2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education [X] Public [ ] Private

Cover Sheet   Type of School (Check all that apply)

[X] Elementary [ ] MIddle [ ] High [ ] K-12
[ ] Charter [X] Title I [ ] Magnet [ ] Choice

Name of Principal   Mr. Jerry D Hoyle
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address   600 Cleveland Ave.
(If address is P.O. Box, also include street address.)

Kings Mountain   North Carolina   28086-2506
City   State   Zip Code+4(9 digits total)

County   Cleveland County   State School Code Number* 230-334

Telephone (704) 734-5633   Fax   (704) 734-5617

Web site/URL http://www.clevelandcountyschools.org E-mail jdhoyle@clevelandcountyschools.or

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

_____   Date _____
Principal's Signature

Name of Superintendent   Dr. Bruce Boyles
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name   Cleveland County Schools   Tel. (704) 476-8000

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

_____   Date _____
(Superintendent's Signature)

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

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

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

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

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

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.

6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT   (Question 1-2 not applicable to private schools)

1. Number of schools in the district:

18	Elementary schools
4	Middle schools
0	Junior High Schools
4	High schools
2	Other
28	TOTAL

2. District Per Pupil Expenditure: 7656

   Average State Per Pupil Expenditure: 7582

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 are
   [   ]   Suburban
   [X]   Small city or town in a rural area
   [   ]   Rural

4.   15   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
Pre K	20	12	32		**7**			0
K	25	26	51		**8**			0
1	26	16	42		**9**			0
2	25	18	43		**10**			0
3	16	19	35		**11**			0
4	29	20	49		**12**			0
5			0		**Other**			0
6			0					
TOTAL STUDENTS IN THE APPLYING SCHOOL								252

6. Racial/ethnic composition of the school:

0	%	American Indian or Alaska Native
0	%	Asian or Pacific Islander
26	%	Black or African American
2	%	Hispanic or Latino
72	%	White

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year   24   %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	22
(2)	Number of students who transferred from the school after October 1 until the end of the year	27
(3)	Total of all transferred students [sum of rows (1) and (2)]	49
(4)	Total number of students in the school as of October 1	206
(5)	Total transferred students in row (3) divided by total students in row	0.24
(6)	Amount in row (5) multiplied by 100	24

8. Limited English Proficient students in the school: 0   %

0   Total Number Limited English Proficient

Number of languages represented: 1

Specify languages: English

9. Students eligible for free/reduced-priced meals: 54   %

Total number students who qualify: 136

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: 17   %

                                               42   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.

	Autism		Orthopedic Impairment
	Deafness	3	Other Health Impairment
	Deaf-Blindness	4	Specific Learning Disability
	Emotional Disturbance	19	Speech or Language Impairment
	Hearing Impairment		Traumatic Brain Injury
1	Mental Retardation		Visual Impairment Including Blindness
	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	Full-time	Part-time
Administrator(s)	1	1
Classroom teachers	13	0
Special resource teachers/specialists	2	4
Paraprofessionals	11	3
Support Staff	8	7
Total number	35	15

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   19   **: 1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007		2005-2006		2004-2005		2003-2004		2002-2003	
Daily student attendance	97	%	97	%	97	%	96	%	96	%
Daily teacher attendance	95	%	95	%	95	%	94	%	94	%
Teacher turnover rate	20	%	16	%	20	%	5	%	19	%
Student drop out rate (middle/high	0	%	0	%	0	%	0	%	0	%
Student drop-off rate (high school)	0	%	0	%	0	%	0	%	0	%

Please provide all explanations below

We have a small faculty; therefore, it only takes a very small number of teachers to leave to create a larger percentage of turnover. Much of our teacher turnover is due to the high percentage of part time/split school specialists.

