



2018–2020 Continuous School Improvement Plan for Hendersonville Elementary School

Approved by majority vote on April 20, 2018.

Mrs. Kerry Stewart, *Principal*

Mrs. Cara Brock, *SIT Chair*

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School Reading 2015-16

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District Reading 2015-16 (K-2 is Previous Yrs)

District Reading 2014-15 (Previous Cohort)

Math by Ability Quintile

School Math 2016-2017

School Math 2015-2016

School Math 2014-2015 (Previous Cohort)

District 2016-2017

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Section 4. Student Growth

Data Summary

Step 1. Study: Reflect on the data

Step 2. Plan: Identify purpose and desired outcomes

Step 3. Do: Implement intended outcomes

Statement of Assurances

The School Improvement Plan has been developed and aligned to the requirements of the following:

- Henderson County [School Board Policy 3430](#)
- Henderson County Public Schools Strategic Plan
- Henderson County Public Schools Technology Plan
 - NC Accountability Model & ESSA
 - AdvancED School Accreditation Standards

School Improvement Team Membership

Team Member Name	Position	Date Elected
Jennifer Ross	Kindergarten	4/19/2018
Kim Fisher	Second Grade	4/19/2018
Amanda Upton	Fourth Grade	4/19/2018
Lori Hampton	Assistant	4/19/2018
Kayla Lindsey	Specialist	4/19/2018
Cara Brock SIT Chairperson	First Grade	4/19/2018
Stacia Kelley	Third Grade	4/19/2018
Lindsey Skidmore	Fifth Grade	4/19/2018
Kimberly Smith	EC	4/19/2018
Kerry Stewart	Principal	4/19/2018
Kristin Freeman, Jill Wallen	Parent/PTO Representative	4/19/2018
Jeannie Elks	Counselor	4/19/2018
Becky Strimple	Title I	4/19/2018

The School Improvement Plan was approved by secret ballot vote on August 1, 2018.

Mission and Beliefs

Henderson County Public Schools' Mission Statement

Henderson County Public Schools will provide all students the opportunity to learn and the encouragement to succeed in a safe environment. We will honor the individual and nurture the potential of all children.

Henderson County Public Schools' Guiding Principle

The success of a child is the result of a collaborative partnership of school, child, parent and community.

Henderson County Public Schools' Core Values

- We are here for the children we serve.
- We value each child.
- We value the development of the whole child.
- We value a safe, supportive, and caring learning environment.
- We value respect, honesty, and integrity.
- We value the commitment of quality employees.
- We value effective learning through high quality instruction.
- We value the pursuit of excellence.

School Vision Statement

We will provide a solid academic foundation for each child. We will encourage and empower students to achieve their academic best while emphasizing respectfulness and responsibility for success in life.

School Mission Statement

We will be Honorable in Character, Engaged in Learning, and Successful each day!

School Beliefs (Core Values)

- We support children's academic growth through a year round program.
- We provide a safe, nurturing environment for all learners.
- We recognize the potential of all learners.
- We maximize community/parental involvement.

School Profile & Narrative Summary

Hendersonville Elementary School's vision and mission statements are aligned with 21st century learning structures, allowing the School Improvement Team (SIT) to establish goals that will guide our efforts. Based on recent test and assessment data in grades K-5, we determined the areas in which our efforts should be focused. By utilizing multiple sources of data, we constructed goals that we would support and produce high student achievement and growth. The goals in our School Improvement Plan target academic needs specific to grades K-5, address 21st Century skills, and focus on school-wide safety and learning environment needs. Data from the 3-5 Schoolnet Benchmark results, 3D Reading program, EOG scores, the EVAAS system (*Education Value Added Assessment System*) and formative assessment practices in the classrooms were utilized. The SIT also reviewed results from the AdvancED Stakeholders' Surveys completed by students, parents, and teachers to determine needs specific to our school climate and structure. In addition, the AdvancED School Annual Self-Assessment was utilized by the team, as well as the NC Teacher Working Conditions survey. Our plan is aligned with the Henderson County Public Schools District Plan.

Hendersonville Elementary is a year round school, built solely on reassignments from other Henderson County schools through the use of the HCPS lottery system. To continue to increase proficiency and growth rates, the following strategies continue to be implemented. Some of the strategies include:

- Implementation of STEM (Science, Technology, Engineering, Math) units
- Increase of Problem Based Learning
- Common planning time everyday
- ABC Specials rotation
- Media Specialist teaches library and computer skills
- Part-time Reading Specialist
- Math/STEM Specialist
- Title 1 Reading Specialist
- Implementation of the 7 Habits for Happy Kids
- Enrichment opportunities for students – Chorus, Chess, Bridge, Engineering, Lego Robotics, K Kids, Safety Patrol etc.

Our staff and parents are committed to a total program that meets the varied needs and interests of our students, while assuring that we offer a well-rounded elementary school experience. This commitment ensures we strive to address the many changes before us in supporting student learning.

New Initiatives at Our School

In compliance with [School Board Policy 3110](#), any new initiative or program must be presented to the Board of Education as part of School Improvement Planning. Please describe and provide a rationale for any new instructional programming being offered at your school. If no new initiative or program is being implemented, you may omit/delete this page.

iReady Math

iReady is an online tool to assess, monitor, review, and practice mathematics standards and skills. Students will take a diagnostic pre-test to determine their level of mathematical understanding. Students are able to work outside of their current grade level to supplement classroom learning at remedial, maintenance, or advanced levels. iReady provides tools for teachers to group students by overall math achievement levels or based on specific skills for effective differentiation, enrichment, and remediation. Additionally, it provides online and small group lessons for teachers to implement in their classrooms.

Freckle Education (ELA)

Freckle Education is an online tool to assess, monitor, and practice ELA skills. Students will take a pre-assessment to determine their skill level. Students are able to practice outside of their current grade level, which supports differentiation. Freckle provides tools for teachers to group students by levels on different skills. Teachers can assign practice for individual students based on their strengths and weaknesses. Freckle will be used in the classroom and for at-home practice as well. The program provides teachers with regularly updated student data to be utilized for differentiation, remediation, and enrichment in instruction.

Instructional Planning Time

Duty Free Planning

With the goal of providing five hours of instructional time per week as outlined in [School Board policy 3430](#), Hendersonville Elementary School will provide duty-free instructional planning time for every full-time assigned classroom teacher each day, with a minimum of three hours of planning time per week, based on G.S. 115C-301.1. The goal is to provide five hours each week of duty-free planning time. This time is ensured by providing teachers with at least thirty minutes of planning time daily during the instructional day, as well as at least thirty minutes of morning or afternoon instructional planning following non-instructional duties.

Duty Free Lunch

G.S. 115C-105.27 requires a duty free lunch period for every teacher on a daily basis. The staff at Hendersonville Elementary School has chosen to structure supervision of students at lunch in a way that best meets the need of each grade level and maximizes instructional support by non-certified staff in the classroom. All staff will provide supervision for students during lunch, and staff will provide duty free opportunities for one another as possible.

Instructional Materials/Textbook Waiver

Building-Level Waiver Request

School: Hendersonville Elementary

LEA Number: 450

School Number: 333

Building-Level Waiver Information

Please insert the waiver you are requesting:

When funds allow and quality instructional materials are available, we are requesting the flexibility to use state textbook funds to purchase texts/materials that are not on the current state-approved adoption list.

