

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mrs. Kathleen K. Leffler

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Arthur W. Edwards Elementary School

(As it should appear in the official records)

School Mailing Address 200 Education Lane

(If address is P.O. Box, also include street address.)

Havelock

North Carolina

28532-9548

City

State

Zip Code+4(9 digits total)

County Craven

State School Code Number* 250-380

Telephone (252) 444-5140

Fax (252) 444-5145

Web site/URL 207.4.37.1321/AWE/index.html

E-mail kathy.leffler@craven.k12.nc.us

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 Mr. William B. Rivenbark

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Craven County Schools

Tel. (252) 514-6300

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. Carr G. Ipock

(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: _____ 15 Elementary schools
 _____ 5 Middle schools
 _____ Junior High Schools
 _____ 4 High schools
 _____ Other
 _____ 24 TOTAL
2. District Per Pupil Expenditure: _____ 1314
 Average State Per Pupil Expenditure: _____ 5361

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
 Small city or town in a rural area
 Rural
4. _____ 2 Number of years the principal has been in her/his position at this school.
 _____ 4 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			0	7			0
K	51	56	107	8			0
1	61	56	117	9			0
2	43	49	92	10			0
3	42	40	82	11			0
4	34	44	78	12			0
5	57	34	91	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							567

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 1 | % Asian or Pacific Islander |
| 20 | % Black or African American |
| 13 | % Hispanic or Latino |
| 65 | % 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 33 %

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	76
(2)	Number of students who transferred from the school after October 1 until the end of the year	111
(3)	Total of all transferred students [sum of rows (1) and (2)]	187
(4)	Total number of students in the school as of October 1	567
(5)	Total transferred students in row (3) divided by total students in row (4)	0.33
(6)	Amount in row (5) multiplied by 100	33

8. Limited English Proficient students in the school: 1 %
- | | |
|----|---|
| 10 | Total Number Limited English Proficient |
|----|---|

Number of languages represented: 2

Specify languages: Spanish and Japanese

9. Students eligible for free/reduced-priced meals: 47 %

Total number students who qualify: 263

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.

Our free/reduced eligibility percent varies because of our high student mobility rate.

10. Students receiving special education services: 10 %
59 Total Number of Students Served

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

<u>5</u>	Autism	<u>6</u>	Orthopedic Impairment
<u> </u>	Deafness	<u>15</u>	Other Health Impairment
<u> </u>	Deaf-Blindness	<u>23</u>	Specific Learning Disability
<u> </u>	Emotional Disturbance	<u> </u>	Speech or Language Impairment
<u>2</u>	Hearing Impairment	<u> </u>	Traumatic Brain Injury
<u>7</u>	Mental Retardation	<u> </u>	Visual Impairment Including Blindness
<u>1</u>	Multiple Disabilities	<u> </u>	

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

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>32</u>	<u> </u>
Special resource teachers/specialists	<u>10</u>	<u>2</u>
Paraprofessionals	<u>23</u>	<u> </u>
Support Staff	<u>16</u>	<u> </u>
Total number	<u>83</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of 18 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

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	94 %	95 %	94 %	94 %	95 %
Daily teacher attendance	96 %	96 %	97 %	96 %	97 %
Teacher turnover rate	12 %	6 %	13 %	18 %	12 %
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

PART III - SUMMARY

Arthur W. Edward's Elementary School is a Southern Association accredited school adjacent to Nugent Cove Housing, Cherry Point Marine Corps Air Station. The school's location is unique because a portion of the fence surrounding the school is shared with the fence around Nugent Cove Housing, a government housing area, yet we are a Public School within the Craven County School System. The school's vision is that Arthur W. Edwards Elementary School (AWE) will be the highest performing elementary school in the state of North Carolina. Our vision is that Developmental Learning + Empowered Teaching + Involved Parenting = Successful Students. Over the past five years AWE has been a School of Excellence (at least 90% at grade level) for three years and a School of Distinction (80-90% at grade level) the past two years. Arthur W. Edwards also receives funds as a school-wide Title 1 program. The majority of our students walk or ride bikes to school with two buses serving only the Exceptional Children's population from the Arthur Edwards attendance district as well as other schools in the Havelock area. No regular education students ride a state-owned bus.

