

2004-2005 No Child Left Behind - Blue Ribbon Schools Program (Revised 3-16-05)

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal Mrs. Heather L. Byers
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Dr. Hubert A. Eaton Sr., Elementary School
(As it should appear in the official records)

School Mailing Address 6701 Gordon Rd.
(If address is P.O. Box, also include street address)

Wilmington NC 28411-8465
City State Zip Code+4 (9 digits total)

County New Hanover School Code Number* 650353

Telephone (910) 397-1544 Fax (910) 397-1546

Website/URL www.nhcs.k12.nc.us/eaton E-mail eaton@wilmington.net

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

District Name New Hanover County Tel. (910) 763-5431

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 S. Hayes
(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

[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 of 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 2004-2005 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 1999 and has not received the 2003 or 2004 *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

All data are the most recent year available.

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

1. Number of schools in the district: 22 Elementary schools
 7 Middle schools
 0 Junior high schools
 5 High schools
 3 Other

 37 TOTAL

2. District Per Pupil Expenditure: \$ 7,151.00

Average State Per Pupil Expenditure: \$ 6,741.00

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. 3 Number of years the principal has been in her/his position at this school.

3 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
PreK	N/A	N/A	N/A	7	N/A	N/A	N/A
K	46	38	84	8	N/A	N/A	N/A
1	54	39	93	9	N/A	N/A	N/A
2	48	45	93	10	N/A	N/A	N/A
3	50	43	93	11	N/A	N/A	N/A
4	53	44	97	12	N/A	N/A	N/A
5	54	38	92	Other	N/A	N/A	N/A
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							552

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

6. Racial/ethnic composition of the students in the school:
- 88 % White
 - 7 % Black or African American
 - 1 % Hispanic or Latino
 - 2 % Asian/Pacific Islander
 - 1 % Multi
 - < 1 % American Indian/Alaskan Native
 - 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: 1 %
 (This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	13
(4)	Total number of students in the school as of October 1	552
(5)	Subtotal in row (3) divided by total in row (4)	1
(6)	Amount in row (5) multiplied by 100	1

8. Limited English Proficient students in the school: < 1 %
2 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Indonesian

9. Students eligible for free/reduced-priced meals: 14 %
 Total number students who qualify: 79

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: 13 %
71 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>11</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>31</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>7</u> Developmentally Delayed

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>0</u>
Classroom teachers	<u>27</u>	<u>0</u>
Special resource teachers/specialists	<u>8</u>	<u>0</u>
Paraprofessionals	<u>30</u>	<u>0</u>
Support staff	<u>4</u>	<u>0</u>
Total number	<u>70</u>	<u>0</u>

12. Average school student-“classroom teacher” ratio: 23:1

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.)

	2003-2004	2002-2003	2001-2002
Daily student attendance	96 %	96 %	96 %
Daily teacher attendance	95 %	96 %	96 %
Teacher turnover rate	27 %	6 %	10 %

Part III – SUMMARY

Dr. Hubert A. Eaton, Sr., Elementary School, which was built in 1997, is located in the historical coastal town of Wilmington, North Carolina. We are one of three year-round schools of the 37 schools in the New Hanover County school system. Eaton Elementary is a year-round school of choice serving 552 students. We have earned School of Excellence, the state's highest achievement award, six out of seven consecutive years and the Honors School of Excellence award last year, for meeting 100% of our annual yearly progress goals (AYP), as defined by the *No Child Left Behind Act*. The year-round schedule is a significant contributing factor to our success because of the unique remedial opportunity, occurring after each quarterly nine week period. It gives targeted students 15 extra days of instruction a year and provides a continuous program of learning without long term interruptions. Staff and students have chosen to participate in year-round education and have a high level of commitment to the concept. Because of long waiting lists each year, a lottery system was designed to select the student population in the fairest possible way, among those geographically eligible.