Identify the law, regulation or policy from which you are seeking an exemption:

General Statute 115c-9b: Use of textbooks not adopted by the State Board of Education

Please state how the waiver will be used.

There are a limited number of textbook titles available on the state-approved textbook list. This waiver allows us the flexibility to use state textbook funds to purchase texts that are currently in use in the district, but are no longer available on state contract and for texts that we already purchase off state contract. Additionally, the waiver would allow us the flexibility to purchase texts off the state contract for courses for which there is no text available.

Please state how the waiver will promote achievement of performance goals.

While teachers integrate many supplementary resources into classroom instruction, student texts are basic and essential instructional materials.

Conflict Resolution

In compliance with [School Board Policy 3431](#), we take steps at our school to resolve conflict. Our specific strategies include...

- Implementing the 7 habits (Covey)
- Cubcat Character Time everyday for 15 minutes
- Guidance lessons throughout the year
- Build and maintain relationships

Strategic Goals

Henderson County Public Schools strives to provide a quality educational experience for all students. We do so through strategic planning, collaboration and a commitment to our mission, vision and values.

We Value Excellence In



Human Resources

Community and Family Engagement

Personalized Learning

Safe and Nurturing Environments

Where Every Piece Matters. Excellence to the Core.

Continuous Improvement

Valuing improvement, the following school-based goals and strategies represent strategic priorities over the next two years.

Summary of Goals

H - Human Resources

- Support teacher learning by offering opportunities for staff to attend conferences and visit other schools, increasing staff participation by 5%.
- Increase staff capacity by planning horizontally weekly and vertically each quarter.

C - Community and Family Engagement

- Students will demonstrate 75% proficiency as 21st Century learners, based on NC STEM rubric.
- HES will be at the modeled level for 90% of the overall STEM attributes.

P - Personalized Learning

- Using personalized strategies, reading proficiency in grades 3-5, will increase from 79.2% to 85%. In K-2 TRC scores for percentage of students at risk will decrease 5%. Science EOG proficiency will increase from 90% to 95%.
- Using personalized strategies, math proficiency will increase from 93% to 95% in grades kindergarten through second grade, and from 84% to 86% in third through fifth grades

S - Safe and Nurturing Environments

- Teacher satisfaction regarding an atmosphere of trust and mutual respect will increase from 72% to 80%.
- 100% of staff will participate in HCPS safety procedures.

Area One Goals: Human Resources

Human Resource Goal One

Increase staff capacity by planning horizontally weekly and vertically each quarter.

Strategies to Achieve this Goal

1. Teachers will plan weekly with their grade level.
2. Teachers will plan vertically four times a year.
3. PLCs will focus on data acquired from diagnostics and progress monitoring in the newly implemented initiatives and collaborative planning to determine and drive next instructional steps.
4. Training on above initiatives in iReady and Freckle will be provided for our instructional assistants by the instructional coach.

Measure of Success

- Increase in student achievement
- Schoolwide common strategies evident in classrooms and learning
- Rigorous lesson plans

Persons Responsible

- Teachers
- Instructional Coach
- Principal

Target Date

June, 2019

Human Resource Goal Two

Support teacher learning by offering opportunities for staff to attend conferences and visit other schools, increasing staff participation by 5%. (Teachers will be given the opportunity to participate in the NCTIES, NCTTM, and ELA conferences during the school year. Two opportunities will be given to staff to visit and collaborate with other high achieving schools. Staff will visit one STEM business.)

Strategies to Achieve this Goal

1. Partner with a local STEM business
2. Partner with high achieving schools
3. Knowledge of PD opportunities

Measure of Success

- Student achievement
- Motivated teachers
- Teacher leadership in the county and collaboration at the school and county level

Persons Responsible

All staff

Target Date

June 2019

Area Two Goals: Community and Family Engagement

Hendersonville Elementary School will prepare students to be 21st Century learners by embedding technology into instruction, project based learning, and STEM (science, technology, engineering, math) units including community and family engagement. We will utilize available human resources from the community to support classroom learning. Evidenced by July 2020, HES will be at the Model level for 90% of the overall attributes on the N.C. Elementary School STEM Attribute Implementation Rubric, and will remain in the top 3 elementary schools in Henderson County as measured by proficiency levels on the 5th grade Science End of Grade Test.

Community and Family Engagement Goal One

Students will demonstrate 75% proficiency as 21st Century learners, based on NC STEM rubric.

Strategies to Achieve this Goal

- Engage students in project based learning in weekly activities incorporating STEM and two schoolwide units.
- Teachers will incorporate 21st century skills utilizing the engineering process to promote critical thinking and problem solving within an environment of innovation monthly.
- Provide opportunities for students and community to engage in activities that incorporate STEM beyond the regular school day, such as Lego Robotics Club, Engineering for Kids, Coding Cubcats, Lego Club and Drone Club.

Measure of Success:

- Attendance at STEM professional development
- Teacher LFS walk-throughs
- Availability of technology devices in classrooms, media center, and computer lab
- Student products
- Assessments
- Attendance at STEM nights

Persons Responsible

All staff, community and business partners, school partners

Target Date

June 2019

Community and Family Engagement Goal Two

HES will be at the modeled level for 90% of the overall STEM attributes.

Strategies to Achieve this Goal

1. Week(s) long school wide focus on integrating, Science, Technology, Engineering, and Math.
Implementing units and integrating project based learning.

2. To engage the community in our STEM units and to present our STEM plan to businesses and organizations and invite STEM professionals to collaborate with teachers and students.

Measure of Success

- Student products
- Teacher plans
- Assessments
- Surveys
- Attendance

Persons Responsible

All staff, community and business partners, school partners

Target Date

June, 2019

Area Three Goals: Personalized Learning

Personalized Learning Goal One

Utilizing personalized learning strategies, reading proficiency in grades 3-5, will increase from 79.2% to 85 %. In K-2 TRC scores for percentage of students at risk will decrease 5%. Science EOG proficiency will increase from 90% to 95%.

Strategies to Achieve this Goal

1. During common planning time, teachers will vertically(quarterly) and horizontally (weekly) collaborate to unpack/implement effective instructional strategies lesson planning using:
 - o Bloom's Levels of Thinking
 - o Balanced Literacy Strategies
 - o DOK strategies.
 - o Reading and Math camps offered during intersession.
 - o Curriculum specialist will meet with targeted students each day
 - o Freckle Education/AR/ iReady
 - o Specialists- Title 1 and Reading
 - o Letterland Phonics program
 - o Emphasis on additional support with 4th grade reading
2. Four days a week, students will participate in Intervention/Enrichment small group instruction.
3. Teachers, staff, and administrators will actively participate in PLCs that will clearly define criteria that represent the attainment of content knowledge and skills that are consistent across grade levels and courses to facilitate standards-based grading and assessment practices.

Measure of Success

- 3-5 Benchmark assessments/Check ins
- 3-5 EOG scores and EVAAS
- Teacher LFS walk-throughs

- MTSS
- Tutoring
- 3D Reading assessment
- Freckle Education data
- RTA (3/4 portfolio)

Persons Responsible

All staff

Target Date

June 2019

Personalized Learning Goal Two

Utilizing personalized learning strategies, math proficiency will increase from 93% to 95% in grades kindergarten through second grade, and from 84% to 86% in third through fifth grades.