The total enrollment (Grades K-5) as of November 2007 was approximately 600 students. Military families make up approximately 80% of the student population causing our mobility rate to be high. We are a year round school and start school in July versus August or September. Correlating the year round calendar start date to the traditional calendar months in question seven (7) our mobility rate in actuality is closer to 44% than 33% as reported in this application. Many decisions made by the school have to include joint communication between school leaders, the Havelock Police Department, the Cherry Point Provost Marshall's Office and the current Base Commander's staff.

Disabilities range from general processing and hearing impaired to autism and are served in an inclusive, co-teaching setting with separate setting services as needed. Support services are offered by a Speech Pathologist, an Occupational Therapist, a Physical Therapist, a School Psychologist part time and a full time nurse and counselor.

Customer feedback supports that Arthur W. Edwards is an inviting school. AWE has 272 students who choose this school over the schools in their own attendance areas due to the Year Round schedule and other amenities.

The school operates with a management system that has one overseeing body, the Cabinet, and three other major goal teams that monitor data and results. The Optimum Student Achievement Goal team, the Efficient and Effective Operations Goal Team, and the Safe and Inviting Goal Team constantly monitor results from End-of-Quarter assessments, stakeholder surveys, and continual staff and customer feedback. The data from the End-of-Grade Tests for Grades 3-5 and from the Developmental Reading Assessment, Running Records, and state Math Assessment for Grades K-2 are studied and disaggregated carefully each year to give a focal point for learning system improvement. This information is regularly reported to the Cabinet, who makes suggestions for improvement by planning professional development activities, purchasing equipment or instructional supplies, and providing PDSA for general processes or systems.

Arthur Edwards is a unique place to be because of our teachers' exemplary efforts in meeting our students' academic and affective needs. It is worthy of national recognition for all the combined efforts of administration, staff, students, parents, and community to celebrate diversity and accomplishments that will follow students in their pursuit of life-long learning. With the 44% mobility rate, we do not always get to see the 'fruits of our labor,' but hopefully, as children enter and depart from our doors, they will take with them a love of learning, as well as respect for themselves and each other, that will last them a lifetime.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In 1996 the North Carolina General Assembly approved the State School Board's plan to restructure the School-Based Management and Accountability Program (ABC's). The ABC model began in the school year 1996-97. In 2002-03, the ABCs program was expanded to incorporate the new statutory accountability requirements of No Child Left behind (NCLB).

North Carolina's Department of Instruction (DPI) has a Standard Course of Study (SCOS) for grade K-12 addressing all curriculum areas. The End of Grade tests assess the progress of student's performance from grades 3-12 on various subjects. For grades 3-5 students are assessed in reading and math and in 4th grade writing. Students can receive a score of NS (non score-able or 0) to a level 4 in writing and 1 through 4 in reading and math. To be proficient a student needs to score a three (3) and to exceed expectations a student needs to score a four (4). The results of the ABC data and School Report card can be found at www.ncschoolreportcard.org and <http://disag.ncpublicschools.org>.

Arthur Edwards has continually exceeded the state performance levels, with the exception of writing in the middle years of the data collected. During those years the writing scores were not included in the ABC model.

There is a discrepancy of information. Because of our high mobility rate of students (44%) many of the data points required for this application were not available at this time because the students were no longer in the system. In addition the state changed the student management system (SIMS versus NCWISE) and the ABC reporting systems do not match. In addition a new formula was implemented in the 2005-06 school year that makes comparisons to previous years inappropriate (www.NCDPI/Accountability/Reporting).

