

District Name:	School Name:	School Code:	Year:
Wilson County Schools	Lee Woodard Elementary	348	2015-16
Principal Name (or Designee)	Corey Walker	Principal Name (or Designee) Email	corey.walker@wilsonschooalsnc.net
School Mission	Staff, families, and the community will collaborate to ensure a rigorous and relevant learning environment that promotes life long learners.		
School Vision	Lee Woodard Elementary School will provide a nurturing and safe learning environment that promotes academic excellence and good citizenship.		
Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)			
<p>School Profile: <i>Lee Woodard Elementary School is located in Black Creek, North Carolina, a small town in the southern section of Wilson County between cities of Wilson and Goldsboro. The student population consists of both rural and city residents. The socioeconomic level is generally in the low to moderate range. All students receive free breakfast and lunch. Lee Woodard has approximately 239 students in grades K-5. The present Lee Woodard School building was completed in the spring of 1988. The current facility incorporates the existing gymnasium, agriculture building, and cafeteria using a gallery that connects these buildings to the newer facility. The school provides access to a central media complex with a computer area and work area for the faculty. The demographic population includes 29.8% African American, 59.8% Caucasian, 16.7% Hispanic, and 2.5% other races. Currently, there are 23 teachers, 3 teacher assistants, 2 custodians, 1 support personnel, and 1 administrator. All teachers are fully licensed and highly qualified. We have 6 teachers that are nationally board certified and 29% of our teachers with zero to three years of experience. There are 33% of our teachers with four to ten years of experience and 38% of our teachers with ten plus years of experience. After carefully analyzing our teacher working conditions survey. We concluded that teachers needed additional time for collaboration. In the area of community support and involvement parents were not involved in the decision making process. Another area of concern from the teacher working conditions survey was sufficient resources available for professional development. During our summer leadership team meeting we discussed the need for common planning twice a week. We have two parent representatives that serve on our school leadership team. Our county office has provided Thinking Map staff development for teachers and online component for students. We also received additional training test creation of schoolnet assessments. We have seen a slight decrease in attendance over a three year trend. Our behavior referrals and suspensions have also decreased. This has not effected student achievement. Our 3rd grade Math EOG scores showed an increase over a three year trend. Over the past three years we have seen an increase in 3rd grade Reading (2012-13 (32.4%), 2013-2014 (51.0%), 2014-2015 (50.0%)). Our School Improvement Team has determined that the lack of using data to drive instruction has caused test scores to decline. Students need math instruction which develops a sound and deep understanding of the number system. This simply means shifting towards more emphasis on mathematical reasoning and problem solving strategies. As we reviewed our EOG data we noticed that our students either scored high level fours or low level ones and twos, which indicated that we are not teaching the students in the middle. The school failed to meet AYP in mathematics for 3 consecutive years. Analysis of the 2nd grade assessments provided by NCDPI identified that only 58% of the students were proficient in mathematics. We concluded that more in depth critical conversations are needed in order to analyze student work and strengthen our instructional practices.</i></p>			

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GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>By June 2016, 3rd grade reading proficiency on the EOG will increase by 10% to 53% proficiency. Currently, 3rd grade reading proficiency on the NC EOG is 52.8%. We will also increase the percentage of students scoring proficient or higher on the reading beginning of grade, portfolio , or alternative assessment. This will be a baseline used for measuring progress.</i>		
	SBE Goal Alignment:	Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.	
	LEA Goal Alignment:	Every Wilson County Schools student receives a personalized education in order to graduate from high school prepared for work, further education and citizenship.	
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	In Progress	
GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>By June 2016, grades 3rd-5th math proficiency on the EOG will increase 8.9 % to 45.0%. Currently 3rd-5th grade math proficiency on the NC EOG is 36.1%.</i>		
	SBE Goal Alignment:	Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.	
	LEA Goal Alignment:	Every Wilson County Schools student receives a personalized education in order to graduate from high school prepared for work, further education and citizenship.	
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	In Progress	
GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>By June 2016, grades 3rd-5th reading proficiency on the EOG will increase 10%. Currently 3rd-5th grade reading proficiency on the NC EOG is 44.3%.</i>		
	SBE Goal Alignment:	Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.	
	LEA Goal Alignment:	Every Wilson County Schools student receives a personalized education in order to graduate from high school prepared for work, further education and citizenship.	
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	In Progress	