14. ***(High Schools Only. Delete if not used.)***

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

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

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

Part III - Summary

East Elementary is a school of approximately 250 students in Pre-K through 4th grades. It is located in the western Piedmont of North Carolina 35 miles west of Charlotte. Until 2005 it was part of the Kings Mountain City Schools and enrolled students from Gaston and Cleveland Counties. Now it is part of the Cleveland County School System and its enrollment has been reduced by about 50 students who had been attending from Gaston County. We are now one of the smallest schools in Cleveland County.

East Elementary School was founded in 1928 to provide an education for the textile workers in the eastern part of Kings Mountain. Our campus is small with three brick buildings and six mobile units on about 6 acres. We are located on a busy 4 lane state highway and our playground adjoins a major interstate style US highway. We are one mile from Interstate 85 and a couple of blocks from a major rail line.
Empty houses and old rental houses are our closest neighbors. Two old closed textile mills are visible from the school.

Our students mostly come from the poorer sections of town. Our student population has changed somewhat. Our 5th graders were sent to a new school in 2002 and the merger of 2005 reduced both the number of black students and the number of active middle class families. Our number of students on free and reduced lunch has varied from 52'70 %. Our school has been a school-wide Title I school for many years.

In spite of its environment, East School, its teachers, staff, students, parents, and community has overcome much to become one of the top schools in North Carolina. East School has consistently been either the highest or the second highest school in Cleveland County on the state assessments for the past 10 years. It has received the highest award given by the state of North Carolina, 'School of Excellence Award', for the last eight years. East School has also received North Carolina's 'Top 25 Most Improved School Award' four times ('99,'00,'03,'04). East School also was named a 'National Title 1 School' in '02 and was one of six finalists from North Carolina this year.

Our school mission statement is: East School is dedicated to working collaboratively with students, parents, and community to ensure that all children learn. East students know that they come to school to learn. When any adult at school tells students to do something, they do it. At East School we enjoy learning together. All of our students can earn a lot of awards and recognition for their good work. The whole school staff, parents, and community work together to help our students learn. All of our students are expected to go to college.

'High expectations for every child' is the key to our success. We expect all of our children to learn. We tackle any issue that affects the academic performance of our students. The academic, emotional, physical, social and behavioral needs of our students are met. Our support staff, including Communities In Schools, strives to meet these needs so our teachers can stay focused on teaching. We provide extra help after school for those students that need it. We encourage parent conferences and communications. We require homework to be completed. We encourage participation in Boy and Girl Scout programs. We provide after school field trips. We work on school beautification. We seek out community partnerships. Our whole school staff believes in our children and our mission. In 2007, East School received the 'North Carolina Real D.E.A.L. Award' (Dedicated Educators, Administrators, and Learners) for having both high student achievement and exceptional staff satisfaction.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

   1. Assessment Results:

    All North Carolina public elementary schools participate in end-of-grade tests, in reading and mathematics, at the end of each academic school year. These multiple choice assessments are given in grades 3-8. They are aligned with the state mandated curriculum outlined in the NC Standard Course of Study. They are used to measure both student performance and student growth. Fourth grade students are also given a writing assessment. Performance is measured at four achievement levels:
      Level 1 Well below grade level
      Level 2 Below grade level
      Level 3 At grade level
      Level 4 Above grade level

   Growth is determined by comparing current scores with previous scores. (Third graders are given a beginning of year pre-test to be used to determine growth.) The state uses a formula to define growth expectations for students and schools. Each student is expected to make at least a year's growth each year.

   Student scores are reported to the schools and parents and each student is given a scale score on his performance to be used to compare students, schools, and school systems. Schools are graded on a combination of both growth and student achievement. North Carolina recognizes schools performance at the following levels:
      Less than 60% proficient(Levels 3 &4)   Priority/Low performing
      60-79% of students proficient   School of Progress
      80-89% of students proficient   School of Distinction
      90-100% of students proficient   School of Excellence

   North Carolina recognizes school growth by measuring how many students achieve their yearly growth. The levels are:
      Growth levels not met
      Growth levels met
      High growth levels met

   East School has met high growth standards every year since the testing began in 1996. East School was a School of Distinction in 1999 and has been a School of Excellence for the past eight years. Last year our 4th grade writing proficiency was 83% (well above the state average of 52%).