The school's mission is to involve all stakeholders working collaboratively, in a child-centered goal oriented environment, which emphasizes "positive attitude and atmosphere to create high achievement". This is the school motto. We believe that all students can meet rigorous standards, and "All" means "All". The Safe School Plan along with our *Character Education* program, help to keep our building secure, students safe and the campus bully-free. We believe in content-rich cross-curricular instruction based on *Best Teaching Practices* and scientifically based research, along with diligent analysis of school performance indicators. We provide a balanced curriculum and a balance of instructional activities, which keep students involved in project oriented discovery. The commitment to the use of current technology is evident in our computer lab and student managed television studio. Eaton uses a team approach to analyze data and recognize instructional needs. The school has many teams which meet monthly or weekly to provide leadership, make staff development recommendations, provide student support, instructional guidance, and planning. Some teams include parent and community members. The Parent Teacher Association (PTA) is very involved in improving school facilities, academics, and volunteerism. It offers teachers many competitive grants to purchase materials, programs, or equipment.

Eaton's population consists of 12% minorities, including African American, Hispanic, Asian/Pacific Islander, American Indian, and Multi-racial students. Socio-economically disadvantaged students eligible for free/reduced meals constitute 14% of our student population. We do not receive Title I funds. Overall minority proficiency in grades three through five, in the last three year period was, 100% in math, and 96% in reading. Currently, 9% of students participate in our gifted education program, *Soaring Achievement Great Expectations* (SAGE). *The North Carolina Accountability Plan* (Part IV) requires that all students are held accountable for growth. That includes all students in special education programs. The special education population includes 71 students, or 13% of our population. These students participate in our Life Skills II Severe and Profound class, Life Skills II Autistic classes, or Learning Disabilities Resource classes. For the last three year period, remarkably, 100% of special education students have been proficient. This area of high performance is proudly included as part of our curriculum highlights (Part V #3) because it relates so strongly to our mission. However, it is not part of our AYP data because there are not enough students to constitute a sub-group as outlined by the act. High staff and student attendance rates help Eaton to have the opportunities daily to make achievement happen. Consistently high school proficiency rates are evidence of rigorous standards and high expectations for students and staff, over the past three years. We are fortunate to have a "highly qualified" team of teachers, parents, and community volunteers who work together for the benefit of our students in Wilmington, North Carolina. If selected, Eaton would be honored to share its successes with others as a 2005 Blue Ribbon School.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Meaning of Assessment Results:

In 1996, the General Assembly of North Carolina passed a law to establish a school-based management and accountability program. In response to this, the state of North Carolina Department of Public Instruction (DPI) implemented the “ABC” accountability program. The accountability program measures the proficiency of students performing at or above grade level and the growth performance of students on the North Carolina End-of-Grade tests. The North Carolina End-of-Grade tests are given in grades three through eight in the areas of reading and mathematics. These curriculum-based multiple-choice achievement tests are specifically aligned to the *North Carolina Standard Course of Study* and include a variety of strategies to measure the academic performance of students. Three types of scores are reported in each subject area for the tests: developmental scale scores, percentiles, and achievement levels.

The developmental scale score allows for the comparison of the students’ end-of-grade scores by subject from one grade to the next. The developmental scale score is like a ruler that measures growth in reading and mathematics from year to year. North Carolina sets benchmarks to determine “expected growth” and “high growth” for students and schools. The percentile compares the students’ annual performance to all North Carolina students who took the test in the “norming years.”

Performance standards, called achievement levels, have been developed to identify levels of student performance. Four achievement levels (I, II, III, and IV) are reported in each subject area. Students performing at Level I do not have sufficient mastery of knowledge and skills in the subject to be successful at the next grade level. Students at Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level. Students at Level III consistently demonstrate mastery of the grade level subject matter and skills and are well prepared for the next grade level. Students at Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Eaton’s proficiency rates continue to be extremely high as indicated by data on pages 13-18. During the 2003-04 school year, 99% of all students in grades three, four and five, scored at or above grade level in both reading and math combined. We are proud that our sub-groups of African American and socio-economically disadvantaged students continue to be competitive in all grades, in all areas. In fact, 100% of African American students were at or above grade level for third and fifth grade in both reading and math, and fourth grade in math. Fortunately, the gap has been closed at Eaton Elementary. This is a trend we intend to continue.