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GOAL #1:	<i>By June 2016, 3rd grade reading proficiency on the EOG will increase by 10% to 53% proficiency. Currently, 3rd grade reading proficiency on the NC EOG is 52.8%. We will also increase the percentage of students scoring proficient or higher on the reading beginning of grade, portfolio , or alternative assessment. This will be a baseline used for measuring progress.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Use Reading 3D data to help guide small group instruction by analyzing DIBELS and TRC.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Plan and train a session to review Reading 3D data and contents of student portfolios. Monitor student TRC and Dibels progress. Plan and group differentiated guided reading groups. Implement Reading 3D student data wall.</i>		
	Evidence: (Identify documents and artifacts)	Reading 3D data, Read to Achieve Portfolios, Read to Achieve Passages	
	Person(s) Responsible:	Corey Walker- Principal, Latoya Harvey- Curriculum Facilitator, Classroom Teachers	
	Timeline:	August 2015- June 2016	
	Budge Amount: (if applicable)	Budget Source: (if applicable)	Federal Title 1 Meeting
Strategy #2: Describe the strategy that will support this goal	<i>Use flexible groups to reteach, pratice and extend concepts and skills based on information not mastered on weekly schoolnet assessments.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Plan a session to train grades 3-5 teachers on SchoolNet. Review skill and item analysis. Chart progress on the student data wall.</i>		
	Evidence: (Identify documents and artifacts)	Sign-in Sheets, SchoolNet Assessments, Data Walls	
	Person(s) Responsible:	Corey Walker- Principal, Latoya Harvey- Curriculum Facilitator , Classroom Teachers, Curriculum Specialists	

	Timeline:	September 2015- June 2016		
	Budge Amount: (if applicable)		Budget Source: (if applicable)	
Strategy #3: Describe the strategy that will support this goal	<i>Use student portfolios to guide small group reading instruction.</i>			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Plan small group instruction according to instructional standards. Monitor progress of standards mastered. Modify small groups according to student needs.</i>			
	Evidence: (Identify documents and artifacts)	Student Portfolios, Lesson Plans,		
	Person(s) Responsible:	Corey Walker- Principal Latoya Harvey- Curriculum Facilitator, Classroom Teachers		
	Timeline:	October 2015- June 2016		
	Budge Amount: (if applicable)		Budget Source: (if applicable)	

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GOAL #2:	<i>By June 2016, grades 3rd-5th math proficiency on the EOG will increase 8.9% to 45.0%. Currently 3rd-5th grades math proficiency on the NC EOG is 36.1%.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Improve core instructional practices in mathematics with an emphasis on mathematical reasoning and problem solving.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Plan a session with K-5 teachers on how to utilize the math wiki spaces. Train K-5 teachers on math wiki spaces and Math Foundations. Monitor lesson plans for use of strategies. Professional development on math reasoning and problem solving.</i>		
	Evidence: (Identify documents and artifacts)	Training Sign-in Sheets, Lesson Plans, Word Problems of the Day	
	Person(s) Responsible:	Corey Walker- Principal, Latoya Harvey- Curriculum Facilitator, Amanda Sullivan- Focused Math Intervention Specialist	
	Timeline:	August 2015- June 2016	
	Budge Amount: (if applicable)		Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	<i>Improve classroom assessments in mathematics that focus on specific skill mastery.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Plan a session to train grades K-5 teachers on the math component of SchoolNet. Train grades K-5 teachers on how to utilize SchoolNet. Schedule grades K-5 BOY Math Assessment. Analyze and plan weekly math focus. Schedule common student assessments.</i>		
	Evidence: (Identify documents and artifacts)	SchoolNet assessments, BOY math assessments	