   The No Child Left Behind Act sets a goal to obtain a 100% proficiency rate for all children by 2013-2014 and measures the achievement of various subgroups. The current standard for North Carolina's Adequate Yearly Progress in mathematics is 65.8% proficiency. The current target in reading is 76.7%. East School has met AYP each year. There are only small disparities between subgroups (Free and Reduced, White, Black). All groups have consistently scored in the 80-100%proficiency range. At times each subgroup has scored 100% proficiency on tests!

   More information on the North Carolina State assessment can be found at: www.ncpublicschools.org/accountability.

2. **Using Assessment Results**

   2. Using Assessment Results:

   Each year East School's Assessment data is disaggregated and discussed with our teachers. Goal Summary Reports are carefully studied. Weak and strong goal areas are identified. This takes place at the district level, school level, and with each individual teacher. Teachers with strong goal areas are asked to share their best practices with other grade level teachers in both school and district staff development meetings. Each teacher strives to address areas where goal

achievement was weaker. Teachers adjust teaching methods and strategies. They assess curricular materials that are needed. Pre-K, Kindergarten, first, and second grade teachers are also involved since they lay the foundations for success in the third and fourth grades. Staff development plans are made to address the weakest areas. Lesson plans and pacing guides are adjusted as needed.

Subgroup achievement scores are studied both on the district and school level. Each subgroup's achievements are carefully studied regardless of the size of the group. All children are expected to make high achievement.

Individual parent/teacher conferences are held with each parent during the first two months of school to discuss the strengths and weaknesses of each child. A review of the test data is a major emphasis. Plans are made during these conferences to bring up any low scores. Parents are told how much their children will need to grow to meet the standards for the year.

Students are made aware of their test results and are encouraged to accept the challenge of improving their scores. Individual portfolios are kept on each student in Math, Reading, and Writing. Personal Education Plans are made for all students at levels 1 or 2 or scoring a low level 3. Intervention plans are drawn up for any student who is struggling. Students are referred for individual diagnostic testing. Support staff members are solicited to meet any special needs. Small group and individual tutoring during and after school is provided.

3. **Communicating Assessment Results**

3. Communicating Assessment Results:

East Elementary School assessment results are shared in a variety of ways. In May our students' parents are provided with a copy of the individual student testing report. These reports show scale scores and percentiles in reading and math. It graphically compares the student with the school, school system and state averages. This report also gives the student's Lexile Score and compares it to the Lexile range found in typical class materials.

In the fall, all parents receive a copy of the 'School Report Card'. This state report card profiles the school and compares student performance, safety, technology, attendance; and staff certification and qualifications. AYP performance is also included.

Student assessment results are reviewed by the teachers with the parents at a conference held during the first two months of the next year.

In the fall formal state honors and achievements are celebrated at a school-wide assembly where our new state awards are presented. Our new banners are then proudly displayed in our cafeteria.

All of our local papers highlight the release of the test scores and print detailed reports of each school's progress. Usually they write an article highlighting East School's repeated success. Copies of these articles are highlighted and posted in our main hallway.

Throughout the year, students and parents are reminded of our ongoing success and are praised for their hard work and support of the school. We constantly proclaim that our success is a result of a joint effort by students, teachers, parents, and community.

4. **Sharing Success:**

4. Sharing Success:

Our school has shared its successes on the local, state, and national levels. On the local level our teachers have lead workshops on best practices. Our staff members are often asked to serve on many school system committees to share our successful methods. Many schools have sent representatives to visit us. We have been asked to present at our Cleveland County Close the Gap conference several times. Local administrators often look to us for guidance in setting up programs in their schools.