Schools are recognized by North Carolina DPI for having a minimum of 90% proficiency and making “high growth”. Eaton received the honor of being named a “School of Excellence” six out of seven years. This past year a new award was given for schools meeting 90% or above proficiency, meeting or exceeding “expected growth” and meeting 100% of the Adequate Yearly Progress (AYP) goals. Eaton received this recognition of “Honor School of Excellence”.

For more information on state testing visit the state website at:

www.ncpublicschools.org/accountability/testing/briefs. Eaton’s report card is available on Eaton’s website at: www.nhcs.k12.nc.us/eaton

2. Use of Assessment Data to Improve Student and School Performance:

Eaton Elementary administrators and staff are continuously analyzing data to improve student performance and achievement. Eaton uses a variety of assessment tools and performance indicators to closely monitor student progress. North Carolina End-of-Grade tests are broad-based assessments that are used to measure reading and math proficiency in grades three through five. These tests measure annual growth and also allow us to compare our progress to similar schools around the state. New Hanover County Schools have developed quarterly benchmark assessments in grades kindergarten through fifth in math, which follow curriculum pacing guides. Locally developed pre- and post-tests in reading are given to measure specific instructional objectives aligned with the *North Carolina Standard Course of Study*. *Accelerated Reader* and *Study Island*, provide pre- and post-test data, as well as specific diagnostic information in the form of individualized student reports. This assessment data is continuously monitored to differentiate instruction. The curriculum specialist, gifted education teacher, special education staff and parent volunteers meet with flexible groups within and across grade levels, to provide specific instruction on identified objectives. Personal Education Plans (PEP's) are collaboratively developed by teachers, parents, and students for those students not making adequate progress. These PEP's are reviewed and revised throughout the academic year. Students not meeting quarterly objectives are recommended for a week of remediation, during the three-week intersession, which is unique to a year-round program. This provides up to 15 additional days of rigorous and intensive instruction with a 1:4 teacher-student ratio. Dedicated staff provide weekly after-school tutoring, and the after-school staff provides a daily homework lab.

3. How the School Communicates Student Performance:

Assessment results are communicated in a multitude of ways to various stakeholders throughout the year. During the first weeks of school, Eaton conducts a parent open-house. This is to inform parents and students of grade level objectives and classroom expectations. Parents and students look forward to receiving narrative interim progress reports and report cards eight times a year. Teachers encourage and welcome parent conferences throughout the year, but a student-led conference is scheduled mid-year. Students and parents can track the daily performance through weekly folders sent home containing work samples and comments. Weekly classroom newsletters, PTA newsletters, and school meetings are other tools we use to communicate performance. School web pages post the news, daily assignments, projects, events, Eaton's North Carolina Report Card, and the School Improvement Plan. Special meetings are held with parents to explain assessments. One meeting highlighted the state's yearly narrative writing assessment, and how families can help students perform successfully. From this meeting, we recruited a large team of parent and community volunteers to be part of our regionally recognized *Writing Conference Team*. Dozens of parents confer with the Student Support Team (SST) to communicate about the special needs of their child. The outside community receives news of Eaton's achievements and progress through the newspaper, county, local, and school television broadcasts, and the roadside message board. North Carolina State and New Hanover County officials visit annually to commend the student body on its performance. With much fan-fare, the entire school community gathers together to sing the school song, and accept awards and achievement banners.

