

Revised April 26, 2006

**2005-2006 No Child Left Behind - Blue Ribbon Schools Program**

*U.S. Department of Education*

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

Name of Principal Mr. Rupert Tatum, Jr.  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Eastover-Central Elementary School (Eastover-Central School of Arts)  
(As it should appear in the official records)

School Mailing Address 5174 Dunn Road  
(If address is P.O. Box, also include street address)

Fayetteville, NC 28312-7342  
City State Zip Code+4 (9 digits total)

County Cumberland State School Code Number\* 260-332

Telephone (910) 483-8997 Fax (910) 483-6177

Website/URL http://www.ecnes.ccs.k12.nc.us E-mail rtatum@ccs.k12.nc.us

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

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

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

District Name Cumberland County Schools Tel. (910) 678-2312

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

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

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

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

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

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

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

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

1. Number of schools in the district:
- |            |                     |
|------------|---------------------|
| <u>54</u>  | Elementary schools  |
| <u>15</u>  | Middle schools      |
| <u>N/A</u> | Junior high schools |
| <u>11</u>  | High schools        |
| <u>7</u>   | Other               |
| <u>87</u>  | TOTAL               |

2. District Per Pupil Expenditure: \$6,647.77

Average State Per Pupil Expenditure: \$7,006.00

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

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 8 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
<b>PreK</b>	9	7	<b>16</b>
<b>K</b>	34	21	<b>55</b>
<b>1</b>	31	34	<b>65</b>
<b>2</b>	27	35	<b>62</b>
<b>3</b>	24	34	<b>58</b>
<b>4</b>	30	32	<b>62</b>
<b>5</b>	33	31	<b>64</b>
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>			<b>382</b>

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

6. Racial/ethnic composition of the students in the school:
- |            |                                  |
|------------|----------------------------------|
| <u>67</u>  | % White                          |
| <u>26</u>  | % Black or African American      |
| <u>4</u>   | % Hispanic or Latino             |
| <u>2</u>   | % Asian/Pacific Islander         |
| <u>1</u>   | % American Indian/Alaskan Native |
| <b>100</b> | <b>% Total</b>                   |

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

7. Student turnover, or mobility rate, during the past year: 14%

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	<b>25</b>
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	<b>26</b>
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	<b>51</b>
<b>(4)</b>	Total number of students in the school as of October 1	<b>373</b>
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	<b>.14</b>
<b>(6)</b>	Amount in row (5) multiplied by 100	<b>14</b>

8. Limited English Proficient students in the school: 1%  
4 Total Number Limited English Proficient  
 Number of languages represented: 2  
 Specify languages: Asian and Spanish

9. Students eligible for free/reduced-priced meals: 40.11%

Total number students who qualify: 148

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:  $\frac{10\%}{40}$  Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>    </u> Deafness	<u>2</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>20</u>	<u>    </u>
Special resource teachers/specialists	<u>5</u>	<u>16</u>
Paraprofessionals	<u>7</u>	<u>9</u>
Support staff	<u>4</u>	<u>2</u>
Total number	<u>37</u>	<u>28</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 19:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	97%	95%	94%	96%
Daily teacher attendance	97%	97%	97%	96%	96%
Teacher turnover rate	9%	24%	20%	14%	14%

## PART III – SUMMARY

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Eastover-Central School of Arts, home of the “Champions,” is located in the rural community of Eastover, near Fayetteville, North Carolina. We serve approximately 382 students enrolled in pre-kindergarten through fifth grade. The school holds historic relevance for multiple generations. Many of our students’ grandparents graduated from the school when it was known as Central High School. On Grandparents Day, the halls ring with such statements as, “This room was my typing class when I was in high school,” or “I remember when...” Parents remember attending our school as children when it was known as Central Elementary School. The community takes pride in the school’s evolution into Eastover-Central School of Arts.