	Person(s) Responsible:	Corey Walker- Principal Curriculum Facilitator, Amanda Sullivan- Focused Math Intervention Specialist, Classroom Teachers		
	Timeline:	October 2015- June 2016		
	Budge Amount: (if applicable)		Budget Source: (if applicable)	
Strategy #3: Describe the strategy that will support this goal	<i>Utilize Thinking Maps in all content areas.</i>			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Plan/Revisit online Thinking Maps Module. Implement online Thinking Maps schedule for teachers. Meet in PLCs to discuss Thinking Maps used in lessons. Monitor use of Thinking Maps in classrooms.</i>			
	Evidence: (Identify documents and artifacts)	Online Thinking Map Module Certificates, PLC Meetings		
	Person(s) Responsible:	Latoya Harvey- Curriculum Facilitator, Classroom Teachers		
	Timeline:	October 2015- June 2016		
	Budge Amount: (if applicable)		Budget Source: (if applicable)	

District Name:	School Name:	School Code:	Year:
Wilson County Schools	Lee Woodard Elementary	348	2015-16
GOAL #3:	<i>By June 2016, grades 3rd-5th reading proficiency on the EOG will increase 10%. Currently 3rd-5th grades reading proficiency on the NC EOG is 44.3%.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Utilize SchoolNet reading resources to create formative assessemnts, lesson plans, and additonal instructional resources.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Plan and train grades 3-5 teachers on SchoolNet reading resources Schedule BOY Reading Benchmark. Plan and differentiate small guided reading groups.</i>		
	Evidence: (Identify documents and artifacts)	Guided Reading Lesson Plans, SchoolNet Assessments	
	Person(s) Responsible:	Latoya Harvey- Curriculum Facilitator, Classroom Teachers	
	Timeline:	October 2015- June 2016	
	Budge Amount: (if applicable)	Budget Source: (if applicable)	Title 1 Funding
Strategy #2: Describe the strategy that will support this goal	<i>Utilize Mobymax to monitor student growth and provide teachers with individualized instructional plan for each student.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Plan a session to train teachers on Mobymax. Train teachers on Mobymax. Monitor groups according to growth.</i>		
	Evidence: (Identify documents and artifacts)	Mobymax Data Charts, Training Sign-in Sheets	
	Person(s) Responsible:	Amanda Sullivan- Focused Math Intervention Specialist, Classroom Teachers	
	Timeline:	October 2015- June 2016	

	Budge Amount: (if applicable)		Budget Source: (if applicable)	
Strategy #3: Describe the strategy that will support this goal				
Progress:	Progress Monitoring Status:			
Tasks/Action Steps: Describe the action steps that will be taken to support this stratgegy.				
	Evidence: (Identify documents and artifacts)			
	Person(s) Responsible:			
	Timeline:			
	Budge Amount: (if applicable)		Budget Source: (if applicable)	

**LEE WOODARD ELEMENTARY
GRADE 3 - MATH
GLP Data**

	ALL STUDENTS	BLACK STUDENTS	WHITE STUDENTS	ECONOMICALLY DISADVANTAGED
2012-2013	27.00%	14.30%	29.20%	23.10%
2013-2014	38.80%	28.60%	48.50%	25.00%
2014-2015	44.40%	20.00%	50.00%	47.10%

**LEE WOODARD ELEMENTARY
GRADE 3 - READING**

	ALL STUDENTS	BLACK STUDENTS	WHITE STUDENTS	ECONOMICALLY DISADVANTAGED
2012-2013	32.40%	28.60%	29.20%	26.90%
2013-2014	51.00%	42.90%	60.60%	35.70%
2014-2015	50.00%	30.00%	60.00%	41.20%

**LEE WOODARD ELEMENTARY
GRADE 4 - MATH**

	ALL STUDENTS	WHITE STUDENTS	ECONOMICALLY DISADVANTAGED
2012-2013	29.70%	40.00%	16.70%
2013-2014	13.50%	0.00%	14.80%
2014-2015	38.80%	40.60%	37.50%

**LEE WOODARD ELEMENTARY
GRADE 4 - READING**

	ALL STUDENTS	WHITE STUDENTS	ECONOMICALLY DISADVANTAGED
2012-2013	45.90%	60.00%	29.20%
2013-2014	44.40%	33.30%	37.00%
2014-2015	42.90%	46.90%	25.00%