4. How the School Shares Successes:

Eaton Elementary shares its successes with other schools locally, regionally, and nationally. During periodic county wide meetings, New Hanover County teachers from 22 schools convene in grade levels to share successful strategies and programs. As a result of this, teams of visiting teachers and administrators, come to learn about: center-based instruction, the *Writing Conference Team* project, cross-curricular thematic planning, and the student managed television studio. An administrative group called a “cadre” consisting of six principals, meets monthly to tour schools and exchange information. As a result of this exchange, many visitors have come to learn about Eaton’s unique “open library system”. Several Eaton teachers led workshops at the annual “Continuous Improvement Conference”, “University of North Carolina Technology Conference”, and the *Southeast Regional Educational Alliance* training center. The school administration and selected staff was invited to present “Raising the Rooftop on Writing Scores” to a broad state-wide audience. As a result, many participants visited Eaton to receive on-site training. The school has hosted both the North Carolina Teaching Fellows and Principal Fellows, who will carry Eaton’s programs and ideas to new schools. Additionally, several staff members have taught or lectured at our local university, University of North Carolina at Wilmington. Staff and students shared successes at school board meetings and on a county television broadcast. The Superintendent’s Forum is a place where teacher representatives exchange ideas. Classroom teachers consistently receive “Renaissance Model Classroom” and “Renaissance Model Library” awards, and were honored to be part of a roundtable at the “National Reading Renaissance Conference” to share those successes. When we open our doors to sharing, we realize that it is a mutually beneficial experience.

PART V – CURRICULUM AND INSTRUCTION

1. Description of School Curriculum:

Like all North Carolina public schools, Eaton follows the *North Carolina Standard Course of Study* for instruction in English Language Arts, Mathematics, Science, Social Studies, Technology Skills, Information Skills, Healthful Living, and the Arts. “Cross-curricular learning” is at the heart, or core of each area of instruction; therefore no subject area is taught in isolation. Lessons are structured so that learning connections will be made which will extend beyond the parameters of the subject, and encourage children to “learn by doing.” The production of unique work products is encouraged in science and social studies. By expecting a portion of each child’s day to include self-selected activities, students’ interest and motivation to achieve are heightened. The most significant program contributing to overall student success is *Write From the Beginning* and *Thinking Maps*. Both programs utilize graphic organizers to guide student thinking and organize concepts.

Cross-curricular learning and learning by doing can clearly be demonstrated by the use of the *Full Option Science System*, (FOSS Kits), from University of California at Berkley. All kindergarten through fifth grade students actively collaborate, using these specially prepared, restockable, hands-on science/math kits to learn about the world through experimentation and problem solving. It is Eaton’s expectation that students routinely use concrete manipulatives to understand abstract ideas in both science and math. While completing weekly science kit lessons, curricular areas are connected through: student inquiry, research, writing, analysis and project construction. Each week a progressively more complex science kit project is implemented. Cross-curricular project study such as this, whether indoors in classrooms and computer labs, or outdoors in the school garden, intersect every area of curriculum.

Art, music, physical education teachers and the guidance counselor regularly plan with classroom teachers to reinforce key content in their respective programs. Students in physical education learn to throw a ball at various angles, learn about relative location on fields, and compass directions. They calculate scores mentally, graph results, and work collaboratively to solve problems, crossing into math and social studies. Music class integrates the arts, language skills, and research skills regularly. Our music program crosses into the English Language Arts domain and visual arts when the children become songwriters, playwrights, presenters and performers. The guidance program objectives are integrated throughout lessons using *Character Education* foundations. Because of the commitment to team planning, teachers know what key concepts to reinforce at each grade level.

Social Studies curriculum blends with all reading, writing and the arts. This was demonstrated when third graders created a school wide faux “wax museum”, and invited the community to hear autobiographical speeches. Students wore costumes made in visual arts class as they recited well-researched life stories of “self-selected” historical figures.

Similarly, the literature rich reading program (*McGraw-Hill*) is the basis of cross-curricular thematic integrated learning. Units of study often spin off from basal reader themes. Written responses to literature, as well as student discussion groups, promote creative and critical thinking. Seminar style discussions promote respect and tolerance for peer opinion, an important life long character building attribute.