Three out of the past five years Arthur Edward was a School of Excellence or Honor School of Excellence (90% of all student proficient). The past two years AWE has been a School of Distinction (80-90% proficient) after the writing component was included and the Math assessment expectations were realigned.

2. Using Assessment Results

All students receive a balanced, comprehensive core curriculum based on the Standard Course of Study (SCOS) emphasizing continuous improvement. For grades 3-5 the core curriculum is divided into four parts coordinating with the four nine-week sessions. Pacing guides are used for the four quarters to ensure all components of the SCOS are taught. District developed nine week assessments are administered and analyzed to determine mastery of objectives. The kindergarten year is divided into three 12 week sessions. Kindergarten assessments track prerequisites for reading, writing, and math in the beginning of the year and progress in those areas for the remainder of the year. Grades 1 and 2 also use the same K-2 assessments in reading and writing as kindergarten with the students' growth plotted on a continuum. In addition in kindergarten through second grade students are assessed a minimum of four times per year with the Star Early Literacy program to identify strengths and weaknesses.

Weekly classrooms choose a target goal that aligns with their strategic goal and use the PDSA process to improve their results. Through a collaborative effort between the teacher and the students instructional and learning strategies are planned for both. Throughout the week the class follows the plan with a weekly assessment that is appropriate and charts their progress. At the end of the week when results are known the class analyzes what helped them learn and be successful and what needs to change to improve results.

Using all of the data from above teachers and administration meet regularly to analyze and disaggregate the data to determine students that need re-teaching, remediation, or enrichment. Using the professional learning community model objectives that were not mastered are identified and best practices shared with the team from those that had been successful. Additional common formative assessments may be developed to continuously improve performance. From this analysis identified students are then provided the additional services that they need to be successful.

Analysis of the End of Grade tests are done in the same manner as the formative assessments throughout the year. Once we receive the EOG test data our Optimum Student Achievement goal team and school leadership team (Cabinet) analyze the results. They look at Goal Summary Sheets, Achievement Level Frequency Reports and Objective Summaries. The data is disaggregated to analyze growth with subgroups such as gender, ethnicity, economically disadvantaged, and exceptional children. We then develop school goals and process strategies that will continually increase proficiency levels.

3. Communicating Assessment Results

Throughout the year the results of all the formative assessments are shared with our stakeholders. Classroom weekly goals and progress are shared with parents regularly through weekly progress reports, in class newsletters and teacher web-sites. Other common formative assessments are shared with parents including the student's result as well as the class average.

Quarterly assessments are shared with the parents, Central Services, and through them to all schools in the district. Once this information is distributed throughout the district schools are able to identify individual schools or teachers that have high performance and are able to benchmark with these exemplars.

Once the End of Grade results are released from the state they are shared throughout the school, district and the state. This again allows for comparison and opportunities to benchmark within the district and throughout the state. These results are also reported in the local newspapers for the community.

In addition to the above at the beginning of the school year the school, district, and state results are shared with the staff as a means to monitor the school's progress. Parents are notified of the results of their child's performance in a letter that goes home. District wide school results as well as the average state performance are shared with the parents through newsletters, the principal's message, and a link to the state assessment website on the school's website. Finally, the End of Year results are shared at the opening Parent Teacher Organization meeting and displayed in the school.

4. Sharing Success:

Arthur W. Edwards has had a long history of opening its door to visitors from other schools within our district and outside. Visitors to AWE in the past five years have come to observe our classrooms for inclusion/co-teaching, writing workshop, grade level planning sessions (professional learning communities model), and the implementation of Secret Stories. The school is proactive in having clinical intern teachers at our school and every year has several university students doing their practicum experience at AWE.