**LEE WOODARD ELEMENTARY
GRADE 5 - MATH**

	ALL STUDENTS	BLACK STUDENTS	WHITE STUDENTS	ECONOMICALLY DISADVANTAGED
2012-2013	18.80%	5.00%	21.10%	5.30%
2013-2014	35.10%	30.00%	36.80%	31.80%
2014-2015	24.30%	33.30%	25.00%	37.50%

**LEE WOODARD ELEMENTARY
GRADE 5 - READING**

	ALL STUDENTS	BLACK STUDENTS	WHITE STUDENTS	ECONOMICALLY DISADVANTAGED
2012-2013	18.80%	5.00%	21.10%	5.30%
2013-2014	55.60%	50.00%	42.90%	38.10%
2014-2015	40.50%	33.30%	40.00%	31.30%

**LEE WOODARD ELEMENTARY
Grade 3-5 Reading**

	ALL STUDENTS
2012-2013	33.00%
2013-2014	50.40%
2014-2015	44.30%

LEE WOODARD ELEMENTARY

Grade 3-5 Math

**ALL
STUDENTS**

2012-2013	25.50%
2013-2014	30.30%
2014-2015	36.10%

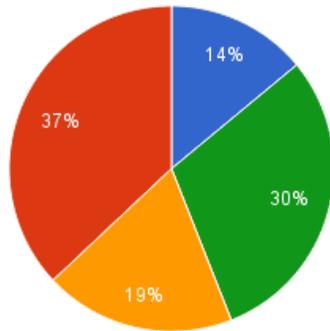
Discipline Data

Lee Woodard Elementary	2011-2012	2012-2013	2013-2014	2014-2015
Referrals	82	60	36	21
Suspensions	18	22	14	12

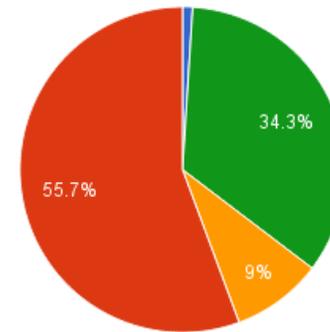
Student Attendance

2010-2011	96.30%
2011-2012	96.60%
2012-2013	96.00%
2014-2015	94.90%

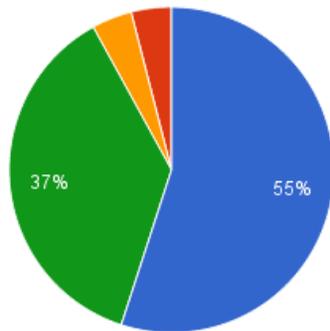
K-3 TRC Scores 2015-2016



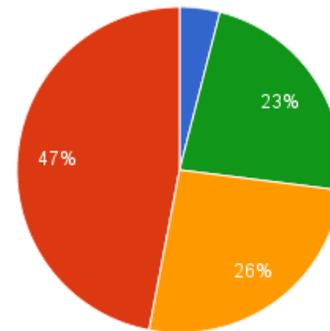
Kindergarten TRC Data 2015-2016



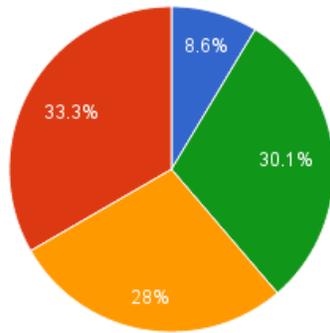
1st Grade TRC Data 2015-2016



2nd Grade TRC Data 2015-2016



3rd Grade TRC Data 2015-2016



Lee Woodard	All (1.5)		E.D.		Not E.D.		Black		Hispanic		White	
	122	Off the WCS Mark	49	Off the WCS Mark	73	Off the WCS Mark	28	Off the WCS Mark	17	Off the WCS Mark	72	Off the WCS Mark
		49.2%		49.2%		59.8%		23.0%		13.9%		59.0%