Strategies to Achieve this Goal:

1. During common planning time, teachers will vertically and horizontally collaborate to unpack/implement effective instructional strategies such as:
 - a. Bloom's Levels of Thinking
 - b. DOK strategies.
 - c. iReady math
 - d. Specialists –math
 - e. Data notebooks
2. Four days a week students will participate in Intervention/Enrichment small group instruction. Focus on 5th grade male students.
3. Staff will be given opportunities for professional development county and schoolwide.

Measure of Success:

- iReady Math
- K-5 assessments
- 3-5 Benchmark assessments/Check Ins
- 3-5 EOG scores and EVAAS
- Teacher LFS walk-throughs
- MTSS process

Persons Responsible

All staff

Target Date

June 2019

Area Four Goals: Safe and Nurturing Environments

Safe and Nurturing Environments Goal One

Teacher satisfaction regarding an atmosphere of trust and mutual respect will increase from 72% to 80%.

Strategies to Achieve this Goal

- Increase in collaborative problem solving between administrator and teachers
- All staff will be treated in a fair and professional manner
- Administrator and teachers will participate in trust building activities and staff fellowship opportunities.
- Teachers will be given opportunities to lead and participate in individualized professional development.
- Confidentiality between staff members and administrator will be maintained.
- We will continue to implement the *7 Habits of Highly Effective People/Kids* school wide during Cubcat Character Time.

Measure of Success

Data from the next TWC survey

Persons Responsible

All staff including:

- Administrator
- Teachers
- Instructional assistants

Target Date

June 2019

Safe and Nurturing Environments Goal Two

100% of staff will participate in HCPS safety procedures.

Strategies to Achieve this Goal:

1. Participate in school-wide review of all drills and practice the emergency procedures with fidelity.
2. Safety team to meet once a month.
3. Complete School Safety Assessment Inventory and address any deficiencies or areas of concern.
4. Staff member or SRO at entrance doors during arrival and dismissal.
5. Full time law enforcement presence during school hours.

Measure of Success

- Document emergency practice procedures
- Checklist for the safe and orderly assessments
- Monthly fire drills & inspection reports
- Yearly tornado and coded drills
- Safe schools report

Persons Responsible
All staff

Target Date
June 2019

Data Review

We value making decisions based on data. The information that follows has been reviewed by our stakeholders as we determined school goals.

Hendersonville Elementary School: End of Grade Proficiency Levels

Student Achievement Data

Hendersonville Elementary School: End of Grade Proficiency Levels

School Year	School Performance Grade	3 rd Math Grade Level Proficiency	4 rd Math Grade Level Proficiency	5 th Math Grade Level Proficiency	3 rd Reading Grade Level Proficiency	4 th Reading Grade Level Proficiency	5 th Reading Grade Level Proficiency	5 th Grade Science Grade Level Proficiency
2018-19	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data
2017-18	B/84	85.7	83.8	82.6	69.8	83.8	84.0	91.3
2016-17	A+	88.4%	82.6%	86.1%	89.8%	80%	84.7%	94%
2015-16	A+	85.7%	84%	85.9%	84.4%	82.9%	84.5%	95%
2014-15	B	80.6%	85.1%	70.8%	79.2%	81.1%	66.7%	90.3%
2013-14	C	75.7%	79.7%	61%	82.4%	61.2%	66.2%	80.5%

Hendersonville Elementary School: 3rd, 4th and 5th Grade Benchmark Scores for Math

School Year	3 rd Grade Math Quarter 1	3 rd Grade Math Quarter 2	3 rd Grade Math Quarter 3	4 th Grade Math Quarter 1	4 th Grade Math Quarter 2	4 th Grade Math Quarter 3	5 th Grade Math Quarter 1	5 th Grade Math Quarter 2	5 th Grade Math Quarter 3
2018-19	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data
2017-18	79%	No Data	No Data	No Data	No Data	No Data	79.8%	No Data	No Data
2016-17	78%	82%	85.2%	78%	80.2%	79.5%	73%	79%	76%
2015-16	73.8%	76.6%	81.3%	75.9%	73.3%	80.3%	71.6%	76.8%	75.5%
2014-15	67.1%	78%	76.3%	71.9%	79.1%	79.1%	74.5%	59.9%	64.6%

3rd, 4th and 5th Grade Benchmark Scores for Reading

School Year	3 rd Grade Reading Quarter 1	3 rd Grade Reading Quarter 2	3 rd Grade Reading Quarter 3	4 th Grade Reading Quarter 1	4 th Grade Reading Quarter 2	4 th Grade Reading Quarter 3	5 th Grade Reading Quarter 1	5 th Grade Reading Quarter 2	5 th Grade Reading Quarter 3
2018-19	No Data	No Data	No Data	No Data	No Data	No Data	86.4%	No Data	No Data
2017-18	80%	73%	No Data	78%	85%	No Data	86%	79.8%	81.75 %
2016-17	84%	76%	70.2%	76%	80%	82.3%	87%	79%	80.6%
2015-16	82.3%	75.9%	68.2%	73.8%	79.5%	79.1%	87.2%	79.6%	80%
2014-15	79%	68.9%	73.3%	72.1%	76.6%	73.2%	73.2%	63.7%	77.6%

5th Grade Benchmark Scores for Science

School Year	5 th Grade Science Quarter 1	5 th Grade Science Quarter 2	5 th Grade Science Quarter 3
2018-19	No Data	No Data	No Data
2017-18	73.7%	81.9%	No Data
2016-17	63%	69%	80.9%
2015-16	70.4%	71.9%	84.4%
2014-15	73.3%	76.4%	69.4%

NC Checkins

Year	4th Grade Math Quarter 1	4th Grade Math Quarter 2	4th Grade Math Quarter 3	5th Grade Math Quarter 1	5th Grade Math Quarter 2	5th Grade Math Quarter 3	4th Grade Reading Quarter 1	4th Grade Reading Quarter 2	4th Grade Reading Quarter 3	5th Grade Reading Quarter 1	5th Grade Reading Quarter 2	5th Grade Reading Quarter 3
2018-19	68.2	No Data	No Data	73.8	No Data	No Data	73.6	No Data	No Data	76.9 %	No Data	No Data
2017-18	66.2	62.6	70.1	66.3 %	64	61.7	No Data	No Data	No Data	81.9%	78%	72.1%

Year	3rd Grade Math Qtr. 1	3rd Grade Math Qtr. 2	3rd Grade Math Qtr. 3

2018-2019	60.3	No Data	No Data
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Needs Assessment

Community Information

(Source: North Carolina Roadmap of Need, NC Public School Forum)

Health

Focus	Overall Ranking in NC	Teen Pregnancy (rank)	No. Physicians (rank)	Child Fatalities (rank)	Child Food Insecurity (rank)	Child Obesity (rank)
2017	5	43	16	15	13	8
2016	6	47	15	33	12	8
2014	5	38	16	38	21	16

Youth Behavior and Safety

Focus	Overall Ranking in NC	Juvenile Delinquency (rank)	ST Suspensions (rank)	Juvenile Detention (rank)	Children in DSS Custody (rank)	Child Abuse and Neglect (rank)
2017	28	40	22	33	64	55
2016	21	18	25	44	60	60
2014	27	45	17	47	59	48