In 1999, our school became a school of choice, integrating arts into the curriculum, thus becoming Eastover-Central School of Arts. We adopted and embraced the following mission statement, “At Eastover-Central School of Arts, we will help all students achieve and succeed through the integration of the Arts within the curriculum.” Students receive a multitude of benefits from our cultural arts program. In addition to the state required music and art, students take theatre, dance, and violin. All of the pre-kindergarten through second grade students receive violin lessons throughout the instructional day. Fifth grade students have the option to be in orchestra, advanced drama, or chorus. Students also receive engaging instruction in physical education, media and computer technology skills, and life skills from our physical education teacher, media specialist, and school counselor.

“We will help all students achieve and succeed,” exists at the heart of all we do. To make this belief a reality, there is an on-going examination of programs and necessary adjustments are frequently made to ensure student success. Two key factors in assuring the success of all students are the commitment and collaboration of all members of the faculty and staff as we accept responsibility for the education of each student. We believe in team decision-making in the development of best practices in pedagogy. As a result of this team approach, we received the governor’s North Carolina Real D.E.A.L. (Dedicated Educators, Administrators, & Learners) Award in 2004-2005 for having the highest rated teacher working conditions in our state. However, the ultimate reward remains high student success.

Our success also hinges on the support we receive from our excellent PTA, Partners in Education, and community members. Partners in Education include such organizations and businesses as the Kiwanis Club, Wal-Mart, and many parent-owned businesses. With their valuable funding and manpower, we are able to provide innovative approaches to teaching and learning such as before and after school arts and tutoring programs, additional instructional personnel, and extra supplies and equipment.

A myriad of educational opportunities are provided before, during, and after school. Before-school activities include literacy stations and centers, computerized reading and math acceleration instruction, and small group tutoring. Objective-driven small group tutorial sessions occur throughout the instructional day. Efforts to meet individual needs are continued after school through tutorial remediation programs.

High expectations for students, the community, and our team of educators are an integral part of the total school environment. As a result of this effort, 97% of our students scored at or above grade level on the *North Carolina End-of-Grade Test* during the 2004-2005 school year. Due to high student achievement, our school has received the North Carolina School of Excellence Award for the past five years. This was accomplished while being a low-wealth Title I school for the past twelve years. The school culture reflects a passion for academic achievement: student-by-student, objective-by-objective. The source of our school’s success comes from the heads, hearts, and hands of the team that serves our students.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### Assessment Results:

North Carolina has been in the forefront in the development of statewide accountability programs. In 1996, the ABC's Accountability Program became law, requiring the State Board of Education to develop a state assessment program. Consequently, the *North Carolina End-of-Grade (NC EOG) Tests* were developed for grades three through eight to measure students' yearly growth and mastery of objectives.

Third grade students take the *NC EOG* Pretest three weeks into the school year. The test assesses the students' mastery of the second grade reading and math curriculum. The third grade *NC EOG* Pretest establishes baseline data for determining student growth for the year. This pretest data is compared to the *NC EOG* test given in May. Fourth and fifth grade students also take the *NC EOG* tests in reading and mathematics each year in May. The students' previous year's *NC EOG* test scores are compared to their current year's scores to determine growth.

All students receive three scores on their student report: a developmental scale score, an achievement level, and a percentile ranking. The state uses the achievement level to determine a student's accomplishment of grade level expectations. Achievement level descriptions are as follows:

Level I: The student does not have sufficient mastery of knowledge and skills to be successful at the next grade level. The student is performing well-below grade level.

Level II: The student demonstrates inconsistent mastery of knowledge and skills in the subject area and is minimally prepared to succeed at the next grade level. The student is performing below grade level.

Level III: The student consistently demonstrates mastery of the grade-level subject matter and is well prepared for the next grade level. The student is performing at grade level.

Level IV: The student consistently performs in a superior manner clearly beyond that required to be proficient at grade-level work. The student is performing well-above grade level.

Students scoring Level III and IV are proficient and have met or exceeded grade level expectations. A performance composite is computed for each school in North Carolina. The performance composite is the percentage of all students scoring Level III or above regardless of enrollment date or other test score inclusion criteria.

The performance composite for Eastover-Central School of Arts has consistently been above 94% for the past five years. In fact, since we became a school of choice our performance composite grew from 84% to 97% proficiency. Our journey towards site-based instructional improvement began in 1997 with a performance composite score of 70% that increased 27% by 2005. Overall, our subgroup scores have consistently made gains in the past three years. Specifically, our 2004-2005 fifth grade minority students performed higher than the norm in reading and all of our fifth grade students scored 100% proficiency in math. Our focus has been and will always be to achieve and maintain 100% proficiency.