BOTH Reading and Math Proficiency

Year	3rd - 5th Reading and Math												3rd - 5th Reading and Math					
	76.1	6.0	68.1	6.7	90.2	3.3	65.4	9.0	75.0	5.0	84.5	(1.8)	75.1	6.4	86.9	6.4	70.0	86.3
2011	76.1	6.0	68.1	6.7	90.2	3.3	65.4	9.0	75.0	5.0	84.5	(1.8)	75.1	6.4	86.9	6.4	70.0	86.3
2012	66.0	(2.3)	62.9	3.5	72.2	(6.0)	62.5	19.6	63.2	(6.0)	66.1	(18.2)	65.1	5.6	67.7	6.4	69.2	84.3
2013	39.8	(6.9)	30.1	(4.0)	37.8	(6.9)	15.0	5.2	5.9	(15.3)	20.0	(20.0)	25.7	16.1	26.6	8.8	23.6	45.5
2014		0.0		0.0		0.0		0.0		0.0								
2015		0.0		0.0		0.0		0.0		0.0								

Reading Proficiency

Year	3rd - 5th Reading = 122												3rd - 5th Reading					
	79.6	6.0	73.6	7.4	90.2	2.2	69.2	7.3	75.0	2.6	85.9	(1.9)	73.6	6.2	89.0	6.9	72.4	87.8
2011	79.6	6.0	73.6	7.4	90.2	2.2	69.2	7.3	75.0	2.6	85.9	(1.9)	73.6	6.2	89.0	6.9	72.4	87.8
2012	71.7	(0.1)	70.9	6.1	75.0	(13.0)	60.0	19.5	63.2	(6.1)	72.6	(13.6)	71.6	6.9	69.7	6.9	69.2	71.8
2013	39.0	(4.4)	21.7	(7.7)	54.1	(4.1)	20.0	(2.3)	21.5	(10.4)	36.5	(21.9)	37.6	29.4	36.0	29.3	39.0	58.4
2014	35.5	(2.8)	23.1	(6.5)	60.0	(1.8)	26.9	3.6	11.1	(23.9)	41.7	(17.0)	38.9	27.6	61.8	33.3	39.0	58.7
2015	30.3	(6.1)	24.5	(8.7)		0.0	17.9	(0.8)	11.6	(16.4)	37.6	(31.0)	36.4	39.3		36.7	34.8	36.4

Year	3rd Reading = 36												3rd Reading					
	61.1	(4.7)	50.0	(8.3)	90.0	5.9	28.6	(26.4)	71.4	6.8	70.0	(10.0)	59.9	16.5	66.1	15.2	64.6	80.5
2011	61.1	(4.7)	50.0	(8.3)	90.0	5.9	28.6	(26.4)	71.4	6.8	70.0	(10.0)	59.9	16.5	66.1	15.2	64.6	80.5
2012	77.3	11.9	73.3	15.0	85.7	2.5	87.5	32.5	71.4	7.3	74.1	(5.1)	65.4	16.1	63.2	15.0	64.1	79.2
2013	32.4	(7.0)	26.9	(2.0)	42.5	(16.0)	26.6	3.4			29.2	(22.0)	40.9	39.9	61.5	25.2	39.3	53.2
2014	38.8	(6.8)	25.0	(2.5)	57.1	(6.9)	14.3	(5.0)	5.0	(27.7)	61.5	(10.9)	39.1	27.6	66.4	23.7	37.7	62.8
2015	44.4	7.0	29.4	8.3	57.1	(6.0)	20.0	(6.3)	40.0	6.1	60.0	0.1	37.6	21.1		39.1	39.3	36.8

Year	4th Reading = 49												4th Reading					
	81.9	4.7	81.0	7.1	90.0	0.3	87.5	19.8	-	-	83.3	(4.7)	79.2	71.9	89.7	67.7	81.2	92.0
2011	81.9	4.7	81.0	7.1	90.0	0.3	87.5	19.8	-	-	83.3	(4.7)	79.2	71.9	89.7	67.7	81.2	92.0
2012	77.3	11.9	73.3	15.0	85.7	2.5	87.5	32.5	71.4	7.3	74.1	(5.1)	65.4	16.1	63.2	15.0	64.1	79.2
2013	46.9	9.4	29.2	4.3	76.9	14.0	25.0	3.5	28.6	(1.1)	60.0	1.8	36.6	24.9	63.9	21.5	29.7	58.2
2014	27.8	(11.1)	18.5	(12.0)	55.6	(8.0)	13.1	(0.4)	5.0	(20.0)	19.0	(40.0)	39.0	36.5	59.7	29.9	38.9	59.5
2015	26.5	(11.1)	25.0	(16.4)		0.0	13.1	(11.0)	14.3	(10.0)	34.4	(26.0)	37.6	29.4		23.1	34.5	48.8