Education

Focus	Overall Ranking in NC	Graduation Rate (rank)	3 rd Grade EOG Percent Proficient (rank)	Math 1 EOC (rank)	ACT Score (rank)	AMO Targets (rank)
2017	11	9	28	33	17	9
2016	6	12	13	18	11	3
2014	8	15	13	23	11	16

Economic Development

Focus	Overall Ranking in NC	Median Household (rank)	Child Poverty (rank)	Unemployment Rate (rank)	Adults with Bachelor's Degree (rank)	Single Parent Households (rank)
2017	6	26	6	3	18	9
2016	6	17	20	4	18	8
2014	8	15	13	23	11	16

School Demographics

Percent Population Gender and Ethnicity

(Source: HCPS Principals Monthly Report 1)

Category	2013-2014	2014-2015	2015-2016	2016-2017
Male	55	54.2	52.1	51.5
Female	45.7	45.8	47.9	48.5
American Indian/Pacific	0	0	0	.5
Asian	1.4	1	.7	.7
Hispanic	6.9	5.9	4.9	4.9
Black	4.2	4.8	5.3	7.1
Multiracial	5.5	5.1	5.3	4.7
Total Minority	18	16.8	16.3	17.9

Percent Population LEP and Economically Disadvantaged

(Sources: HCPS LEP, School District Profile, Title I, and NCDPI School Nutrition PS YTD Data)

Hendersonville Elementary School

School	2013-2014	2014-2015	2015-2016	2016-2017
Language Proficiency	2.3%	2.0%	1.6%	0.7%
Econ Disadvantage	35.5%	36.4%	35.1%	36.5%

HCPS

Category	2013-2014	2014-2015	2015-2016	2016-2017
Language Proficiency	9.7%	10.0%	9.8%	8.5%
Econ Disadvantage K-5	61.8%	60.4%	60.7%	61.8%

North Carolina

Category	2013-2014	2014-2015	2015-2016	2016-2017
Language Proficiency	6.8%	7.2%	No Data	No Data
Econ Disadvantage	57.6%	52.8%	62.1%	No Data

Mobility

The percent of students who joined and left our schools or district since the first day of school.
(Source: PowerSchool)

Hendersonville Elementary School

Category	2013-2014	2014-2015	2015-2016	2016-2017
(1) Initial Enrollments (E1)	443	449	436	431
(2) Other Enrollments (E2,R3, R4)	20	5	3	0
(3) Total Enrollments (1) + (2)	463	454	439	431
(4) Total Withdrawals (W1, W2, W3)	22	13	17	8
(5) Sum of Other Enrollments and Withdrawals (2) + (4)	42	18	20	8
(6) Mobility Rate (5)/(1)	9.5%	4.0%	4.6%	1.9%

HCPS

Category	2013-2014	2014-2015	2015-2016	2016-2017
(1) Initial Enrollments (E1)	6437	6439	6451	6267
(2) Other Enrollments (E2,R3, R4)	463	414	263	243
(3) Total Enrollments (1) + (2)	6900	6853	6714	6510
(4) Total Withdrawals (W1, W2, W3)	632	610	558	508
(5) Sum of Other Enrollments and Withdrawals (2) + (4)	1095	1024	821	751
(6) Mobility Rate (5)/(1)	17.0%	15.9%	12.7%	12.0%

Student Attendance

Hendersonville Elementary School Students in Violation of HCPS Attendance Policy

(Source: Powerschool, Ad Hoc Report, Department of Student Services)

School Year	Number of Violators 17-20 Absences	Percent	Number of Violators 21 – 27 Absences	Percent	Number of Violators 35 Absences or More*	Percent	Total Violators	Percent
2016-2017	6	1.4%	3	0.7%	3	0.7%	12	2.8%
2015-2016	6	1.4%	2	0.5%	2	0.5%	10	2.3%
2014-2015	9	2.0%	6	1.4%	1	0.2%	16	3.6%

HCPS Elementary School Students in Violation of HCPS Attendance Policy

(Source: Powerschool, Ad Hoc Report, Department of Student Services)

* for 2016-2017 school year indicates number of violators with 28 or more absences.

School Year	Number of Violators 17-20 Absences	Percent	Number of Violators 21 – 27 Absences	Percent	Number of Violators 35 Absences or More*	Percent	Total Violators	Percent
2016-2017	183	3.0%	130	2.1%	61	1.0%	374	6.1%
2015-2016	240	3.8%	59	.9%	24	.4%	323	5.1%
2014-2015	220	3.5%	51	.8%	28	.4%	299	4.8%
2013-2014	198	3.1%	40	.6%	23	.4%	261	4.1%
2012-2013	205	3.3%	42	.7%	24	.4%	271	4.4%

Hendersonville Elementary School Students with Chronic Attendance Difficulties

(Source: Powerschool – Daily Absences Report (DDE), Department of Student Services)

School Year	Tier I 8 absences or fewer	Percent	Tier I.I 9 to 18 absences	Percent	Tier II 19 to 36 absences	Percent	Tier III 37 or more absences	Percent	Total Chronic (Tier II and III)	Percent
2016-2017	306	72%	112	26%	8	2%	1	0.2%	9	2%
2015-2016	302	73%	105	25%	5	1%	2	0.5%	7	2%
2014-2015	288	67%	128	30%	10	2%	1	0.2%	11	3%

HCPS Elementary School Students with Chronic Attendance Difficulties

(Source: Powerschool – Daily Absences Report (DDE), Department of Student Services)

School Year	Tier I 8 absences or fewer	Percent	Tier I.I 9 to 18 absences	Percent	Tier II 19 to 36 absences	Percent	Tier III 37 or more absences	Percent	Total Chronic (Tier II and III)	Percent
2016-2017	3979	64.8%	1864	30.3%	277	4.5%	25	.4%	302	4.9%
2015-2016	4135	65.8%	1884	30.0%	241	3.8%	23	.4%	264	4.2%
2014-2015	3877	65.1%	1837	30.9%	212	3.6%	25	.4%	237	4.0%

Section 1. Community and Context

Data Summary

As you complete this section, consider especially how your analysis addresses the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards.

Step 1. Study: Reflect on the data

- Summarize the data on our school and our community
 - Community health, education and economy
 - Student Demographics
 - Student Mobility
 - Student Attendance
- What are the needs identified in this data and the implications for our school?
 - Community health, education and economy
 - Student Demographics
 - Student Mobility
 - Student Attendance

Step 2. Plan: Identify purpose and desired outcomes

- What are our goals as they relate to our conclusions in Step 1? (see current School Improvement Plan)

Step 3. Do: Implement intended outcomes

- What practices are already in place to address our goals in Step 2?

- What additional strategies should be implemented?

School Performance

School Performance Grades

The School Performance Grade is comprised of the school's Achievement Score (80%) and Growth Score (20%).