During the past few years different staff members and administration have been asked to visit schools within our district and neighboring districts to present our journey of moving from self contained exceptional children classrooms to the inclusion/co-teaching model. Presently there are two schools outside our district scheduled to visit AWE to view our classrooms in March 2008

Secret Stories, explained in a later section, was piloted four years ago in a few kindergarten and first grade classrooms. It was a success and was expanded the following year to all of the kindergarten and first grade classrooms. The following year the district identified Secret Stories as an effective strategy and implemented it as a required strategy for low performing schools. Because our school and our primary teachers were already using this resource the district Learning Systems Coaches (LSC) and the other schools were encouraged to visit our classrooms. Because of the increased visitors to our school we had to specify a day of the week that teachers could visit our school so instruction to our students wasn't constantly disrupted. This school year the district Learning Systems Coaches are training others in the system from the knowledge gained from the teachers at AWE.

Last school year administration shared with other administrators the school's process for improving writing instruction and the implementation of the PDSA model school-wide. Previously administration shared with the same group the school's journey and challenges of moving to an inclusion/co-teaching model. Last month the district wide administration meeting was held at AWE with visits to the majority of our classrooms to see our systems and processes.

At Arthur Edwards Elementary we are pleased to be viewed as a laboratory for many of our systems and processes. We are also eager to share with others and to look for the best research based practices that will improve student performance. This school year we are a pilot school for Response to Intervention (RtI) and Quest Atlantis. We are just in the beginning phase of both, but by this time next year we will be willing and able to share these experiences also.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our balanced curriculum is designed to spiral from grade to grade. North Carolina State Department of Public Instruction (DPI) provides a Standard Course of Study (SCOS) for which we are responsible. Arthur Edwards is a child-centered school that addresses academic, social, physical, and emotional needs of children. The curriculum is rigorous and promotes higher order thinking skills. Instruction is the focus for all academic areas including knowing what the students know and are able to do, understanding what objectives to teach, planning the units of study for connectedness, and precise, rigorous instruction to tie it all together. A primary focus for our teachers is to improve our students' performance by strategically teaching reading, writing, and math in authentic ways which will contribute to their success in all areas of the curriculum. Technology is integrated in all curriculum areas and is used to enhance instruction.

Mastery learning is a method used throughout the school. This involves teaching, testing, re-teaching, and retesting. Many times concepts are pre-taught to struggling students in a small group setting. This enables the student to feel more confident when new concepts are introduced in the classroom.

Inclusion/Co-teaching classrooms are a norm at Arthur Edwards. Exceptional children are assigned to a regular education classroom. The regular classroom teacher, the exceptional children's teacher, and/or the REI teacher work collaboratively in the classroom setting.

Arthur Edwards has a balanced approach to reading instruction. Instructional reading materials in the primary grades include literature based resources, 'Secret Stories', the use of mnemonics and integration across the curriculum. Big Books, books-on-tape and individual readers are provided for emergent readers. Print rich environments are exhibited in our K-2 classrooms. Guided Reading provides structure for literacy center reinforcement as well as focused skill instruction.

In the upper grades a balanced approach is also used. Students use novels and magazines focusing on the content for Science and Social Studies. Guided Reading and Reading Workshop are the formats for reading instruction.

Math in the primary grades is concrete and developmental with the use of manipulatives to strengthen the students' understanding of math concepts and number sense. In the upper grades manipulatives are widely used to continue this understanding.

Science and Social Studies are, as are all areas of the curriculum, based on the North Carolina Standard Course of Study. The approach used in these subject areas is project based and when possible authentic to promote student engagement.

A comprehensive science curriculum has been adopted by the Department of Public Instruction (DPI). Science kits are available that contain hands-on materials in Life Science and Physical Science. Field trips involve going to the aquarium, the beach, farms, fossil museum, or fishing. Classes visit the weather station on the Base and local meteorologists are resource speakers.

The social studies curriculum is part of the SCOS. Grade-level planning centers around thematic teaching and integration. Different cultures are celebrated. Fourth grade students do an in-depth study of North Carolina and many subject areas are integrated. Cooperative groups plan presentations and social issues are discussed and 'resolved' through role-play.