Year	5th Reading = 37												5th Reading					
	91.3	12.7	92.0	20.4	90.5	0.4	81.8	14.0	-	-	95.0	2.7	79.6	71.6	90.1	67.8	74.8	90.3
2011	91.3	12.7	92.0	20.4	90.5	0.4	81.8	14.0	-	-	95.0	2.7	79.6	71.6	90.1	67.8	74.8	90.3
2012	82.8	7.2	83.3	14.9	81.8	(9.1)	77.8	12.6	6.6	-	83.3	5.1	75.6	66.6	89.9	62.2	78.1	88.2
2013	38.9	(12.7)	5.3	(12.3)	38.5	(18.0)	5.0	(10.0)	16.7	(8.1)	21.1	(21.3)	31.6	29.8	29.4	18.0	24.9	25.6
2014	38.9	6.3	19.0	(2.7)	66.7	10.1	30.0	9.4	14.3	(10.7)	50.0	(2.7)	32.6	23.7	59.6	26.0	23.0	52.7
2015	21.6	(11.7)	18.8	(8.7)		0.0	22.2	6.1	5.0	(10.7)	20.0	(8.1)	34.1	23.8		22.2	36.7	35.1

Math Proficiency

Year	3rd - 5th Math = 122												3rd - 5th Math					
	90.3	4.1	87.5	6.2	95.0	0.0	80.0	1.3	-	-	95.0	0.0	86.2	81.9	95.0	79.7	89.0	95.0
2011	90.3	4.1	87.5	6.2	95.0	0.0	80.0	1.3	-	-	95.0	0.0	86.2	81.9	95.0	79.7	89.0	95.0
2012	79.2	(6.9)	76.6	(1.7)	80.6	(4.4)	80.8	2.9	-	-	87.5	(1.7)	85.1	80.1	95.0	71.9	86.9	93.9
2013	26.5	(6.2)	15.9	(6.1)	43.2	(9.8)	15.0	(1.3)	5.9	(28.0)	60.0	10.7	11.9	22.6	19.8	22.2	31.9	48.1
2014	21.3	(11.2)	15.6	(6.7)	31.1	(23.8)	26.9	30.6	11.1	(23.9)	20.5	(30.8)	32.9	22.9	54.9	16.3	39.0	53.3
2015	27.0	(6.9)	23.7	11.7		0.0	28.6	11.7	5.9	(17.8)	30.0	(31.4)	39.5	31.9		24.9	39.7	53.9

Year	3rd Math = 36												3rd Math					
	81.3	2.3	80.8	4.1	90.0	(1.7)	57.1	(14.3)	65.0	12.1	90.0	(2.8)	71.9	79.7	87.7	71.4	82.0	92.4
2011	81.3	2.3	80.8	4.1	90.0	(1.7)	57.1	(14.3)	65.0	12.1	90.0	(2.8)	71.9	79.7	87.7	71.4	82.0	92.4
2012	75.0	(6.4)	73.3	(3.4)	78.6	(14.6)	79.0	1.7	95.0	10.0	66.7	(23.6)	81.4	76.7	81.6	73.3	86.0	90.1
2013	22.0	(12.4)	21.4	(8.9)	26.4	(26.0)	14.3	(6.7)			29.2	(26.0)	36.4	29.8	37.7	23.8	40.0	59.6
2014	22.4	(14.3)	10.7	(15.5)	38.1	(22.1)	28.6	10.0	5.0	(16.4)	27.1	(29.1)	36.7	29.1	69.2	18.6	49.4	66.4
2015	33.3	(5.9)	29.4	1.9	38.1	(22.1)	10.0	(14.8)	20.0	(18.4)	45.0	(13.2)	36.1	23.5		24.8	38.8	36.1

