement relies on strong staff development. In addition to state funding for professional development, our parents at Davis Drive Elementary have created a fund that enables teachers to attend professional conferences and workshops. In order to best optimize the current funding given for teacher training, Davis Drive Elementary uses a "Training of Trainers" model to accomplish much of our staff development offerings. Our school requires that teachers who are chosen for staff development communicate their learning to all the staff upon their return from the training program. This way all staff benefits from all training available. For the current school year, teachers as well as support staff are attending sessions on best practices in guided reading and writing. For new teachers, staff development for Math Trailblazers (the current math program for our county) is on going. Two staff members (one for the lower elementary grades and one for the upper elementary grades) provide the training. Additionally, our teacher for gifted education is offering a workshop on differentiation. With new requirements for writing in place, many teachers have attended workshops to improve their writing instruction. When teachers return from their professional development activities, they are expected to share information with their co-workers so that all teachers and students can benefit. Last year, our students had the highest writing scores for the fourth grade in our county. Also, our students performed extremely well on the EOG tests for reading and math with over ninety-five percent mastery at the third, fourth and fifth grade levels. Considering the high scores, parents are receiving a high return on their investment. Most importantly, our students' learning continues to thrive as our teachers effectively use the strategies taught to them in these professional development programs.

**Part VII – Assessment Results**

NOTE: A very small number of students classified as “Multiracial” each year and are not reported as an ethnicity subgroup as they do not correspond to the official categories used in the other parts of the application. They are, however, included in the totals at the top of the table and the Free/Reduced Lunch and Students with Disabilities subgroups.

**Reading Grade 3**

	2004-05	2003-04	2002-03	2001-02	2000-01
Testing Month	Spring	Spring	Spring	Spring	Spring
<b>SCHOOL SCORES</b>					
% Proficient	98%	98%	98%	98%	97%
Number of Students Tested	165	156	181	159	200
% of Students Tested	100%	100%	100%	100%	96%
Number of Students Taking Alternate Assessments					
% of Students Taking Alternate Assessments					
<b>SUBGROUP SCORES</b>					
AM INDIAN					
% Proficient					
Number of Students Tested					
ASIAN					
% Proficient	97%	100%	94%	100%	100%
Number of Students Tested	33	25	35	23	22
BLACK					
% Proficient				91%	
Number of Students Tested				11	
HISPANIC/LATINO					
% Proficient					
Number of Students Tested					
WHITE					
% Proficient	99%	97%	99%	98%	98%
Number of Students Tested	114	114	129	116	166
FREE/REDUCED LUNCH					
% Proficient	83%		100%		80%
Number of Students Tested	12		14		10
STUDENTS WITH DISABILITIES					
% Proficient	91%	92%	94%	87%	83%
Number of Students Tested	22	24	16	15	23

**Reading Grade 4**

	2004-05	2003-04	2002-03	2001-02	2000-01
Testing Month	Spring	Spring	Spring	Spring	Spring
<b>SCHOOL SCORES</b>					
% Proficient	99%	99%	96%	97%	98%
Number of Students Tested	152	176	165	178	177
% of Students Tested	100%	100%	100%	100%	98%
Number of Students Taking Alternate Assessments					
% of Students Taking Alternate Assessments					
<b>SUBGROUP SCORES</b>					
<b>AM INDIAN</b>					
% Proficient					
Number of Students Tested					
<b>ASIAN</b>					
% Proficient	100%	100%	93%	100%	95%
Number of Students Tested	26	30	27	25	19
<b>BLACK</b>					
% Proficient					
Number of Students Tested					
<b>HISPANIC/LATINO</b>					
% Proficient					
Number of Students Tested					
<b>WHITE</b>					
% Proficient	99%	98%	98%	98%	99%
Number of Students Tested	106	130	117	138	145
<b>FREE/REDUCED LUNCH</b>					
% Proficient				82%	
Number of Students Tested				11	
<b>STUDENTS WITH DISABILITIES</b>					
% Proficient	95%	88%	94%	85%	92%
Number of Students Tested	21	16	17	20	13