The North Carolina Department of Public Instruction gives detailed information on the state accountability/assessment program. This can be found at their website:  
<http://www.ncpublicschools.org/reportstats.html> .

### **Using Assessment Results:**

Analysis of data is an essential facet of our instructional program. We use various assessment tools developed by the school, county, and state. The analysis of this data determines how and what we teach each student within the guidelines of our state curriculum. The state student achievement data for reading and math is displayed on pages 13-18.

Kindergarten through second grade students are assessed each quarter using a state mandated *K-2 Literacy and Math Assessment*. The proficiency levels are modeled after the *North Carolina End of Grade Tests*. The data determines student mastery of course objectives. These students are also informally assessed daily on recently acquired skills to determine if mastery was achieved or if reteaching is necessary.

Third through fifth grade students take quarterly benchmark tests in reading and mathematics. The benchmark tests are modeled after the *North Carolina End of Grade Tests*. Test results give an inventory of the objectives mastered from the *North Carolina Standard Course of Study*. Classroom teachers and the tutoring team use the information to make an individual instructional plan for each student. Furthermore, the Student Services Team uses the information to prepare and monitor a Personalized Education Plan (PEP) for every student not making adequate academic progress. Individual plans include differential instruction through before, during, and after-school tutoring, small group instruction, and increased technology support. Daily progress is monitored by teacher-made and curriculum-based assessments.

All grade levels use a computer-based program that evaluates students' reading and mathematics skills. The program begins instruction at the student's appropriate level of difficulty and moves from one level to the next as the student masters the concepts. The computer program prints a diagnostic report on each student that directs teacher instruction and planning. The *Accelerated Reader* program is used with our pre-kindergarten through fifth grades. An assessment component, *STAR (Standardized Testing and Reporting)*, places students in their appropriate reading zone. Students are assessed each quarter to determine their appropriate reading level and growth. The *Accelerated Reader* program also provides valuable information about students' reading comprehension as it relates to their current reading level.

A major rationale for the use of assessment at Eastover-Central School of Arts is mastery learning. Students are taught, assessed, and re-taught the content that was not mastered. We have found that data analysis helps to match students with the most efficient instructional plans. The result has been a diverse population of academically successful students who develop a lifelong love for learning.

### **Communicating Assessment Results:**

School and student achievement data are continuously reported through many avenues. Once the scores from the *North Carolina End-of-Grade Tests* have been determined to be accurate, Cumberland County Schools Assessment Center provides individual student reports and labels for the students' cumulative folders. The individual parent report explains the specific meaning of their child's scores. Students and parents receive weekly or bi-weekly academic and behavioral progress reports from their classroom teacher. *K-2 Assessments* and third through fifth grade benchmark results are provided to parents as a means of explaining academic progress. The *Accelerated Reader STAR Reading* report is sent home each quarter to inform parents of their child's zone of proximal development and instructional reading level. Each child receives a report card quarterly which details their overall school performance.

Assessment results are also communicated through our School Improvement Plan, school website, parent newsletters, PTA meetings, and the North Carolina Department of Public Instruction (NC DPI) website. The public has access to our school report card through the school website and the NC DPI website. The report card provides the public with data on several different levels. Many parents access this information to determine the school they would like their child to attend.

### **Sharing Success:**

Eastover-Central School of Arts actively shares successes with other schools. Due to our gains in student achievement, we were asked to present a workshop for our county on Best Practices. Approximately fifty elementary schools attended to learn more about best practices in reading and math instruction, and integration of the curriculum into the arts. Teachers, school administrators, and central services staff have taken on-site tours to observe our activities and strategies. For example, a team of curriculum specialists from Arkansas came to view our instructional management approach. School administrators, classroom teachers, and literacy specialists continuously share instructional methods at the county level. Our fourth grade writing teacher is presently a member of the Cumberland County Schools Writing Committee. The committee meets monthly to discuss and publish writing tips for kindergarten through fifth grade teachers.