On the state level we have presented several times at our state Raising Achievement and Closing the Gap Conference. We have presented the story of our success at our state wide Communities in School Conference. Last year we gave a presentation on our school at the

Governor's Real D.E.A.L. (Dedicated Educators, Administrators, and Learners) Conference.

Nationally, we were recognized as a 'National Title 1 School' and a summary of our school's program was published. We have also made a presentation on 'Innovative School-Community Collaboration' at the Communities in Schools National Conference.

Our success story has been told many times in our local newspapers. We have also been profiled in state publications as one of North Carolina's Most Improved Schools four times. Our school program has also been cited as one of 15 National Models in 'Making the Difference: Research and Practice in Community Schools,' a report published by the Coalition for Community Schools (2003).

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

   1. Curriculum:
   Our school curriculum is based on the goals and objectives set forth for each grade level and for each content area in the North Carolina Standard Course of Study. For mathematics in grades K-2 our school utilizes a math program in which a solid foundation is developed in number sense, reading, writing, and counting with rational numbers. Students in grades K-2 begin to understand measurement, the basic properties of geometric shapes, collect and organize data, and begin to understand algebraic concepts through sorting and describing objects by attributes. Our math program builds upon a deeper level of understanding in grades 3 and 4. For example, students in third and fourth grades already possess a strong knowledge base in measurement; therefore, these students estimate and measure length, mass, capacity, and temperature in both customary and metric units as well as solve for the perimeter of plane figures. In the intermediate grades, students develop an understanding of two and three dimensional figures as well as examining geometric relationships and transformations. Grade 3 and 4 students work with a more sophisticated process of statistical investigation and develop representations of these via graphs and data plots. Probability is also closely studied at the intermediate level. Students in the intermediate grades continue with a deeper study of mathematical patterns of change. Our school realizes that mathematics is a very abstract concept; therefore, our goal is to make learning as relevant and concrete as possible. We do this through hands-on lessons using manipulatives, engaging our students in active learning, being sure that all students participate, and tutoring struggling students after school. We also provide a Homework Club for students who made need additional help with their homework.

   For Language Arts in our school we begin by building a solid phonemic foundation in grades K-2. We feel that by building this foundation it allows us to better enable students to be higher achieving readers. In addition to employing a highly effective phonics program, students in grades K-2 also have basal readers. After establishing this well-constructed foundation in grades K-2, students in grades 3 and 4 are highly competent readers. Therefore, our third grade utilizes a strong basal reading program which incorporates reading, vocabulary, writing, oral communication, and spelling. In the fourth grade our school instructs with teacher-made novel units. These novel units include spelling, reading, writing, oral communication, and vocabulary components which draw upon higher order thinking skills. Students in all grade levels (K-4) study a variety of genres. Through all of these Language Arts programs and strategies, our students become very proficient, active and interactive readers and writers. If a student is identified as 'below grade level' he/she attends after school remediation in order to be certain every child learns.

   In the content area of science our school teaches students through a hands-on approach. Teachers in grades K-4 use science kits which allow students to explore and experiment with investigations actively. We also incorporate a science textbook and written activities in each grade level. In grades K-2 students study and develop a basic understanding of concepts while teachers build upon students' natural curiosity. Grades 3 and 4 continue to unify the concepts taught in grades K-2 developing an understanding of interrelatedness.

   We expect our students to become active, responsible citizens through our teaching of social studies. Social studies in grades K and 1 center around a study of families, neighborhoods, and communities at home and around the world. In second grade geographical investigations begin with familiar local regions and expand to the world. Third graders are then ready to learn about historical and contemporary people who made history. Fourth grade introduces the first formal study of our state, its ethnic diversity, its people, and its geographical regions. These studies are done through use of a basal series, outside texts, field trips, technology, guest speakers, and actively engaged students.

   Our students in grades K-4 take part in physical education every day at school. In addition to this physical education, our students also learn about a healthy lifestyle within classrooms where this topic is woven throughout all disciplines.