The arts play an important role in students' lives at AWE and are taught by specialists each week. Musical performances are given each year at PTO meetings and in the community. Our fourth grade students attend the symphony, selected students in grades 4-5 perform in the AWE Show Choir and the all-county chorus conducted by a visiting director. Students learn to compose music and to recognize classical composers. The arts provide opportunities for all students to succeed.

The physical education program is another area of importance for AWE's students. Students develop knowledge about good health practices and body fitness. This past year we were part of a group to receive a grant to purchase heart rate monitors for our fifth grade students.

Learning systems are continually assessed for impact through parent feedback, student feedback, and team/administration articulation. These systems are in constant evolution as continuous improvement occurs.

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

As stated earlier Arthur Edwards uses a balanced approach to reading instruction. The reading curriculum consists of phonics, literature, and skills. Guided Reading and Reading Workshop are the way instruction is delivered. Literacy centers are used in the primary grades as a means to reinforce skills. The school has two book rooms (K-2 and 3-5) filled with leveled book sets to accommodate the various reading levels of all students.

Students in kindergarten through second grade use Secret Stories and mnemonics to teach the students letter sound relationships. Secret Stories uses stories and songs to help students remember and make connections using brain based learning research. In the primary grades instruction is integrated and taught under the umbrella of a concept or theme, or literature focus.

The upper grades also use Guided Reading and Reading Workshop using trade books and magazines related to their grade level content areas. Skills and strategies are taught explicitly and modeled so that students begin to use them with ease.

Students in the exceptional children's program receive additional instruction in reading through the SRA program taught by the exceptional children's teacher. In the upper grades Secret Stories are also used for our exceptional children and students that transfer to our school that may be lacking skills to accelerate their learning.

Other resources that are available to our students include Orchard software for reinforcement and practice, Accelerated Reader, and Practice Planet for home practice for our upper grade students.

Teachers are continually evaluating their student's reading ability and helping the student choose an appropriate text, and then teaching specific strategies to guide them. The teachers at AWE use the PDSA process as a continuous cycle for improvement with planning, implementing, assessing and reflection on what has worked.

Arthur Edward's chose this approach to teach reading based on student data and research. Although it is more time consuming for teachers to plan instruction following the SCOS rather than use a basal reader it has proven to be more successful for our school.

3. **Additional Curriculum Area:**

The curriculum area that has received the most focus over the past few years has been writing. North Carolina assesses writing in 4th, 7th, and 10th grade. Previously the burden of teaching writing fell mainly to the fourth grade teachers. The school made a conscious decision to have all teachers teach writing from kindergarten through fifth grade. The decision was made because writing has a high effect size for learning. This has turned out to be a long change process because of the teacher's comfort level with teaching writing. The workshop approach for reading and writing provides an integrated model to increase quality time for connections and allow more time for writing instruction.

Daily student writing, whether it is fiction or non-fiction, helps promote student learning and performance. Students make meaning of their lives, ideas, opinions, and understandings when they write. Writing helps develop language performance and transfers across the curriculum. For our students to be the best in North Carolina they need to be able to communicate their thoughts and provide evidence of their thinking.

Over the past few years as AWE has implemented Writing Workshop professional development has been provided to the staff to increase their feeling of confidence. The professional development has included consultants visiting the school and classrooms modeling for the staff successful workshop procedures and strategies. Collaborative scoring of student writing has been on-going throughout the grades and within the grades so consensus is reached on the qualities of writing.

As teacher confidence has grown so has the success of our students. Previously writing was not something the students enjoyed doing, now they use any available time to write in their journals or writer's notebook. Grade level celebrations are held at the conclusion of a unit of study and the children are thrilled to share their writing with other students, parents, and staff.

4. Instructional Methods:

Many instructional methods are used at Arthur Edwards to address the diversity of learning styles of our students. As previously stated AWE believes in developmentally appropriate methods for instruction and strives to use strategies that are aligned with the most recent brain research on how students learn.