Our theatre instructor presented a session at the North Carolina Theatre Arts Educators State Conference. A key component of the presentation was introducing colleagues to methods of integrating core objectives into the theatre curriculum. A local expression of the theater arts success is through yearly presentations. Public and private schools are invited to attend drama productions followed by a discussion of the play. This allows student-to-student interaction regarding the process of theatre, thus enhancing community exposure and involvement with the arts.

We shared our successful strategies with our colleagues at the “*Sharing Best Practices: Schools that are Great Places to Teach and Learn*” conference on October 6, 2004. Our team presented at the Friday Conference Center located in Chapel Hill, North Carolina to teachers, administrators, community members, and policymakers from North Carolina and other states. On March 16, 2006, we will present “The Principal’s Role in Teacher Retention” to the *North Carolina Principals’ Executive Program’s Spring Statewide Leadership Conference*.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **Curriculum:**

Curriculum and instruction at Eastover-Central School of Arts centers on the specific needs of our students. We provide opportunities for instruction to students in whole group, individual pullout sessions, and after-school programs. We follow the *North Carolina Standard Course of Study* for each grade level content areas include literacy, mathematics, science, social studies, healthful living, music, visual arts, media/library, computer skills, and physical education. In addition to these, our students receive guidance, theater, strings, and dance.

Our reading curriculum is composed of five domains: phonemic awareness, phonics, vocabulary, comprehension, and fluency. Each grade level follows specific goals from the *Cumberland County Order of Instruction and Instructional Task Analysis for Language Arts*. The literacy coach directs the framework cooperatively devised by our teachers. Students are taught reading, writing, and spelling through a variety of innovative approaches. Flexible student grouping based on the four levels of learners provide differentiated instruction.

Math curriculum focuses on five basic strands or goals: number and operations, measurement, geometry, data analysis and probability, and algebra. The objectives are specifically designed for each grade level for every nine weeks. Students are provided hands-on learning experiences using manipulatives, daily life skills, and higher order thinking skills. Our goal is to produce learners who comprehend concepts, operations, and relationships, and to have students that are proficient with computation and application problems.

Science curriculum employs four major strands: nature of science, science as inquiry, science and technology, and science in social and personal perspectives. Students engage in exciting hands-on

activities using the inquiry method. This method of science involves learning through direct interaction with materials. The premise of our local board adopted curriculum, Foss (Full Option Science Systems), is that students learn science by applying science.

Social Studies curriculum revolves around individual development and identity, cultures and diversity, historical perspectives, geographic relationships, economics, global connections, technological influences, government, and citizenship. Each grade level focuses on specific concepts using a variety of techniques. Current events are emphasized and students use Scholastic News weekly. Citizenship and positive character concepts are taught monthly and awarded at the end of each nine weeks through the “Terrific Kids” Kiwanis program. The fifth grade participates in the Modern Woodmen of America National School Speech Contest, Daughters of American Revolution Writing Contest, and the National Junior Beta Club.

Computer technology benefits the educational process at our school. The technology program starts with the basic foundations of keyboarding skills in kindergarten, progressing to using word processing and PowerPoint applications in the fifth grade. There are technology competency objectives for each grade level. We also use computers for remediation and acceleration programs in reading and math. We have one large lab with twenty-eight computers, two smaller labs, and there are as many as seven computers in every classroom.

Music, visual arts, physical education, dance, theater, guidance, strings, and media all follow objectives mandated by the state. These resource teachers are very supportive of our total school plan and integrate reading, writing, math, and healthful living curriculum into their programs. Classroom and resource teachers work together sharing curriculum ideas to ensure that concepts are taught and reviewed through different mediums. Students participate in numerous productions throughout the year to showcase their talents.