(Source: State School Report Card)

2016-2017

Category	Perf Grade	Perf Score	Growth Status	Achievement Score	Growth Score
Overall	A+NG	85	Growth Met	87	77.4
EOG Reading	A	85	No Data	85	No Data
EOG Math	A	86	No Data	86	No Data
EOG Science	No Data	94	No Data	No Data	No Data

2015-2016

Category	Perf Grade	Perf Score	Growth Status	Achievement Score	Growth Score
Overall	A + NG	86	Met	86	84.0
EOG Reading	B	83	No Data	84	79.0
EOG Math	A	85	No Data	86	81.0
EOG Science	No Data	No Data	No Data	94	No Data

2014-2015

Category	Perf Grade	Perf Score	Growth Status	Achievement Score	Growth Score
Overall	B	80	met	79	82.8
EOG Reading	B	76	No Data	76	75.3
EOG Math	B	80	No Data	79	81.9
EOG Science	No Data	No Data	No Data	90	No Data

Affinity Group Comparisons of Economically Disadvantaged Students (by poverty)

Elementary Schools – Group 4

Our School Compared to similar schools in the top four like-sized districts in North Carolina

Demographics

Economically Disadvantaged Students (by poverty)

The percent of students enrolled in our district who qualify for free or reduced meal prices

(Sources: NCDPI, State Free and Reduced, adjusted for CEP, when available)

2016-2017

Category	Fletcher (Henderson)	Northside (Chapel Hill)	Mills River (Henderson)	Hend-ville (Henderson)	McDougle (Chapel Hill)	Marlow (Henderson)	Catawba (Lincoln)
Percent of Students Classified as Economically Disadvantaged	45	53.6	39.8	36.5	36.3	34.4	27.7

2015-2016

Category	Fletcher (Henderson)	Northside (Chapel Hill)	Mills River (Henderson)	Hend-ville (Henderson)	McDougle (Chapel Hill)	Marlow (Henderson)	Catawba (Lincoln)
Percent of Students Classified as Economically Disadvantaged	42.8	45.1	42.0	35.7	>35.0	37.1	30.3

Affinity Group Comparisons of EOG Proficiency, Grade Level Proficient (by score)

(Source: State, District, School Level EOG & EOC Achievement Level)

2016-2017

Category	Marlow (Henderson)	Hend-ville (Henderson)	Catawba (Lincoln)	McDougle (Chapel Hill)	Fletcher (Henderson)	Northside (Chapel Hill)	Mills River (Henderson)
All EOGs	83.8	86.5	47.5	72.1	74.4	60.2	79.5

2015-2016

Category	Marlow (Henderson)	Hend-ville (Henderson)	Catawba (Lincoln)	McDougle (Chapel Hill)	Fletcher (Henderson)	Northside (Chapel Hill)	Mills River (Henderson)
All EOGs	87.2	86.4	80.4	70.9	74.4	65.1	81.6

2014-2015

Category	Marlow (Henderson)	Hend-ville (Henderson)	Catawba (Lincoln)	McDougle (Chapel Hill)	Fletcher (Henderson)	Northside (Chapel Hill)	Mills River (Henderson)
All EOGs	86.1	79.1	77.9	76.3	71.0	66.4	64.2

Affinity Group Comparisons of EOG Reading 3-5 Proficiency (by overall proficiency)

2016-2017

Category	Catawba (Lincoln)	Fletcher (Henderson)	Hend-ville (Henderson)	Marlow (Henderson)	McDougle (Chapel Hill)	Mills River (Henderson)	Northside (Chapel Hill)
Reading 3	55.0	71.3	81.5	89.9	67.9	72.2	58.1
Reading 4	40.3	71.3	80.5	80.0	72.9	76.3	54.4
Reading 5	46.2	65.4	77.8	84.7	72.6	71.1	64.8
Reading 3-5	45.1	69.3	80.0	84.7	71.0	73.2	59.3

2015-2016

Category	Catawba (Lincoln)	Fletcher (Henderson)	Hend-ville (Henderson)	Marlow (Henderson)	McDougle (Chapel Hill)	Mills River (Henderson)	Northside (Chapel Hill)
Reading 3	78.7	71.6	84.4	84.9	73.4	77.3	65.9
Reading 4	73.6	71.6	82.9	83.1	75.3	75.3	75.3
Reading 5	77.3	64.7	84.5	84.0	58.8	71.0	50.6
Reading 3-5	76.5	69.2	83.9	84.1	68.4	74.4	64.1

2014-2015

Category	Catawba (Lincoln)	Fletcher (Henderson)	Hend-ville (Henderson)	Marlow (Henderson)	McDougle (Chapel Hill)	Mills River (Henderson)	Northside (Chapel Hill)
Reading 3	74.7	65.1	79.2	79.1	87.1	60.7	74.7
Reading 4	83.7	65.6	81.1	81.0	68.1	72.3	62.4
Reading 5	68.8	66.2	66.7	82.0	74.4	68.0	64.4
Reading 3-5	75.9	65.6	75.7	80.7	76.4	67.3	67.1

Affinity Group Comparisons of EOG Math 3-5 Proficiency (by overall proficiency)

2016-2017

2016-2017	Catawba (Lincoln)	Fletcher (Henderson)	Hend-ville (Henderson)	Marlow (Henderson)	McDougle (Chapel Hill)	Mills River (Henderson)	Northside (Chapel Hill)
Math 3	58.3	81.3	87.0	88.4	72.6	88.9	59.5
Math 4	45.2	77.5	83.2	82.7	67.1	81.7	57.0
Math 5	43.1	70.4	87.8	86.1	71.4	81.4	60.2
Math 3-5	48.2	76.3	85.8	85.6	70.6	83.9	58.9

2015-2016

2015-2016	Catawba (Lincoln)	Fletcher (Henderson)	Hend-ville (Henderson)	Marlow (Henderson)	McDougle (Chapel Hill)	Mills River (Henderson)	Northside (Chapel Hill)
Math 3	80.9	82.7	85.7	87.7	75.0	89.8	68.3
Math 4	80.5	65.5	87.1	84.4	71.9	81.7	74.2
Math 5	84.1	77.6	92.6	85.9	68.0	87.0	57.0
Math 3-5	81.8	75.2	86.2	88.1	71.2	86.1	66.5

2014-2015

2014-2015	Catawba (Lincoln)	Fletcher (Henderson)	Hend-ville (Henderson)	Marlow (Henderson)	McDougle (Chapel Hill)	Mills River (Henderson)	Northside (Chapel Hill)
Math 3	79.7	75.9	80.6	87.9	83.5	67.9	80.0
Math 4	86.0	73.3	85.1	89.3	63.7	78.7	55.4
Math 5	77.5	73.2	70.8	91.0	79.3	81.0	68.1
Math 3-5	81.2	74.2	78.9	89.4	75.2	76.3	67.6

Early Grades Reading Comprehension and Skills

BOY Kindergarten, Percent Proficient or Above, TRC

(Source: Reading 3D, Comparing Populations: Dibels Next, Students enrolled on Test Day)

Group	2013-2014	2014-2015	2015-2016	2016-2017
School	64	77	55	54
HCPS	41	34	33	44
NC	No Data	35	34	45

BOY Kindergarten, Percent Above Proficient, FSF

(Source: Reading 3D, Comparing Populations: Dibels Next, Students enrolled on Test Day)

Group	2013-2014	2014-2015	2015-2016	2016-2017
School	86	85	63	61
HCPS	51	56	57	55

Early Grades Reading Comprehension and Skills of EOY K-3, Percent Proficient or Above, TRC

(Source: Reading 3D, Comparing Populations: Dibels Next, Students enrolled on Test Day)

Hendersonville Elementary School

Grade	2013-2014	2014-2015	2015-2016	2016-2017
K	81	77	91	90
1	79	40	82	87
2	60	67	56	93
3	73	66	73	67