**Reading Grade 5**

	2004-05	2003-04	2002-03	2001-02	2000-01
Testing Month	Spring	Spring	Spring	Spring	Spring
<b>SCHOOL SCORES</b>					
% Proficient	98%	98%	98%	99%	99%
Number of Students Tested	183	175	187	187	168
% of Students Tested	100%	100%	100%	100%	96%
Number of Students Taking Alternate Assessments					
% of Students Taking Alternate Assessments					
<b>SUBGROUP SCORES</b>					
AM INDIAN					
% Proficient					
Number of Students Tested					
ASIAN					
% Proficient	100%	97%	100%	96%	96%
Number of Students Tested	31	34	30	26	23
BLACK					
% Proficient					
Number of Students Tested					
HISPANIC/LATINO					
% Proficient					
Number of Students Tested					
WHITE					
% Proficient	98%	97%	99%	100%	100%
Number of Students Tested	133	121	143	148	130
FREE/REDUCED LUNCH					
% Proficient	90%	70%	91%		
Number of Students Tested	10	10	11		
STUDENTS WITH DISABILITIES					
% Proficient	83%	83%	86%	100%	91%
Number of Students Tested	24	18	22	15	11

**Mathematics Grade 3**

	2004-05	2003-04	2002-03	2001-02	2000-01
Testing Month	Spring	Spring	Spring	Spring	Spring
<b>SCHOOL SCORES</b>					
% Proficient	99%	99%	98%	97%	97%
Number of Students Tested	165	156	181	159	202
% of Students Tested	100%	100%	100%	100%	96%
Number of Students Taking Alternate Assessments					
% of Students Taking Alternate Assessments					
<b>SUBGROUP SCORES</b>					
AM INDIAN					
% Proficient					
Number of Students Tested					
ASIAN					
% Proficient	100%	100%	94%	100%	100%
Number of Students Tested	33	25	35	23	22
BLACK					
% Proficient				91%	
Number of Students Tested				11	
HISPANIC/LATINO					
% Proficient					
Number of Students Tested					
WHITE					
% Proficient	99%	99%	99%	97%	96%
Number of Students Tested	114	114	129	116	168
FREE/REDUCED LUNCH					
% Proficient	92%		100%		91%
Number of Students Tested	12		14		11
STUDENTS WITH DISABILITIES					
% Proficient	95%	100%	88%	73%	76%
Number of Students Tested	22	24	16	15	25

**Mathematics Grade 4**

	2004-05	2003-04	2002-03	2001-02	2000-01
Testing Month	Spring	Spring	Spring	Spring	Spring
<b>SCHOOL SCORES</b>					
% Proficient	99%	99%	97%	99%	100%
Number of Students Tested	154	176	165	178	178
% of Students Tested	100%	100%	100%	100%	98%
Number of Students Taking Alternate Assessments					
% of Students Taking Alternate Assessments					
<b>SUBGROUP SCORES</b>					
AM INDIAN					
% Proficient					
Number of Students Tested					
ASIAN					
% Proficient	96%	100%	93%	100%	100%
Number of Students Tested	28	30	27	25	19
BLACK					
% Proficient					
Number of Students Tested					
HISPANIC/LATINO					
% Proficient					
Number of Students Tested					
WHITE					
% Proficient	100%	99%	98%	99%	100%
Number of Students Tested	106	130	117	138	146
FREE/REDUCED LUNCH					
% Proficient				91%	
Number of Students Tested				11	
STUDENTS WITH DISABILITIES					
% Proficient	100%	94%	88%	95%	100%
Number of Students Tested	21	16	17	20	14



**Mathematics Grade 5**

	2004-05	2003-04	2002-03	2001-02	2000-01
Testing Month	Spring	Spring	Spring	Spring	Spring
<b>SCHOOL SCORES</b>					
% Proficient	99%	98%	99%	100%	99%
Number of Students Tested	184	175	187	187	169
% of Students Tested	100%	100%	100%	100%	96%
Number of Students Taking Alternate Assessments					
% of Students Taking Alternate Assessments					
<b>SUBGROUP SCORES</b>					
AM INDIAN					
% Proficient					
Number of Students Tested					
ASIAN					
% Proficient	100%	97%	100%	100%	100%
Number of Students Tested	32	34	30	26	23
BLACK					
% Proficient					
Number of Students Tested					
HISPANIC/LATINO					
% Proficient					
Number of Students Tested					
WHITE					
% Proficient	99%	98%	99%	100%	99%
Number of Students Tested	133	121	143	148	131
FREE/REDUCED LUNCH					
% Proficient	90%	100%	100%		
Number of Students Tested	10	10	11		
STUDENTS WITH DISABILITIES					
% Proficient	92%	94%	91%	100%	83%
Number of Students Tested	24	18	22	15	12