Reading and Writing Workshop and Secret Stories are just a few of the methods used for instruction that allow student choice, allow for differentiation, and provide opportunities to make connections that can be extended throughout the learning experience. These methods promote critical analysis and higher order thinking skills. Writing throughout the curriculum enforces the fact that writing enhances reading and reading enhances writing. Students learn science and social studies through their experiences with reading, writing, and math. AWE's teachers and administrators stay abreast of current research and continuously evaluate teaching strategies and methodology.

The PAWS for Reading Program began three years ago and aims to improve the literacy skills of children through the assistance of registered Pet Partner therapy teams and Service Dog teams as literacy mentors. Research with therapy animals indicates that children with low self-esteem are often more willing to interact with an animal than with another person. This group meets every Friday afternoon with first grade students this year and for the previous two years second grade students.

Technology is another resource and instructional method that we are striving to increase at Arthur Edwards. Integration of all subjects in instruction has been a major focus for our school. Over the past three years we have strived to include technology resources to compliment the North Carolina Standard Course of Study and the integration of all curriculum areas. To that extent we have two master teachers to train our staff in 'Intel's' teacher program. At this point almost 100% of our classroom teachers have been Intel trained.

Instructional methods at AWE are varied, diverse, and suited to the learning style of the child. At Arthur Edwards there is not one set way to teach, each and every teacher chooses his/her method based on the needs of his or her students.

5. Professional Development:

The faculty at Arthur W. Edwards is committed to excellence. They themselves are learners as well as teachers. Twenty two percent of the faculty has advanced degrees and nine teachers are National Board Certified. The school provides training sessions and promotes attendance at outside trainings, workshops and conferences that are aligned to our strategic goals and identified areas from our school action plans. These areas include Inclusion/Co-teaching, English as a Second Language training, Technology, Writing Workshop, Guided Reading and Reader's Workshop, Math, Baldrige PDSA Classroom Training, and Responsiveness to Instruction (Rtl). In addition the staff quarterly participates in Curriculum Conversations (data analysis and planning), and monthly in grade level and school wide book talks on research based topics. Areas of professional development in the non-academic areas include effective parent communication and school safety.

System and individual school professional development needs are assessed each year by an analysis of the test data. The Cabinet (Leadership Team) meets to analyze the disaggregation of test data from End of Grade (EOG) tests and other assessments. Gender, ethnicity, economics, ESL students, and Exceptional Children's achievement are included in the analysis. Priorities are identified and included as changes in the school's action plans.

Five years ago writing was identified as an area for improvement for the school and the district because of the results of the fourth grade writing assessment. Arthur Edwards began to provide professional development that would foster writing across all the grade levels from kindergarten through fifth grade, not just in fourth grade. Through differentiated staff development and a collaborative effort the workshop model was implemented. During this time the school provided in-house trainings and private consultants to model the process with students with the staff observing. Follow up training and consultation was provided as teachers began to change their thinking and comfort level in teaching writing. Grade levels came together as professional learning communities to discuss best practices and collaboratively score student writing for better understanding and consensus. Teachers were encouraged to attend workshops or conferences that dealt with writing. In addition teams chose grade level appropriate professional books to enhance their understanding for book talks. Because of these efforts to make writing a school wide focus our writing scores in fourth grade last year increased 10%. We continue to have writing as a major focus for our school professional development plan.

