

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Mrs. Carol P. Ray

Official School Name Claxton Elementary School

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Asheville NC 28801-1217
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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 2/3/04

Name of Superintendent* Mr. Robert Logan
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Asheville City Schools Tel. (828) 255-5304

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 2/4/04

Name of School Board Chairperson Mr. John Legerton

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 2/5/04

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 2003-2004 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 1998.
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.

6. Racial/ethnic composition of the students in the school:
- | |
|--|
| <u>55.8</u> % White |
| <u>36.1</u> % Black or African American |
| <u>03.2</u> % Hispanic or Latino |
| <u>00.5</u> % Asian/Pacific Islander |
| <u>00</u> % American Indian/Alaskan Native |
| <u>04.4</u> % Multi Racial |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 10.2 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	14
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	25
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	39
(4)	Total number of students in the school as of October 1	383
(5)	Subtotal in row (3) divided by total in row (4)	.102
(6)	Amount in row (5) multiplied by 100	10.20

8. Limited English Proficient students in the school: .008 %
3 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 40 %

153 Total Number Students Who Qualify

If this method does not produce a reasonably 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: .092 %
35 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>2</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>3</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>11</u> Speech or Language Impairment
<u>4</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness
<u>2</u> Behavior/Emotional	<u>1</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> </u>
Classroom teachers	<u>19</u>	<u> </u>
Special resource teachers/specialists	<u>10</u>	<u>4</u>
Paraprofessionals	<u>13</u>	<u>0.5</u>
Support staff (Custodians, secretaries, child nutrition)	<u>5</u>	<u>2</u>
Total number	<u>49</u>	<u>6.5</u>

12. Average school student-“classroom teacher” ratio: 20

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.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.6%	95.5%	95.4%	95.8%	95.8%
Daily teacher attendance	96.4%	95.2%	96%	95.9%	95.8%
Teacher turnover rate	14.8%	13%	13.6%	16.7 %	3.4%

PART III - SUMMARY

Claxton Elementary School is a public school located in Asheville, NC, (a mountainous area found within the western part of the state). The city of Asheville has a population of 65,000 and the Asheville City School System serves a student population of 4,000. Claxton School was established in 1922 and is currently the oldest of all schools within the Asheville City School system. Claxton is located in the downtown portion of the city and currently serves children from surrounding lower socio-economic to upper-middle class families. Claxton is an exemplary model of school/community partnerships. Art, music, drama, and dance are integrated into the K-5 core curriculum. Partnerships have been forged with the Drama Department at the University of North Carolina at Asheville, the Asheville Community Theatre, the Arts Alliance, The Folk Art Center of Western North Carolina, Mars Hill College, and the Asheville Art Museum in a cooperative effort to strengthen each Claxton's student's learning of the K-5 NC Standard Course of Study through its arts integrated approach. Claxton has welcomed talented local artists into the classroom through its residency programs and it regularly brings nationally and internationally known performing artists to its students through cooperatively funded efforts with various community arts organizations. Claxton students have performed with the Symphony, on WCOS public radio, at the North Carolina Center for the Advancement of Teaching (NCCAT), and for numerous community events. In addition, the school offers an exciting after school arts program for all of its K-5 students (which reinforces daily core curriculum learning). The Asheville City School System has five elementary schools of choice; for the past several years, Claxton has been the top school of choice. The schools success can be attributed to excellent leadership, a highly motivated and creative faculty, tremendous support from area artists and arts organizations, strong parental involvement, and a willingness on the part of everyone within the Claxton community to contribute his/her part to maintain the highest level of quality education for every Claxton student.

Operating as a "Comer School", working with the School Development Program (Yale University) for the past three years, Claxton emphasizes putting child development theory into everyday practice. Using the three guiding principles of Collaboration, Consensus, and "No-Fault" attitudes, three teams (the School Planning Management Team, the Parent Team, and the Student Staff Support Team) meet regularly to discuss strategies which address student/school strengths and needs. The use of collaborative decision making, always focused on child centered school improvement strategies, has proven successful as evidenced by Claxton showing dramatic and positive changes in multiple areas. Parent involvement has increased dramatically, with parent and community representatives serving on school management teams, staff development sessions, and academic support committees. Student attendance has increased consistently over the past three years. Shared decision making has resulted in dramatically increased school climate and staff morale, as evidenced by the School Development Program's Stakeholder Climate Surveys (students, staff, and parents) and focus group sessions conducted by outside evaluators. A student leadership focus proudly proclaims "Modeling Matters" as the school's theme with an emphasis on leading by example for all. Students and staff alike place an emphasis on child development theory by making decisions and choices which support growth in the six "pathways" of child and adolescent development (physical, intellectual, emotional, social, language, and ethical). Claxton students have been recognized as a model student leadership club ("Comer Kids") by the School Development Program, and twenty-three Claxton students have been invited to represent North Carolina in the National Comer Kids Academy held in July, 2004, at Yale University. Test scores have continued to climb over the past three years. Claxton was recognized by North Carolina in 2001-02 as a "School of Distinction – High Growth School" and in 2002-03 as a "School of Excellence – High Growth School".