The Media center, which is considered the hub of learning at Eaton Elementary, helps make the integration of subject matter a reality for learners. The Media Center allows students and teachers to use the facility as needed for research study, informational skill lessons, and self-selected reading. Classes can schedule large blocks of time for guided cross-curricular studies with the support of the media coordinator and curriculum specialist.

2. Reading Curriculum:

The *McGraw-Hill* reading series meets all of the goals and objectives of the reading components of the *The North Carolina Standard Course of Study* for the *English Language Arts Curriculum*, of which reading is a part. It is the center of our program, but not the sole program. Basal literature is shared whole group as well as small group. Flexible groups of five to six students are matched to thematically related, supplemental books “below, on, or above” level. Following the small group instruction, all students are able to participate in cross-curricular reading activities, in books at appropriate levels, because they use the same theme and vocabulary words as the basal. All students can read successfully about the same topic. Thematic reading units are enhanced by periodic novel studies. It is very important to us that students be matched to appropriately leveled books, whether for basal reading, novel study, or pleasure. Students who need extra support beyond the leveled texts, receive individual instruction from a specialist, or receive additional direct reading instruction using the *Scientific Research Associate (SRA)* program. This is a prescriptive repetitive oral reading program that is excellent for students below grade level. We believe that children, who practice daily self-selected reading, become life long readers. Therefore, we chose the *Accelerated Reader* program, which is part of the nationally recognized *Reading Renaissance* program, because it monitors daily self-selected reading. Each child is tested to determine an independent reading level. Children select books, which match that level. Computer quizzes monitor individual student progress. The curriculum specialist designs customized reading lists based on the interest of at-risk readers. It is essential to match students with books, read to them daily, and celebrate their successes. With the implementation of the programs we have chosen, every child can be a successful reader.

3. Self-Help/Daily Living Curriculum:

One of the most critical components of our school’s mission statement is the component that “**All**” means “**All**”. The curriculum area that we are most proud of is our self-help/daily living curriculum, which serves our severe and profound special needs students. The primary purpose of this special education program is to help students with severe disabilities lead successful and personally fulfilling lives now and in the future. The curriculum is designed to prepare the students to function as independently as possible in an integrated society. It includes a broad range of skills that are chronologically age-appropriate and useful to the learner. Skills are developed to increase autonomy, encourage constructive codependence, and nurture problem solving in the home, school, and community. These students participate in the state’s alternative assessment, consistently achieving 100% proficiency. We attribute their success to many factors, first and foremost of which is the phenomenal staff. The lead teacher individualizes the curriculum to meet each student’s needs on a daily basis. There are many specialized resources available that support the curricula. The most valuable resource used is the *Assistive Technology/Augmentive Communication* program. Both hardware and software are used to increase and provide appropriate alternatives to communication, mobility, academic performance and other motor skills. These are needed to assist in the curricula goals and the Individualized Education Plan’s (IEP). Many specialized equipment and materials have been obtained through competitive award winning grants written by the teacher. Eaton is an inclusive school and welcomes students to participate in all programs and activities.