HCPS

Grade	2013-2014	2014-2015	2015-2016	2016-2017
K	76	73	76	67
1	69	59	62	52
2	69	71	62	55
3	73	75	73	61

Region 8

Grade	2013-2014	2014-2015	2015-2016	2016-2017
K	73	68	68	68
1	64	57	56	54
2	68	62	58	56
3	70	67	63	64

North Carolina

Grade	2013-2014	2014-2015	2015-2016	2016-2017
K	69	63	65	67
1	60	50	51	52
2	62	56	53	55
3	64	61	60	61

Early Grades Reading Comprehension and Skills of Early Literacy Measures: Reading Fluency (EOY K-3, Percent Above, PSF (K), DORF Fluency (Gr 1,2,3))

(Source: Reading 3D, Comparing Populations: Dibels Next, Students enrolled on Test Day)

Hendersonville Elementary School

Grade	2013-2014	2014-2015	2015-2016	2016-2017
K	89	87	99	94
1	79	64	92	87
2	66	79	71	75
3	75	67	81	70

HCPS

Grade	2013-2014	2014-2015	2015-2016	2016-2017
K	82	84	85	83
1	73	70	74	65
2	66	67	64	62
3	66	62	67	62

Region 8

Grade	2013-2014	2014-2015	2015-2016	2016-2017
K	8	86	86	86
1	68	66	68	64
2	65	64	64	62
3	64	64	63	63

North Carolina

Grade	2013-2014	2014-2015	2015-2016	2016-2017
K	80	81	83	83
1	67	66	66	65
2	63	62	63	62
3	62	61	61	62

Upper Grades Reading Comprehension of Overall Grade Level Proficiency (EOG-GLP) by Grade Level
(Percent Proficient, Source: State School Report Card)

Hendersonville Elementary School

Subject and Year	Math 2014-15	Reading 2014-15	Science 2014-15	Math 2015-16	Reading 2015-16	Science 2015-16	Math 2016-17	Reading 2016-17	Science 2016-17
Grade 3	80.6	79.2	No Data	85.7	84.4	No Data	87.0	81.5	No Data
Grade 4	85.1	81.1	No Data	87.1	82.9	No Data	83.2	80.5	No Data
Grade 5	70.8	66.7	90.3	85.9	84.5	94.4	87.8	77.8	94.4

HCPS

Subject and Year	Math 2014-15	Reading 2014-15	Science 2014-15	Math 2015-16	Reading 2015-16	Science 2015-16	Math 2016-17	Reading 2016-17	Science 2016-17
Grade 3	74.2	62.8	No Data	79.0	67.4	No Data	76.8	64.7	No Data
Grade 4	70.1	67.8	No Data	70.8	69.8	No Data	70.6	70.0	No Data
Grade 5	69.8	64.4	72.1	74.8	66.7	83.4	72.7	67.0	82.6

North Carolina

Subject and Year	Math 2014-15	Reading 2014-15	Science 2014-15	Math 2015-16	Reading 2015-16	Science 2015-16	Math 2016-17	Reading 2016-17	Science 2016-17
Grade 3	61.7	59.0	No Data	64.6	57.7	No Data	63.6	57.8	No Data
Grade 4	56.1	58.8	No Data	57.2	58.0	No Data	58.6	57.7	No Data
Grade 5	57.5	53.0	64.6	60.4	55.4	71.6	60.3	56.6	70.1

Section 2. Whole School Student Achievement

Data Summary

As you complete this section, consider especially how your analysis addresses the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards.

Step 1. Study: Reflect on the data

- Summarize the data on our school and our community
 - School Performance Grades
 - Affinity Group Analysis
 - BOY Kindergarten and K-3 Text Reading Comprehension
 - Grades 3-5 End of Grade Assessments
- What are the needs identified in this data and the implications for our school?
 - School Performance Grades
 - Affinity Group Analysis
 - BOY Kindergarten and K-3 Text Reading Comprehension
 - Grades 3-5 End of Grade Assessments

Step 2. Plan: Identify purpose and desired outcomes

- What are our goals as they relate to our conclusions in Step 1? (see current School Improvement Plan)

Step 3. Do: Implement intended outcomes

- What practices are already in place to address our goals in Step 2?

- What additional strategies should be implemented?

School Performance (Cont'd)

Upper Grades Reading Comprehension by Subgroup and Overall Grade Level Proficiency (GLP) by Gender

(Source: State School Report Card)

Note: percentage of subgroup that passed reading, math or science

Hendersonville Elementary School

Category	3rd Grade (2014-15)	4th Grade (2014-15)	5th Grade (2014-15)	3rd Grade (2015-16)	4th Grade (2015-16)	5th Grade (2015-16)	3rd Grade (2016-17)	4th Grade (2016-17)	5th Grade (2016-17)
Female	89.7	81.8	84.6	89.7	90.7	91.7	92.6	84.2	95.0
Male	73.3	84.1	71.0	80.3	81.4	85.5	85.7	78.4	83.3

HCPS

Category	3rd Grade (2014-15)	4th Grade (2014-15)	5th Grade (2014-15)	3rd Grade (2015-16)	4th Grade (2015-16)	5th Grade (2015-16)	3rd Grade (2016-17)	4th Grade (2016-17)	5th Grade (2016-17)
Female	70.3	71.1	68.0	75.5	73.0	77.1	70.8	71.5	77.0
Male	66.8	67.0	69.5	70.8	67.7	73.0	70.7	69.1	71.3

North Carolina

Category	3rd Grade (2014-15)	4th Grade (2014-15)	5th Grade (2014-15)	3rd Grade (2015-16)	4th Grade (2015-16)	5th Grade (2015-16)	3rd Grade (2016-17)	4th Grade (2016-17)	5th Grade (2016-17)
Female	62.5	59.1	59.6	63.1	59.2	63.7	62.2	58.8	63.7
Male	58.3	55.9	57.2	59.3	56.0	61.2	59.3	57.5	61.1

Upper Grades Reading Comprehension by Subgroup and Overall Grade Level Proficiency (GLP) by Ethnicity

(Source: State School Report Card)

(Percentage of subgroup that passed reading, math or science)

Hendersonville Elementary School

Category	3rd Grade (2014-15)	4th Grade (2014-15)	5th Grade (2014-15)	3rd Grade (2015-16)	4th Grade (2015-16)	5th Grade (2015-16)	3rd Grade (2016-17)	4th Grade (2016-17)	5th Grade (2016-17)
Asian	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data
Black	66.7	5.0	5.0	No Data	66.7	No Data	No Data	No Data	80.0
Hispanic	66.7	70.0	46.7	70.0	80.0	83.3	No Data	80.0	80.0
Two or More	62.5	5.0	83.3	No Data	No Data	No Data	No Data	No Data	No Data
White	83.9	84.4%	78.6	86.7	89.3	89.4	89.3	82.3	91.5

HCPS

Category	3rd Grade (2014-15)	4th Grade (2014-15)	5th Grade (2014-15)	3rd Grade (2015-16)	4th Grade (2015-16)	5th Grade (2015-16)	3rd Grade (2016-17)	4th Grade (2016-17)	5th Grade (2016-17)
Asian	88.2	89.3	50.0	90.0	82.5	93.3	No Data	80.0	No Data
Black	58.3	42.3	42.7	54.4	53.3	54.2	52.6	44.8	58.7
Hispanic	52.4	55.7	54.4	61.1	57.1	65.5	58.2	58.9	62.5
Two or More	64.9	56.4	74.2	57.3	63.5	61.0	63.8	53.9	61.2
White	75.7	76.5	74.8	80.5	77.0	81.1	77.8	78.1	80.5