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 3 Test North Carolina End of Grade

Edition/Publication Year 2002 Publisher North Carolina

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3 or Level 4	92	95	99	96	92
% "Exceeding" State Standards					
Level 4	69	68	70	30	54
Number of students tested	93	95	107	113	131
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	4	0	0	0
Percent of students alternatively assessed	3	4	0	0	0
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 or Level 4	75	67	92	89	67
% "Exceeding" State Standards					
Level 4	20	20	62	33	83
Number of students tested	16	15	13	18	18
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 or Level 4	86	88	100	95	88
% "Exceeding" State Standards					
Level 4		41	73	55	30
Number of students tested	44	34	38	47	56
3. Black					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 or Level 4	87	92	95	90	82
% "Exceeding" State Standards					
Level 4	54	62	55	32	38
Number of students tested	15	13		19	34
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3 or Level 4	90	88	98	95	96
% "Exceeding" State Standards					
Level 4	27	36	63	60	48
Number of students tested	92	95	107	131	131
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	2	4	0	0	0
Percent of students alternatively assessed	2	4	0	0	0
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 or Level 4	73	67	92	78	89
% "Exceeding" State Standards					
Level 4	0	13	62	28	88
Number of students tested	15	15	13	18	18
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 or Level 4	86	85	95	94	93
% "Exceeding" State Standards					
Level 4		29	53	66	41
Number of students tested	43	34	38	47	56
3. Black					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 or Level 4	80	77	95	90	88
% "Exceeding" State Standards					
Level 4	8	38	30	42	27
Number of students tested	15	13		19	34
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	85	84	99	98	97
% "Exceeding" State Standards	30	26	64	70	
Number of students tested	96	85	101	124	101
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	3	0	0	0	1
Percent of students alternatively assessed	3	0	0	0	1
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 or Level 4	75	71	91	88	71
% "Exceeding" State Standards					
Level 4	0	18	0	38	83
Number of students tested	8	14	11	16	14
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 or Level 4	82	74	95	95	95
% "Exceeding" State Standards					
Level 4		21	65	63	83
Number of students tested	44	43	40	51	41
3. Black					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 or Level 4	77	81	95	95	89
% "Exceeding" State Standards					
Level 4	31	13	43	60	61
Number of students tested	13	16		30	18
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3 or Level 4	90	94	90	90	94
% "Exceeding" State Standards					
Level 4	60	59	54	52	56
Number of students tested	96	84	101	124	100
Percent of total students tested	100	99	99	100	100
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	3	0	0	0	0
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 or Level 4		86	82	56	57
% "Exceeding" State Standards					
Level 4		43	9	19	0
Number of students tested		14	11	16	14
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 or Level 4	86	91	88	90	95
% "Exceeding" State Standards					
Level 4		33	55	35	53
Number of students tested	44	42	40	51	40
3. Black					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 or Level 4	100	95	79	87	89
% "Exceeding" State Standards					
Level 4	62	50	29	43	33
Number of students tested	13	16	14	30	18
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3 or Level 4	82	78	97	93	99
% "Exceeding" State Standards					
Level 4	30	26	66	82	82
Number of students tested	71	95	108	83	109
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	1
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 or Level 4		33	90	50	79
% "Exceeding" State Standards					
Level 4			40	50	79
Number of students tested		15	10	10	14
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 or Level 4	77	76	95	91	95
% "Exceeding" State Standards					
Level 4			55	88	69
Number of students tested	30	37	47	34	42
3. Black					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 or Level 4	91	57	95	82	88
% "Exceeding" State Standards					
Level 4	25	14	48	82	74
Number of students tested	11	14		17	24
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3 or Level 4	100	95	99	93	96
% "Exceeding" State Standards					
Level 4	55	52	57	78	59
Number of students tested	71	95	108	83	109
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	1
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 or Level 4		73	100	50	79
% "Exceeding" State Standards					
Level 4			40	20	21
Number of students tested		15	10	10	14
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 or Level 4	90	95	95	94	95
% "Exceeding" State Standards					
Level 4			40	50	52
Number of students tested	30	37	47	34	42
3.					
% "Meeting" plus % "Exceeding" State Standard					
Black		95	100	88	92
% "Exceeding" State Standards					
Level 3 or Level 4			36	41	44
Number of students tested		14	29	17	24
4. Level 4					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					