4. Different Instructional Methods to Improve Student Learning:

Instructional methods vary from “skill and drill” to ocean studies aboard a ship at sea! A balanced curriculum warrants a balanced instructional approach. The instructional day begins with student led character building thoughts for the day, a pledge to our country, and a respectful moment of silence. Each classroom has a brief paper-pencil mini-assessment of isolated skills from the previous day. This provides both an “anchor” to the day and a connection to previous learning. Beyond that, methods vary significantly throughout the school. Several teachers use center-based instruction, others a “whole group to small group” approach. Both allow for teachers, assistants, and parent volunteers to differentiate instruction to an individual learner’s needs. Music, song, and chants are regularly used to reinforce learning. Some methods result in noisy excitement and others near silence as faint classical music encourages creative writing, while teachers and trained volunteers conference with students. A key instructional method is the consistent use of high level question stems from Dimensions of Thinking, by Robert J. Marzano. These question stems promote critical thinking. Learning logs provide opportunity for student reflection. Teachers use technology available, such as: computers, *AlphaSmarts*, overhead visuals, tape recordings, cameras, and television video equipment. A variety of computer software programs are used to reinforce skills and create spreadsheets from student collected data. Making multi-dimensional constructs provides hands-on collaborative discovery for learners. Field trips, videos, and the media center are used to connect learning to the real world. Whole body kinesthetics are used, not just for sports, but to teach concepts like parallelism, and perpendicularity. Colored yarns pasted on paper, allow math students to “touch and feel” various angles. Eaton teachers provide a great variety and balance of instructional methods appealing to the visual, auditory, kinesthetic, emotional, and intellectual learning styles of all students.

5. Professional Development Program:

Eaton teachers are committed to professional development. Teachers hold a significant number of advanced teaching degrees and *National Board Teacher Certifications*. The school currently leads New Hanover County Schools with 30% of the staff nationally certified. The *System for Evaluating and Assessing Professional Development (SEA)* is an important tool to manage and evaluate the effectiveness of all professional development. *SEA* meets the requirements of the *No Child Left Behind Act* providing “high quality” professional development based on “sustained, intensive, classroom-focused” activities that are regularly evaluated for impact on student achievement. Staff select local, regional, and national workshops based on Individual Teacher Growth Plans and the School Professional Development Plan. The plan is based on assessment data, scientifically based research, and a review of the current literature. Teaching Reading in the Middle Schools, by nationally recognized reading specialist, Laura Robb, is one example of staff literature study. Professional development on a core of school wide programs, is provided annually. This core includes *Reading Renaissance*, *Thinking Maps*, *Write From the Beginning*, and *Foss* science kits. Collaborative planning of professional development activities, analysis of activities by SEA system and good communication of those activities, keep both staff and students continually learning.

**North Carolina End-of-Grade Test Results
Eaton Elementary
Grade 3 Reading**

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Level III (on grade level)	99	98	97	95
% At Level IV (above grade level)	81	65	65	70
Number of students tested	93	100	92	77
Number of Valid Scores	93	100	92	77
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
SUBGROUP SCORES				
1. White				
% At or Above Level III (on grade level)	99	98	97	97
% At Level IV (above grade level)	83	67	68	74
Number of students tested	80	87	76	65
2. African American				
% At or Above Level III (on grade level)	100	100	92	80
% At Level IV (above grade level)	50	50	50	50
Number of students tested	6	8	12	10
3. Socio-Economic Disadvantaged				
% At or Above Level III (on grade level)	98	98	87	N/A
% At Level IV (above grade level)	52	66	52	N/A
Number of students tested	13	13	13	N/A
STATE SCORES				
% At or Above Level III	82	80	80	N/A

**North Carolina End-of-Grade Test Results
Eaton Elementary
Grade 3 Math**

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Level III (on grade level)	100	99	100	95
% At Level IV (above grade level)	81	70	60	70
Number of students tested	93	100	92	77
Number of Valid Scores	93	100	92	77
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
SUBGROUP SCORES				
1. White				
% At or Above Level III (on grade level)	100	99	100	97
% At Level IV (above grade level)	85	70	65	79
Number of students tested	80	87	76	65
2. African American				
% At or Above Level III (on grade level)	100	100	100	100
% At Level IV (above grade level)	50	75	25	20
Number of students tested	6	8	12	10
3. Socio-Economic Disadvantaged				
% At or Above Level III (on grade level)	100	100	100	N/A
% At Level IV (above grade level)	71	66	62	N/A
Number of students tested	13	13	13	N/A
STATE SCORES				
% At or Above Level III	88	87	77	N/A