### **Reading Curriculum:**

Our *North Carolina Standard Course of Study* reading curriculum follows the five domains of reading. The reading curriculum at Eastover-Central School of Arts is guided by a literacy framework that includes every component of the academic program. Cumberland County recognizes the need to improve the literacy skills for all students. Therefore, guidelines provided by the central services staff were used to develop our current literacy framework. This framework complements the flexibility of our total school program. It includes blocks of time in which reading, phonics, spelling, and writing receive intense instruction. We are implementing a program based on ninety minutes of daily reading instruction. A variety of approaches are used to meet the needs of the students through whole and small group activities, learning stations, and one-on-one tutoring. Flexible guided reading groups are used during small group instruction, and are based on the four levels of learners: advanced, proficient, strategic, and intense. Some activities and materials used with these groups are phonics materials, literature circles, chapter books and novels, anthologies, and leveled readers. Students are given the *STAR* reading computerized test at the beginning of each nine weeks to help assess reading levels. Accelerated Reader, a computerized reading comprehension program, is available in each classroom for the students to use throughout the day. Teachers utilize the reports from both the *Accelerated Reader* and *STAR* reading programs to monitor student progress.

Our before-school program provides exposure to literacy skills where students receive instruction at learning stations and centers. Students participate in leveled independent reading, shared reading, computerized literacy activities, skills groups, and buddy reading. “The Learning Center” has been created to enhance our literacy program. A literacy coach leads a team of tutors who work one-on-one and in small groups with the students to strengthen reading and writing skills. Benchmark test data, *K-2 Assessments*, and classroom performance are used to identify individual student needs. Strategies are developed and implemented to meet these needs. Students not only receive instruction in reading and writing but also receive a boost in self-esteem as they make progress and meet expected goals. Classroom

teachers, resource teachers, and assistants offer tutorial sessions after school that provide acceleration and remediation activities. Some students use comprehensive computerized reading and math programs in the computer lab to receive individual practice on skills that have not been mastered.

Literacy is a key component to our total school program. Extensions on phonemic awareness, phonics, comprehension, fluency, vocabulary, and written expression are integrated into all enrichment areas. The exceptional children's program provides individualized literacy plans for our students with disabilities. The needs of our advanced learners are addressed through the Academically/Intellectually Gifted program. This program challenges and accelerates reading by involving students in literature circles, research and writing projects, Junior Great Books, and anthology reading. Overall the reading curriculum is comprehensively addressed by using our literacy framework. Our entire faculty and staff strive to incorporate literacy at every opportunity. This framework design meets the needs of students and assures success for all.

### **Integration of the Arts:**

As you enter our school, a colorful pallet of arts education and a positive emotional climate will be evident. Students' artwork graces the walls as violin melodies drift through the air. Rounding the corner, you are exposed to students engaged in theatrical activities. A visit to our Mary Emily Royal Arts and Recreational Center reveals creative dancing and joyful singing. All of these encounters provide evidence that the arts are woven into the curriculum promoting academic success while developing the whole child. Our students are given the chance to study dance, music, theater, strings, and visual arts. Arts specialists integrate reading and math objectives, provided by the classroom teacher, into their lessons. By applying Howard Gardner's Theory of Multiple Intelligences, we help the non-traditional learners reach mastery of core objectives and the traditional learners excel to their highest potential.

Each of the arts disciplines has a state mandated curriculum. The arts specialists integrate the core subject objectives together with their curriculum to accomplish the goal of academic success. Studying the arts improves students' self-discipline and self-confidence. When students learn self-discipline through the arts they can then transfer this to their studies. A positive self-concept empowers them to reach high academic goals.

Literacy remains a key focus and the domains of reading are entwined into the lessons whenever possible. In addition, the arts provide a variety of avenues for learning math concepts. The mission of our school is to use the arts as a means of tapping into the potential of each student, simultaneously assuring that all students achieve and succeed.

### **Instructional Methods:**

The academic success of Eastover-Central School of Arts' students is a direct result of the multi-faceted instructional program utilized by our teachers. Flexible scheduling, a team approach to teaching, and the application of Gardner's Theory on Multiple Intelligences enables us to use our time, talents, expertise, and methods of instruction to best benefit the students.

Developing our master schedule is a team process with all stakeholders giving input to get optimal efficiency out of our instructional day. Teachers on each grade level determine their daily schedules in which blocks of time are allowed for uninterrupted instruction. Back-to-back resources are inserted within the schedule to best utilize time on task, preventing loss of time during movement to and from these classes. The efficient scheduling of resource classes allows more time for grade level planning, and instruction with small groups or individual students.