Finally our students participate in art and music every week for 30-40 minutes. During these class times, students are active in their learning of dance, music, theatre arts, and visual arts based on the North Carolina Standard Course of Study guidelines.

2a. **(Elementary Schools) Reading:**

2a. Elementary Reading:
Our reading curriculum at East Elementary School begins with building a strong foundation in phonics. Our K-2 classes implement a phonics program that has proven to provide a sound foundation in phonics, which we feel, is vital to reading success. Since we are a Title I school, we also have a Title I reading lab where targeted students receive one on one reading tutoring services each day. Students are targeted for this program based on their North Carolina K-2 Assessment scores and their STAR Reading Test score. Our goal is to have every child reading on grade level by the end of second grade. After having this phonemic foundation, third grade builds upon this foundation by having students apply phonemic and structural analysis to decode words in their reading. By having mastered decoding strategies in the primary grades, third graders are ready to: comprehend, identify, and interpret elements of various genres. Reading is an active learning process in our school. Students interact with text by reading, listening, summarizing, interpreting, drawing inferences, and responding to text. Third grade utilizes a basal reading program which aides in the teaching of reading. Fourth grade continues to build upon each student's reading ability by implementing teacher-made novel units. The focus of the novel units is to strengthen metacognitive strategies to comprehend, clarify, and interact with a variety of genres. Students further develop inferencing skills, draw conclusions, make generalizations, and support responses to readings by referencing the text. The overall goal of our reading curriculum at East School is to build a strong phonemic foundation in order to better enable students to utilize strategies and skills to read and comprehend text on or above their current grade level. We strive to make reading relevant so that students make connections between language and their own personal experiences; in turn, we are instilling a lifetime of learning for our students. Our reading curriculum is reinforced through the use of the Accelerated Reader program. This program assesses a student's reading level at the beginning of the school year and assigns each student an individual reading range for reading books. This assessment (The STAR Test) is administered three times throughout the year: at the beginning of the school year, mid-year, and at the end of the school year. This allows students, parents, and teachers to watch the students reading level grow as the year progresses. This program also assesses each student's comprehension on books they read. Each time a student reads an Accelerated Reader book, he/she may take a computer test to assess their comprehension of that book. This program helps to individualize education, build confidence in our readers, and allows us to reward students for achievement.

2b. **(Secondary Schools) English:**

3. **Additional Curriculum Area:**

3. Mathematics:
Our school curriculum is based on the goals and objectives set forth for each grade level and for each content area in the North Carolina Standard Course of Study. Our school has adopted a mathematics program that makes learning math relevant, concrete, and hands-on for our students. Mathematics is an abstract concept for children in the elementary school; therefore, we use many math manipulatives and utilize a variety of teaching strategies in order to allow children to truly understand mathematics and not simply 'do' math. Our school's mission is to work collaboratively with students, parents, and community to ensure that all children learn. We do this by offering a remediation program after school for students in grades 1-4. Targeted at-risk students stay after school for extra help from certified teachers in math on Tuesdays and Thursdays. In addition to after school remediation, we work collaboratively with Communities In Schools to offer an after school homework club for students in grades 3-4. We offer these after school programs to be certain all students are learning and staying on grade level or higher to be certain no child is left behind. We also offer Parent-Teacher Workshops, when needed, to help our parents to understand new math concepts their child(ren) is/are learning so that the parents are better able to assist their child(ren) with homework. We have found that this is needed most in fourth grade because of the difficulty of the math curriculum. Students also receive more

reinforcement in math by attending computer lab each day for thirty minutes where each student works on a math enrichment program, Compass Learning. This program helps to individualize student work by allowing students to move at their own pace. This allows brighter students to advance to above grade level math while also providing practice tailored for the individual achievement level of lower achieving students. At the end of each school year, students are evaluated using North Carolina assessments. In grades K-2 the North Carolina K-2 Assessment is administered and in grades 3-4 the North Carolina End-of-Grade tests are administered. These state assessments measure each student's proficiency in his/her grade level. Teachers do not rely solely on state test data to assess student mastery. Teachers are providing on-going assessments throughout the school year to analyze each student's level of mastery, and teachers adjust lessons according to student needs.