North Carolina

Category	3rd Grade (2014-15)	4th Grade (2014-15)	5th Grade (2014-15)	3rd Grade (2015-16)	4th Grade (2015-16)	5th Grade (2015-16)	3rd Grade (2016-17)	4th Grade (2016-17)	5th Grade (2016-17)
Asian	80.2	76.7	78.2	80.6	78.9	81.3	No Data	80.1	No Data
Black	42.6	38.3	38.6	44.3	39.1	44.5	43.5	39.1	44.5
Hispanic	48.5	45.4	45.6	50.2	46.6	52.7	49.5	47.1	52.2
Two or More	62.1	57.5	59.8	62.2	58.1	62.4	63.0	59.2	63.5
White	72.8	70.4	70.9	73.4	70.4	74.0	73.4	71.4	74.4

Upper Grades Reading Comprehension by Subgroup and Overall Grade Level Proficiency (GLP) by Other Criteria

(Source: State School Report Card)

(Notes: percentage of subgroup that passed reading, math or science)

Hendersonville Elementary School

Category	3rd Grade (2014-15)	4th Grade (2014-15)	5th Grade (2014-15)	3rd Grade (2015-16)	4th Grade (2015-16)	5th Grade (2015-16)	3rd Grade (2016-17)	4th Grade (2016-17)	5th Grade (2016-17)
Econ Disadvantage	71.7	71.4	71.2	85.0	72.0	86.0	77.8	82.3	74.2
Students w/ Dis	47.5	59.1	40.7	52.8	58.8	51.5	50.0	47.1	60.4
Limited English Proficiency	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data
Migrant	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data

HCPS

Category	3rd Grade (2014-15)	4th Grade (2014-15)	5th Grade (2014-15)	3rd Grade (2015-16)	4th Grade (2015-16)	5th Grade (2015-16)	3rd Grade (2016-17)	4th Grade (2016-17)	5th Grade (2016-17)
Econ Disadvantage	58.9	58.5	58.5	64.4	60.6	67.1	60.6	61.4	66.2
Students w/ Dis				32.1	28.6	31.5	35.4	27.7	31.8
DisDisw/Disabilities	31.4	23.8	28.9						
Limited English Proficiency	47.1	28.2	29.0	52.8	36.1	33.8	49.3	24.0	21.6
Migrant	41.7	62.5	44.4	50.0	50.0	No Data	No Data	No Data	No Data

North Carolina

Category	3rd Grade (2014-15)	4th Grade (2014-15)	5th Grade (2014-15)	3rd Grade (2015-16)	4th Grade (2015-16)	5th Grade (2015-16)	3rd Grade (2016-17)	4th Grade (2016-17)	5th Grade (2016-17)
Econ Disadvantaged	46.9	43.1	43.6	48.4	43.8	49.0	47.5	43.9	48.9
Students w/ Dis				27.2	23.2	26.7	28.9	24.4	27.1
w/Disabilities	26.9	23.3	23.0						
Limited English Proficiency	39.0	20.0	18.4	39.6	20.8	21.4	38.4	15.6	16.5
Migrant	42.8	36.6	28.4	41.6	34.8	No Data	No Data	No Data	No Data

Upper Grades Reading: Achievement Differences
(Source: Data Previous)

By Gender

Category	3rd Grade (2014-15)	4th Grade (2014-15)	5th Grade (2014-15)	3rd Grade (2015-16)	4th Grade (2015-16)	5th Grade (2015-16)	3rd Grade (2016-17)	4th Grade (2016-17)	5th Grade (2016-17)
Female	16.4	-2.3	13.6	9.4	9.3	6.2	6.9	5.8	11.7
Male	-16.4	2.3	-13.6	-9.4	-9.3	-6.2	-6.9	-5.8	-11.7

**By Race and Ethnicity
(Versus White)**

Category	3rd Grade (2014-15)	4th Grade (2014-15)	5th Grade (2014-15)	3rd Grade (2015-16)	4th Grade (2015-16)	5th Grade (2015-16)	3rd Grade (2016-17)	4th Grade (2016-17)	5th Grade (2016-17)
Asian	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data
Black	17.2	No Data	No Data	No Data	22.6	No Data	No Data	No Data	11.5
Hispanic	17.2	14.4	31.9	16.7	9.3	6.1	No Data	2.3	11.5
Two or More	21.4	No Data	4.7	No Data	No Data	No Data	No Data	No Data	No Data
White	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data

**By Other Subgroup
(Versus White)**

Category	3rd Grade (2014-15)	4th Grade (2014-15)	5th Grade (2014-15)	3rd Grade (2015-16)	4th Grade (2015-16)	5th Grade (2015-16)	3rd Grade (2016-17)	4th Grade (2016-17)	5th Grade (2016-17)
Econ Dis	12.2	13.0	7.4	1.7	17.3	3.4	11.5	0	17.3
Students w/ Dis	36.4	25.3	37.9	33.9	30.5	37.9	39.3	35.2	31.1
Limited Eng Profi	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data
Migrant	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data

Reading Proficiency and Growth by Kindergarten Cohort

(Source, K-2: EVAAS, School Value Added, TRC, K-3: mClass, Comparing Populations, EOY TRC Proficient or Above, 3-5: mClass, School Rep Card, Read EOG)

Reading Comprehension, TRC / EOG

Kindergarten Start Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
2010-2011	22 (1)	53 (2)	73 / 82.4 (3)	81.1 (4)	84.5 (5)	-
2011-2012	46 (K)	42 (1)	60 (2)	66 / 79.2 (3)	82.9 (4)	84.7 (5)
2012-2013	No Data	70 (K)	79 (1)	67 (2)	73 / 84.4 (3)	80.0 (4)
2013-2014	No Data	No Data	81 (K)	44 (1)	56 (2)	67/89.9 (3)
2014-2015	No Data	No Data	No Data	77 (K)	82 (1)	93 (2)
2015-2016	No Data	No Data	No Data	No Data	91 (K)	87 (1)
2016-2017	No Data	No Data	No Data	No Data	No Data	90 (K)

Reading Growth, TRC or EOG

Kindergarten Start Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
2010-2011	- (1)	- (2)	2.3 (3)	-4.0 (4)	1.7 (5)	-
2011-2012	- (K)	- (1)	- (2)	1.7 (3)	-2.0 (4)	1.7 (5)
2012-2013	No Data	- (K)	- (1)	-1.2 (2)	2.0 (3)	-5.2 (4)
2013-2014	No Data	No Data	- (K)	-3.7 (1)	-1.0 (2)	-1.1 (3)
2014-2015	No Data	No Data	No Data	-0.0 (K)	11.1 (1)	-4.7 (2)
2015-2016	No Data	No Data	No Data	No Data	-0.3 (K)	7.7 (1)
2016-2017	No Data	No Data	No Data	No Data	No Data	-4.0 (K)

Section 3. Subgroup Student Achievement

Data Summary

As you complete this section, consider especially how your analysis addresses the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards.