"Doing what is right for children" is a guidepost for our teachers as they develop and use a variety of techniques to help each child succeed. Blocking and rotation of classes on some grade levels permits teachers to concentrate on one subject area and develop creative, engaging activities to meet the needs of each group of students. Other grades have chosen a more self-contained approach to teaching and devise

plans within the classroom to masterfully teach core objectives in all subject areas. Literacy stations and centers are often used to provide flexible reading groups, skills practice, and give students the opportunity to choose a task based on the appropriate level of difficulty. Technology is embedded throughout the instruction as students take comprehension tests on leveled books, practice reading and math objectives, or create and publish a written product. The “Learning Center” team analyzes students’ performance on benchmark tests to develop strategies and materials to assist students in mastering grade level objectives.

Instructional methods are unique in each classroom. Teachers are empowered to make decisions based on best practices. Within this environment, we build on students’ strengths to maximize their potential. This rich, diverse approach to instruction cultivates students who become “Champions.”

**Professional Development:**

The concept of “No Child Left Behind” drives Eastover-Central School of Arts’ staff development. Using our School Improvement Plan and individual teacher’s IGP (Individual Growth Plan) we map out yearly professional development plans. Teachers are offered opportunities that allow them to meet their individual, school, county, and state goals.

We have a committee at our school whose sole purpose is to plan on-site staff development based on the needs of our students and teachers. Teachers meet after school, on Saturdays, or during the summer to address problems together. They reach a consensus prior to developing professional activities for our team. Throughout the year professional development classes are provided by Cumberland County for teachers with individual needs. These classes are held at different sites around our county and are also available on the Internet. In addition, teachers are given the opportunity to apply for funding from the committee to attend statewide seminars. These teachers share their experiences with our whole staff or through grade level planning.

Our total school academic foundation lies on rigorous staff development requirements. In years past, our teachers have taken: Cooperative Learning, Thinking Maps, Critical Thinking, Technology, Write from the Beginning, and Spelling. In recent years, our focus has been on Learning and the Brain, Creating Great Classrooms, Applying Great Classroom Strategies, Best Practices, Put Reading First, NC-PIMS (Partnership for the Improvement of Mathematics and Science), and North Carolina Writing Training. We select the best parts of all of these and use them in our classrooms daily. Our students are highly motivated by innovative techniques. The result has been academically successful students who seek and assume responsibility for their learning, meet high academic expectations, and treasure their many opportunities to express their special talents through the arts.

**NORTH CAROLINA ASSESSMENT DATA**  
Data Display Table for Eastover-Central School of Arts Grade 3 Reading

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% At or Above Level III (on grade level)	97	94	94	100	93
% At Level IV (above grade level)	73	83	57	54	60
Number of students tested	59	52	49	43	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	1	1	0
Percent of students alternatively assessed	3	0	2	2	0
<b>SUBGROUP SCORES</b>					
1. African-American					
% At or Above Level III (on grade level)	88	75	88	100	92
% At Level IV (above grade level)	44	75	35	20	43
Number of students tested	16	*	17	10	12
2. White					
% At or Above Level III (on grade level)	100	100	96	100	92
% At Level IV (above grade level)	85	87	75	65	65
Number of students tested	39	39	28	31	26
3. Other Students***					
% At or Above Level III (on grade level)	100	80	100	100	100
% At Level IV (above grade level)	75	60	25	50	75
Number of students tested	*	*	*	*	*
4. Free/Reduced Lunch					
% At or Above Level III (on grade level)	95	89	87	95	94
% At Level IV (above grade level)	Not reported	Not reported	Not reported	Not reported	Not reported
Number of students tested	19	18	30	23	19
5. Students with Disabilities					
% At or Above Level III (on grade level)	90	60	60	Not reported	Not reported
% At Level IV (above grade level)	Not reported	Not reported	Not reported	Not reported	Not reported
Number of students tested	10	*	*	*	*
<b>STATE SCORES</b>					
% At of Above Level III	82	82	83	80	76

\* This subgroup contains a student count less than 10.