4. **Instructional Methods:**

4. Instructional Methods:
East Elementary School implements a variety of instructional methods. We believe that each child has a preferred learning style; therefore, we differentiate instruction in our school. No matter what instructional method we implement, we always believe that learning requires the active, constructive involvement of each student. Our students need hands-on learning activities to make abstract concepts concrete and meaningful. Through varied instructional strategies we make sure learning is relevant to students. Every child matters at East Elementary School. We don't allow any student to 'slip through the crack'. Most of our students have had limited experiences outside of school. Because we know that students learn best when they build upon prior experiences, we provide a number of field trips for grades K-4 to build a schema for our students. We also offer Horizon Field Trips, strictly after school field trips offered at least twice per month for fourth graders. By working with our Communities In Schools program, we are able to offer financial assistance to students who would not be able to afford the cost of these trips. Field trips are incorporated into learning units to help show relevance and reach our kinesthetic and tactile learners. In reaching our kinesthetic and tactile learners we also incorporate: experiments or discovery learning, cooperative learning activities, and 'Take Ten' mini lessons, role play, learning centers, simulations, project-based learning, etc. To reach our visual learners we utilize Smart Boards, graphic organizers such as Thinking Maps, demonstrations, K-W-L charts, webquests, internet research, book talks, response journals, word walls, etc. To reach our auditory learners we use compact discs and DVDs, headphones for computer lab activities, direct instruction, read alouds, book talks, class reflective discussions, debates, etc. These multiple intelligence instructional methods have proven successful for our students at East Elementary School.

5. **Professional Development:**

5. Professional Development:
Our school provides many opportunities for professional development based on teacher requests. Our teachers disaggregate and analyze testing data (i.e. test scores, student observations, etc.) in order to determine their individual weaknesses. Then, teachers choose professional development activities based on their individual needs. We believe this is one reason students' test scores continue to exceed state expectations each year. We have provided a variety of technology workshops for East School's faculty. Smart Board training and Webpage Design are two examples of in-house professional development. These two technology workshops help teachers understand how to motivate and increase students' interests in learning while Webpages keep two-way communication open between parents and teachers. Not only are teachers given opportunities to grow through workshops offered at our school, the school system also offers a variety of workshops. Some examples of these workshops include NC Wise (a student information management system) training, a variety of writing workshops, and math workshops focusing on weaknesses of specific North Carolina Standard Course of Study math strands. Teachers are required to provide written/typed (via internet survey) evaluations of each professional development workshop taken. This allows presenters to acknowledge their own weaknesses in order to provide the best professional development opportunities. Encouragement and support is given to all teachers to further their education by either seeking higher degrees or seeking higher certification (i.e. National Board Certification). We expect our students to be lifetime learners; therefore, we must model our expectations. In addition to offering professional development for our certified staff, our school system

also offers opportunities for our paraprofessional staff as well. These assistants are given additional training through a variety of workshops focusing on ways to work with children rather than serve as clerical assistants. Assistants at East Elementary School serve as facilitators in our classrooms. We have found this to be valuable in meeting the needs of students who require one on one help in the regular education classroom during whole group lessons.