**North Carolina End-of-Grade Test Results
Eaton Elementary
Grade 4 Reading**

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Level III (on grade level)	98	99	98	99
% At Level IV (above grade level)	71	59	64	58
Number of students tested	97	93	95	71
Number of Valid Scores	97	93	95	71
Percent of total students tested	100	100	100	99
Number of students excluded	0	0	0	1
Percent of students excluded	0	0	0	1
SUBGROUP SCORES				
1. White				
% At or Above Level III (on grade level)	99	99	99	98
% At Level IV (above grade level)	72	65	68	59
Number of students tested	86	77	82	63
2. African American				
% At or Above Level III (on grade level)	88	100	90	100
% At Level IV (above grade level)	63	27	40	43
Number of students tested	8	11	10	7
3. Socio-Economic Disadvantaged				
% At or Above Level III (on grade level)	99	99	87	N/A
% At Level IV (above grade level)	65	49	53	N/A
Number of students tested	14	12	13	N/A
STATE SCORES				
% At or Above Level III	83	81	77	N/A

**North Carolina End-of-Grade Test Results
Eaton Elementary
Grade 4 Math**

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Level III (on grade level)	100	100	100	100
% At Level IV (above grade level)	85	90	84	85
Number of students tested	97	93	95	72
Number of Valid Scores	97	93	95	72
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
SUBGROUP SCORES				
1. White				
% At or Above Level III (on grade level)	100	100	100	100
% At Level IV (above grade level)	85	92	92	84
Number of students tested	86	77	82	64
2. African American				
% At or Above Level III (on grade level)	100	100	100	100
% At Level IV (above grade level)	75	73	40	86
Number of students tested	8	11	10	7
3. Socio-Economic Disadvantaged				
% At or Above Level III (on grade level)	100	100	100	N/A
% At Level IV (above grade level)	73	73	73	N/A
Number of students tested	14	12	13	N/A
STATE SCORES				
% At or Above Level III	93	92	89	N/A

**North Carolina End-of-Grade Test Results
Eaton Elementary
Grade 5 Reading**

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Level III (on grade level)	99	100	99	92
% At Level IV (above grade level)	64	75	64	56
Number of students tested	92	95	74	91
Number of Valid Scores	92	95	74	91
Percent of total students tested	100	100	100	99
Number of students excluded	0	0	0	1
Percent of students excluded	0	0	0	1
SUBGROUP SCORES				
1. White				
% At or Above Level III (on grade level)	99	100	99	91
% At Level IV (above grade level)	74	78	65	55
Number of students tested	72	80	66	67
2. African American				
% At or Above Level III (on grade level)	100	100	100	94
% At Level IV (above grade level)	31	55	43	50
Number of students tested	13	11	7	18
3. Socio-economic Disadvantaged				
% At or Above Level III (on grade level)	99	100	92	N/A
% At Level IV (above grade level)	53	76	64	N/A
Number of students tested	14	12	9	N/A
STATE SCORES				
% At or Above Level III	88	86	85	N/A

**North Carolina End-of-Grade Test Results
Eaton Elementary
Grade 5 Math**

	2003- 2004	2002- 2003	2001- 2002	2000- 2001
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Level III (on grade level)	99	100	98.7	97.8
% At Level IV (above grade level)	93.5	97.9	88	82.6
Number of students tested	92	95	75	92
Number of Valid Scores	92	95	75	92
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
SUBGROUP SCORES				
1. White				
% At or Above Level III (on grade level)	99	100	99	100
% At Level IV (above grade level)	93	100	88	88
Number of students tested	72	80	67	68
2. African American				
% At or Above Level III (on grade level)	100	100	100	94
% At Level IV (above grade level)	92	82	86	61
Number of students tested	13	11	7	18
3. Socio-Economic Disadvantaged				
% At or Above Level III (on grade level)	100	100	99	N/A
% At Level IV (above grade level)	79	84	88	N/A
Number of students tested	14	12	9	N/A
STATE SCORES				
% At or Above Level III	92	90	88	N/A