Year	4th Math = 49												4th Math					
	90.3	11.1	90.5	4.9	90.0	(5.0)	87.5	4.6	-	-	95.0	0.0	89.2	85.6	95.0	82.9	89.9	95.0
2011	90.3	11.1	90.5	4.9	90.0	(5.0)	87.5	4.6	-	-	95.0	0.0	89.2	85.6	95.0	82.9	89.9	95.0
2012	81.8	(16.7)	81.8	(1.8)	81.8	(12.3)	81.8	0.6	87.5	80.0	87.5	(13.0)	86.5	83.6	94.0	81.3	86.9	93.9
2013	29.7	(16.8)	16.7	(16.3)	53.8	(4.5)	25.0	4.4	5.0	(14.0)	40.0	(15.8)	36.6	27.0	58.1	19.6	36.0	55.8
2014	11.1	(12.8)	11.1	(7.2)	11.1	(26.1)	22.2	4.5	5.0	(20.0)	5.0	(22.0)	36.9	28.6	59.2	17.7	40.5	57.6
2015	24.5	(8.9)	31.3	6.5		0.0	44.4	28.1	5.0	(10.4)	25.0	(19.0)	34.6	24.8		24.3	37.6	56.6

Year	5th Math = 37												5th Math					
	95.0	7.6	92.0	9.1	95.0	0.2	90.9	11.3	-	-	95.0	0.0	87.4	82.9	94.8	79.6	88.8	95.0
2011	95.0	7.6	92.0	9.1	95.0	0.2	90.9	11.3	-	-	95.0	0.0	87.4	82.9	94.8	79.6	88.8	95.0
2012	82.8	(7.3)	83.2	8.0	81.8	(13.2)	77.8	8.6	2.3	-	86.7	(7.3)	85.1	80.3	90.6	75.1	80.7	93.2
2013	38.9	(12.9)	5.3	(14.3)	38.5	(27.7)	5.0	(10.0)	16.7	(8.1)	21.1	(21.3)	40.9	39.9	29.4	23.9	41.4	59.1
2014	29.7	(16.8)	27.3	(8.7)	31.3	(26.9)	30.0	5.9	26.6	(13.7)	26.3	(42.0)	40.5	39.5	69.2	41.1	41.0	55.4
2015	24.3	(16.7)	37.5	5.1		0.0	33.3	9.7	5.0	(10.9)	25.0	(42.0)	44.6	31.4		29.6	36.9	47.4

Science Proficiency

Year	5th Science = 37												5th Science					
	89.1	7.4	88.0	12.8	90.5	(20.0)	72.7	3.7	-	-	95.0	1.6	81.7	75.2	92.5	71.0	81.1	93.4
2011	89.1	7.4	88.0	12.8	90.5	(20.0)	72.7	3.7	-	-	95.0	1.6	81.7	75.2	92.5	71.0	81.1	93.4
2012	82.4	5.5	83.3	13.4	81.8	(11.1)	72.8	18.1	-	-	86.7	(6.4)	75.1	69.3	89.9	59.7	66.1	81.9
2013	5.0	(10.5)	5.0	(21.3)	7.7	(26.0)	5.0	(16.0)	5.0	(50.4)	5.0	(50.4)	35.5	28.2	57.7	28.6	31.1	48.4
2014	40.5	(7.6)	31.8	(16.0)	53.3	(11.9)	40.0	30.8	5.0	(26.2)	52.6	(12.6)	44.1	34.4	65.1	29.2	41.3	60.2
2015	27.0	(16.4)	18.8	(17.0)		0.0	32.3	(0.8)	5.0	(27.7)	25.0	(46.0)	51.4	36.1		24.3	33.7	51.4

NC	NC E.D.	NC-Not E.D.	NC-Black	NC-Hisp.	NC-White
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3rd - 5th Reading and Math					
67.6	13.3	62.8	46.5	64.4	79.0
67.5	14.2	61.1	49.4	55.1	73.3
32.8	17.4	49.8	46.2	39.1	43.5

3rd - 5th Reading					
79.7	16.2	69.2	54.3	57.7	81.9
71.2	19.1	66.4	59.3	56.5	82.2
44.7	29.1	63.7	29.3	37.2	37.8
46.1	39.7		26.7		