\*\*\* Other includes American Indian, Asian/Pacific Islander, Hispanic, and Multi-racial.

**NORTH CAROLINA ASSESSMENT DATA**  
Data Display Table for Eastover-Central School of Arts Grade 4 Reading

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% At or Above Level III (on grade level)	98	90	91	94	94
% At Level IV (above grade level)	69	49	56	44	56
Number of students tested	54	51	43	48	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	2	0	0
<b>SUBGROUP SCORES</b>					
1. African-American					
% At or Above Level III (on grade level)	86	84	80	100	83
% At Level IV (above grade level)	71	21	30	21	25
Number of students tested	*	19	10	14	12
2. White					
% At or Above Level III (on grade level)	100	93	94	93	97
% At Level IV (above grade level)	71	69	66	59	64
Number of students tested	41	29	32	29	39
3. Other Students***					
% At or Above Level III (on grade level)	100	100	100	80	100
% At Level IV (above grade level)	50	33	0	20	67
Number of students tested	*	*	*	*	*
4. Free/Reduced Lunch					
% At or Above Level III (on grade level)	95	82	78	91	86
% At Level IV (above grade level)	Not reported	Not reported	Not reported	Not reported	Not reported
Number of students tested	24	27	18	23	22
5. Students with Disabilities					
% At or Above Level III (on grade level)	Not reported	60	60	75	Not reported
% At Level IV (above grade level)	Not reported	Not reported	Not reported	Not reported	Not reported
Number of students tested	*	*	*	*	*
<b>STATE SCORES</b>					
% At or Above Level III	82	83	84	77	75

\* This subgroup contains a student count less than 10.

\*\*\* Other includes American Indian, Asian/Pacific Islander, Hispanic, and Multi-racial.

**NORTH CAROLINA ASSESSMENT DATA**  
 Data Display Table for Eastover-Central School of Arts Grade 5 Reading

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% At or Above Level III (on grade level)	93	92	94	96	100
% At Level IV (above grade level)	61	55	54	62	61
Number of students tested	59	51	54	50	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	2	2	0	0	0
<b>SUBGROUP SCORES</b>					
1. African-American					
% At or Above Level III (on grade level)	95	100	89	82	100
% At Level IV (above grade level)	40	25	33	27	50
Number of students tested	20	12	18	11	*
2. White					
% At or Above Level III (on grade level)	92	90	100	100	100
% At Level IV (above grade level)	75	63	66	76	71
Number of students tested	36	38	32	33	31
3. Other Students***					
% At or Above Level III (on grade level)	100	100	75	100	100
% At Level IV (above grade level)	33	100	50	50	0
Number of students tested	*	*	*	*	*
4. Free/Reduced Lunch					
% At or Above Level III (on grade level)	90	82	93	90	100
% At Level IV (above grade level)	Not reported	Not reported	Not reported	Not reported	Not reported
Number of students tested	29	22	28	19	16
5. Students with Disabilities					
% At or Above Level III (on grade level)	67	60	Not reported	83	Not reported
% At Level IV (above grade level)	Not reported	Not reported	Not reported	Not reported	Not reported
Number of students tested	*	*	*	12	*
<b>STATE SCORES</b>					
% At or Above Level III	89	88	89	85	83

\* This subgroup contains a student count less than 10.

\*\*\* Other includes American Indian, Asian/Pacific Islander, Hispanic, and Multi-racial.