The mission statement of the school states, "All children are creative and capable of learning, and they best do so in an environment that emphasizes a strong foundation of basis skills while developing interests, talents, and an appreciation for the arts and humanities." Claxton School has offered an arts integrated curriculum, since the implementation of the Arts and Humanities magnet school theme in the 1992-93 school year. This has not only built a bridge of collaboration with the Asheville community, but it has also opened a gate to a lifelong appreciation of the arts for its students as they excel academically.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Test Data Results: The General Assembly of North Carolina passed the ABC's of Public Education in 1995. All North Carolina students in grades three through eight participate in a yearly assessment process for reading comprehension and mathematical understanding. The NC End-of-Grade (EOG) assessments provide two standards by which students are evaluated—growth and performance. Growth standards are determined by the movement of students on a developmental scale score. The amount of movement or growth on this scale score shows if students in a school have learned as much as they are expected to learn in one year. Three levels of growth standards are determined from a state-generated formula: High Growth (110% growth in a year), Expected Growth (100% growth), and Expected Growth Not Achieved (less than 100% growth). **Claxton has made High Growth for four of the past five years.**

Performance standards detail the percent of students at or above grade level. Achievement levels are determined for each student. These levels (I, II, III, and IV) compare student and group performance to standards based on what is expected at each grade level. Level III represents proficiency and Level IV demonstrates performance beyond the current grade level. **Claxton has shown excellent performance growth during the past three years (see charts on pages 14-25).** What is particularly noteworthy is the number of students who have moved to higher achievement level each year (the number of students scoring Level I and Level II has been reduced each year).

The North Carolina 3rd grade Pretest and 3rd, 4th, and 5th grade End-of-Grade test of Reading Comprehension demonstrate a student's proficiency as a reader—both decoding and comprehending. Phonics, meaning and syntax provide support as the child reads and understands new material in these assessments. Reading skills and vocabulary are assessed indirectly—through application and understanding of the passages and questions. The students read authentic passages and answer questions related to that passage. In 2003, a newly designed Reading Comprehension EOG assessed all students through four categories of multiple-choice questions—cognition (development of an initial understanding), interpretation (digging deeper for inferences, conclusions, and generalizations), critical stance (evaluating author's craft), and connections (text to text, text to self, text to world). This assessment is based on third, fourth, and fifth grade English Language Arts Goals and Objectives in the NC Standard Course of Study.

Reading scores at Claxton have continually increased at each grade level, with the gap in proficiency between white and black students narrowing each year, especially during the past three years. The performance of black students and economically disadvantaged students has increased steadily. During the past two years, the gap in reading proficiency between white and black students for Claxton grades 3-5 has been narrowed by 22.3% (excluding off-grade level Alternative Assessments for exceptional children). **The Reading Composite Score for all Claxton students (3rd-5th grades) for 2003 was 87.7% proficient (90.5% excluding off-grade level Alternate Assessments for exceptional children).**

The North Carolina 3rd grade Pretest and 3rd, 4th, and 5th, grade End-of-Grade Test of Mathematics consists of two parts—mathematics computation and mathematics application. The two-part test produces one mathematics score for each student. The *mathematics application* (calculator active) section assesses a student's ability to apply mathematical principles, solve problems, and explain mathematical processes. These problems pose a real life situation students at a particular grade level might encounter. The *mathematics computation* section (calculator inactive) is also written in story-problem format.