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA)   Grade 3   Test NC End-of-Grade Reading Comprehension

Edition/Publication Year _____   Publisher _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% of Level III and IV	98	94	93	96	90
% "Exceeding" State Standards					
% of Level IV	61	46	66	60	63
Number of students tested	49	46	44	52	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	2	0	0	0
Percent of students alternatively assessed	6	4	0	0	0
SUBGROUP SCORES					
1. Free/Reduced Lunch Students					
% "Meeting" plus % "Exceeding" State Standard					
% of Level III and IV	100	90	86	92	87
% "Exceeding" State Standards					
% of Level IV	50	32	55	46	49
Number of students tested	26	31	22	26	37
2. White Students					
% "Meeting" plus % "Exceeding" State Standard					
% of Level III and IV	98	97	97	97	92
% "Exceeding" State Standards					
% of Level IV	65	56	63	69	67
Number of students tested	40	32	32	32	39
3. Black Students					
% "Meeting" plus % "Exceeding" State Standard					
% of Level III and IV				93	100
% "Exceeding" State Standards					
% of Level IV				47	59
Number of students tested			0	15	17
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 3   Test NC End-of-Grade Mathematics

Edition/Publication Year _____   Publisher _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % of Level III and IV	96	87	93	89	97
% "Exceeding" State Standards % of Level IV	41	21	61	48	47
Number of students tested	49	47	44	52	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	0	0	0
Percent of students alternatively assessed	2	4	0	0	0
SUBGROUP SCORES					
1. Free/Reduced Lunch Students					
% "Meeting" plus % "Exceeding" State Standard % of Level III and IV	92	81	86	85	95
% "Exceeding" State Standards % of Level IV	31	13	41	42	43
Number of students tested	26	32	22	26	37
2. White Students					
% "Meeting" plus % "Exceeding" State Standard % of Level III and IV	98	94	97	94	100
% "Exceeding" State Standards % of Level IV	45	28	69	63	56
Number of students tested	40	32	32	32	39
3. Black Students					
% "Meeting" plus % "Exceeding" State Standard % of Level III and IV				80	94
% "Exceeding" State Standards % of Level IV				27	24
Number of students tested				15	17
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (ELA) Grade 4   Test NC End-of-Grade Reading Comprehension

Edition/Publication Year _____   Publisher _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% of Level III and IV	98	100	95	95	92
% "Exceeding" State Standards					
% of Level IV	65	74	63	58	46
Number of students tested	43	39	41	55	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	1	0	1
Percent of students alternatively assessed	7	0	2	0	2
SUBGROUP SCORES					
1. Free/Reduced Lunch Students					
% "Meeting" plus % "Exceeding" State Standard					
% of Level III and IV	97	100	96	97	85
% "Exceeding" State Standards					
% of Level IV	58	78	58	45	30
Number of students tested	31	18	26	29	33
2. White Students					
% "Meeting" plus % "Exceeding" State Standard					
% of Level III and IV	100	100	100	94	95
% "Exceeding" State Standards					
% of Level IV	69	72	76	70	52
Number of students tested	29	29	29	33	42
3. Black Students					
% "Meeting" plus % "Exceeding" State Standard					
% of Level III and IV				94	86
% "Exceeding" State Standards					
% of Level IV				41	29
Number of students tested				17	14
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math_____ Grade 4_____ Test NC End-of-Grade Mathematics_____

Edition/Publication Year _____ Publisher _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% of Level III and IV	93	97	93	100	98
% "Exceeding" State Standards					
% of Level IV	42	46	85	89	82
Number of students tested	43	39	41	55	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	1	0	1
Percent of students alternatively assessed	5	0	2	0	2
SUBGROUP SCORES					
1. Free/Reduced Lunch Students					
% "Meeting" plus % "Exceeding" State Standard					
% of Level III and IV	94	94	92	100	97
% "Exceeding" State Standards					
% of Level IV	32	33	81	86	72
Number of students tested	31	18	26	29	32
2. White Students					
% "Meeting" plus % "Exceeding" State Standard					
% of Level III and IV	97	100	100	100	100
% "Exceeding" State Standards					
% of Level IV	45	45	97	88	88
Number of students tested	29	29	29	33	41
3. Black Students					
% "Meeting" plus % "Exceeding" State Standard					
% of Level III and IV				100	100
% "Exceeding" State Standards					
% of Level IV				88	71
Number of students tested			0	17	14
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					