**NORTH CAROLINA ASSESSMENT DATA**  
 Data Display Table for Eastover-Central School of Arts Grade 3 Math

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% At or Above Level III (on grade level)	95	100	100	98	95
% At Level IV (above grade level)	68	75	61	54	57
Number of students tested	60	52	49	43	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	1	1	0
Percent of students alternatively assessed	2	0	2	2	0
<b>SUBGROUP SCORES</b>					
1. African-American					
% At or Above Level III (on grade level)	88	100	100	90	92
% At Level IV (above grade level)	44	63	29	10	58
Number of students tested	16	*	17	10	12
2. White					
% At or Above Level III (on grade level)	98	100	100	100	96
% At Level IV (above grade level)	78	77	86	71	62
Number of students tested	40	39	28	31	26
3. Other Students***					
% At or Above Level III (on grade level)	100	100	100	100	100
% At Level IV (above grade level)	75	80	25	0	25
Number of students tested	*	*	*	*	*
4. Free/Reduced Lunch					
% At or Above Level III (on grade level)	95	95	95	91	94
% At Level IV (above grade level)	Not reported	Not reported	Not reported	Not reported	Not reported
Number of students tested	19	18	30	23	19
5. Students with Disabilities					
% At or Above Level III (on grade level)	90	95	80	Not reported	Not reported
% At Level IV (above grade level)	Not reported	Not reported	Not reported	Not reported	Not reported
Number of students tested	10	*	*	*	*
<b>STATE SCORES</b>					
% At or Above Level III	85	88	87	76	74

\* This subgroup contains a student count less than 10.

\*\*\* Other includes American Indian, Asian/Pacific Islander, Hispanic, and Multi-racial.

**NORTH CAROLINA ASSESSMENT DATA**  
Data Display Table for Eastover-Central School of Arts Grade 4 Math

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% At or Above Level III (on grade level)	100	96	98	98	96
% At Level IV (above grade level)	87	75	71	60	57
Number of students tested	54	51	44	48	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. African-American					
% At or Above Level III (on grade level)	100	90	100	100	92
% At Level IV (above grade level)	71	53	40	50	33
Number of students tested	*	19	10	14	12
2. White					
% At or Above Level III (on grade level)	100	100	97	97	97
% At Level IV (above grade level)	90	90	79	66	67
Number of students tested	41	29	33	29	39
3. Other Students***					
% At or Above Level III (on grade level)	100	100	100	100	100
% At Level IV (above grade level)	83	67	100	60	33
Number of students tested	*	*	*	*	*
4. Free/Reduced Lunch					
% At or Above Level III (on grade level)	95	93	94	95	90
% At Level IV (above grade level)	Not reported	Not reported	Not reported	Not reported	Not reported
Number of students tested	24	27	18	23	22
5. Students with Disabilities					
% At or Above Level III (on grade level)	Not reported	80	80	95	Not reported
% At Level IV (above grade level)	Not reported	Not reported	Not reported	Not reported	Not reported
Number of students tested	*	*	*	*	*
<b>STATE SCORES</b>					
% At of Above Level III	92	93	92	88	87

\* This subgroup contains a student count less than 10.

\*\*\* Other includes American Indian, Asian/Pacific Islander, Hispanic, and Multi-racial.

**NORTH CAROLINA ASSESSMENT DATA**  
Data Display Table for Eastover-Central School of Arts Grade 5 Math

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% At or Above Level III (on grade level)	100	96	96	98	100
% At Level IV (above grade level)	76	78	80	90	78
Number of students tested	59	51	54	50	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	2	2	0	0	0
<b>SUBGROUP SCORES</b>					
1. African-American					
% At or Above Level III (on grade level)	100	100	94	91	100
% At Level IV (above grade level)	45	58	67	73	67
Number of students tested	20	12	18	11	*
2. White					
% At or Above Level III (on grade level)	100	95	100	100	100
% At Level IV (above grade level)	92	84	88	94	81
Number of students tested	36	38	32	33	31
3. Other Students***					
% At or Above Level III (on grade level)	100	100	75	100	100
% At Level IV (above grade level)	100	100	75	100	75
Number of students tested	*	*	*	*	*
4. Free/Reduced Lunch					
% At or Above Level III (on grade level)	95	91	95	95	100
% At Level IV (above grade level)	Not reported	Not reported	Not reported	Not reported	Not reported
Number of students tested	31	30	28	19	16
5. Students with Disabilities					
% At or Above Level III (on grade level)	95	80	83	Not reported	Not reported
% At Level IV (above grade level)	Not reported	Not reported	Not reported	Not reported	Not reported
Number of students tested	*	*	12	*	*
<b>STATE SCORES</b>					
% At or Above Level III	90	92	90	87	87

\* This subgroup contains a student count less than 10.

\*\*\* Other includes American Indian, Asian/Pacific Islander, Hispanic, and Multi-racial.