Step 1. Study: Reflect on the data

- Summarize the data on our school and our community
 - Grade Level Proficiency by Gender
 - Grade Level Proficiency by Ethnicity
 - Grade Level Proficiency by Other Criteria
 - Grade Level Proficiency by Kindergarten Cohort
- What are the needs identified in this data and the implications for our school?
 - Grade Level Proficiency by Gender
 - Grade Level Proficiency by Ethnicity
 - Grade Level Proficiency by Other Criteria
 - Grade Level Proficiency by Kindergarten Cohort

Step 2. Plan: Identify purpose and desired outcomes

- What are our goals as they relate to our conclusions in Step 1?

Step 3. Do: Implement intended outcomes

- What practices are already in place to address our goals in Step 2?

- What additional strategies should be implemented?

Student Growth

Upper Grades

(Source: EVAAS, School Value-Added Report)

School Reading

Grade	2013-2014	2014-2015	2015-2016	2016-2017
3	2.3	1.7	2.0	-1.1
4	-3.9	-4.0	-2.0	-5.2
5	-4.8	-0.3	1.7	1.7
Growth over Grades	-2.1	-0.9	0.6	-1.5

District Reading

Grade	2013-2014	2014-2015	2015-2016	2016-2017
3	1.7	2.2	2.9	2.7
4	-1.1	-1.1	-1.1	-1.0
5	-0.9	1.3	1.3	1.1

School Math

Grade	2013-2014	2014-2015	2015-2016	2016-2017
3	No Data	No Data	No Data	No Data
4	4.1	5.8	3.5	0.4
5	-7.9	-4.5	-2.5	-1.2
Growth over Grades	-1.9	0.7	0.5	-0.4

District Math

Grade	2013-2014	2014-2015	2015-2016	2016-2017
3	No Data	No Data	No Data	No Data
4	1.6	2.9	0.3	-1.7
5	-3.6	-0.5	0.8	0.9

School Science

Grade	2013-2014	2014-2015	2015-2016	2016-2017
5	1.4	4.9	2.6	3.6

District Science

Grade	2013-2014	2014-2015	2015-2016	2016-2017
5	0.8	1.1	2.2	2.1

Reading By Ability Quintile

(Source: EVAAS, School Diagnostic Report)

School Reading 2016-17

Category	Lowest	Low-Mid	Middle	Mid-High	Highest
TRC Kindergarten	No Data	No Data	-7.4	-3.1	-0.0
TRC 1	No Data	10.9	9.3	6.0	7.9
TRC 2	No Data	No Data	-4.6	-5.3	-4.5
Reading 3	No Data	No Data	0.8	1.3	-3.2
Reading 4	-8.0	-7.5	-1.3	-6.3	-4.7
Reading 5	5.1	No Data	1.9	-3.7	2.5

School Reading 2015-16

Category	Lowest	Low-Mid	Middle	Mid-High	Highest
TRC Kindergarten	No Data	7.3	3.4	0.7	-7.8
TRC 1	No Data	5.4	16.1	17.6	7.0
TRC 2	No Data	5.8	-5.1	-0.9	-5.5
Reading 3	No Data	0.4	2.7	3.7	2.3
Reading 4	-1.2	No Data	-3.1	0.1	-4.3
Reading 5	No Data	-3.3	4.5	2.8	-1.0

School Reading 2014-15 (Previous Cohort)

School	Lowest	Low-Mid	Middle	Mid-High	Highest
Reading 3	-6.3	1.0	4.6	1.1	4.3
Reading 4	0.5	-2.8	-4.6	-7.7	-1.4
Reading 5	3.9	-0.2	5.2	-0.8	-0.7

District Reading 2016-17

Category	Lowest	Low-Mid	Middle	Mid-High	Highest
TRC Kindergarten	-8.1	3.8	5.1	0.3	-5.5
TRC 1	2.2	7.0	2.7	2.4	8.4
TRC 2	1.2	1.8	2.3	-0.7	0.5
Reading 3	3.7	4.0	2.8	2.5	1.7
Reading 4	-1.3	-0.2	-0.3	-2.0	-1.3
Reading 5	-0.1	1.1	0.1	1.3	2.0

District Reading 2015-16 (K-2 is Previous Yrs)

Category	Lowest	Low-Mid	Middle	Mid-High	Highest
TRC Kindergarten	-5.0	6.6	7.4	4.0	-3.6
TRC 1	3.6	6.5	8.0	5.8	6.6
TRC 2	2.1	2.6	1.8	0.4	-0.6
Reading 3	3.2	2.6	2.0	2.6	2.6
Reading 4	0.6	-0.6	0.8	-0.2	-0.8
Reading 5	3.5	2.0	2.6	2.0	0.4

District Reading 2014-15 (Previous Cohort)

Category	Lowest	Low-Mid	Middle	Mid-High	Highest
Reading 3	0.2	2.2	2.6	1.1	2.7
Reading 4	-0.3	-1.6	-1.3	-1.1	-0.0
Reading 5	3.5	1.1	2.4	1.4	-0.5

Math by Ability Quintile

(Source: EVAAS, School Diagnostic Report)

School Math 2016-2017

Category	Lowest	Low-Mid	Middle	Mid-High	Highest
Math 4	9.1	3.5	-0.7	-0.2	-2.1
Math 5	No Data	-0.9	-0.9	0.8	-1.6

School Math 2015-2016

Category	Lowest	Low-Mid	Middle	Mid-High	Highest
Math 4	7.5	2.5	9.6	1.4	1.8
Math 5	No Data	-7.2	-1.9	-3.3	0.5

School Math 2014-2015 (Previous Cohort)

Category	Lowest	Low-Mid	Middle	Mid-High	Highest
Math 4	No Data	7.6	6.4	4.8	5.2
Math 5	-4.3	-2.2	-2.1	-2.5	-8.8

District 2016-2017

Category	Lowest	Low-Mid	Middle	Mid-High	Highest
Math 4	-0.9	-1.2	-1.5	-1.9	-1.9
Math 5	-0.6	0.2	1.3	1.2	1.8

District 2015-2016

Category	Lowest	Low-Mid	Middle	Mid-High	Highest
Math 4	1.0	0.7	-0.2	-0.4	1.0
Math 5	1.6	2.2	0.8	0.6	0.3

District 2014-2015 (Previous Cohort)

Category	Lowest	Low-Mid	Middle	Mid-High	Highest
Math 4	1.9	2.2	3.1	2.6	3.9
Math 5	-0.5	.2	1.5	-0.2	-1.1

Section 4. Student Growth

Data Summary

As you complete this section, consider especially how your analysis addresses the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards.

Step 1. Study: Reflect on the data

- Summarize the data on our school and our community
 - Student Growth Upper Grades (Reading)
 - Student Growth Upper Grades (Math)
 - Student Growth by Ability Quintile (Reading)
 - Student Growth by Ability Quintile (Math)
- What are the needs identified in this data and the implications for our school?
 - Student Growth Upper Grades (Reading)
 - Student Growth Upper Grades (Math)
 - Student Growth by Ability Quintile (Reading)
 - Student Growth by Ability Quintile (Math)

Step 2. Plan: Identify purpose and desired outcomes

- What are our goals as they relate to our conclusions in Step 1?

Step 3. Do: Implement intended outcomes

- What practices are already in place to address our goals in Step 2?

- What additional strategies should be implemented?