Math scores at Claxton have also increased during the past three years. The performance of black students and economically disadvantaged students has increased steadily. During the past two years, the gap in math proficiency between white and black students for Claxton grades 3-5 has been narrowed by 8.6%, with **91.4%** of our black students and **100%** of our white students scoring at or above grade level (excluding off-grade level Alternative Assessments for exceptional children). **In 2003 the Mathematics Composite Score for all Claxton students (3rd-5th grades) was 93.8% proficient (96.1% excluding off-grade level Alternate Assessments for exceptional children).**

2. Use of Assessment Data to Improve Student/School Performance: Three tools are used at Claxton to help teachers use academic and school climate data to understand and improve student and school performance: (a) Assessment data—Each 3rd, 4th, and 5th grade teacher is provided assessment data that relates to his/her new classroom before the school year begins. 1st and 2nd grade teachers receive student profile boxes that contain academic data from their students' previous school year. During grade level meetings, the assessment data and profile boxes are reviewed with administrators. Third grade meetings are held after the reading and math pretest scores are received in order to discuss that assessment data. (b) Principal's Monitoring Notebook: A notebook is created for each grade level. The purpose of this notebook is to monitor the academic and behavioral progress made by each student in the school. The notebook contains: (1) Personalized Education Plans (PEP) for each students needing extra academic and/or behavioral support; (2) schedules for student with PEPs to ensure their day is not fragmented by tutors or extra help; (3) parent/teacher conference forms; (4) quarterly assessments in reading and math (analyzed by Standard Course of Study objectives); (5) tutorial groups to address changing academic needs; (6) teacher's daily schedules (for effective use of time). (c) Climate Survey: Academic data is very important, but the school also analyzes climate surveys from parents, staff, and students. These climate surveys have been conducted during May for the past three years by the School Development Program (Comer). Grouped topics from the survey were divided into scored areas—high score, median score, and needs attention. The School Planning and Management Team (SPMT) reviewed the data for each area and developed strategies for our School Improvement Plan in order for climate within the school to remain high. During 2002-03 school year major steps were taken to increase positive school climate. The focus group sessions conducted by an outside evaluator and School Development Program staff at the end of the school year revealed a dramatic improvement in the overall climate within the school. In November 2002, the Southern Association of Colleges and Schools re-accreditation report stated, "Claxton Elementary School is a child-centered school and involves all stakeholders in the planning process. The morale of the faculty, staff, and parents is very positive. At the beginning of the school year, the leadership team of the school, with the two new administrators, developed a new action plan to better fit the needs of the school. Everyone involved seems pleased with the results and the atmosphere of the school reflected this. ...It was delightful to visit a school where the parents, teachers, and administrators work together so well to improve the education of their children."

3. Communication of student performance to parents, students, and the community: The school year at Claxton begins with a "Meet the Teacher Day" prior to the first student day of school. Academic information relating to last year's performance on academic goals is provided to all parents in the "Annual Report: Asheville City Schools". This booklet shares all End-of-Grade proficiency scores with the community and parents. Also, parents, students, teachers, and administrators sign a contract on this day indicating a commitment by all stakeholders to help each student meet his/her academic goals.

A mandatory parent/teacher conference day is held at mid-term during the first quarter. During this conference, teachers share the Parent/Teacher End-of-Grade report that summarizes last year's assessment results. A Personalized Education Plan is written by the teacher and the parent for each student needing extra academic or behavioral support. This plan details specific, individualized instructional strategies that will support their child's needs. A second required parent/teacher conference day is held at mid-term of the third quarter to review individual student progress. This conference allows teachers and administrators to share quarterly objective mastery assessment results (EduTest and Test Magic) with parents. These assessments are analyzed and tutorial sessions are provided for all students who have not achieved mastery on the objectives stated in the NC SCS for English Language Arts and Mathematics.

Report cards (mid-term and each nine weeks) are sent home with all students. The report cards detail each quarter's work and where the student is functioning within his/her specific grade. Parent/teacher conferences are offered after each report card.

A second mandatory parent/teacher conference day is held the first week in February.

A state report card is provided in October each year for all schools in the district. This report card is mailed to all stakeholders—parents, students, and the community with a letter from the Superintendent and a copy of Claxton’s Official Report.

4. How the School Will Share Successes With Other Schools: Claxton has been recognized as a leader in academic achievement in our school district for several years. Our teachers have served on committees to develop the district’s Pacing Guide for Math and English Language Arts, as well as benchmark assessments for each of these curriculum areas.

During the 2002-03 school year, Claxton was recognized by the Comer School Development Program at Yale University as a model school implementing the Comer School Development Program with students, parents, faculty/staff and community members. The staff welcomes visitors from this system, state, and other schools as far away as New Haven, Connecticut. Claxton regularly hosts area college and university Department of Education faculties and students to observe implementation of our integrated arts curriculum.

The principal, assistant principal and teachers have presented at state and national workshops to share our implementation of the Comer School Development model of school reform and how that model has changed the way children are educated at Claxton. Presentations consist of a step by step process of how our school has been transformed. Examples of presentations follow:

- Principal was keynote speaker for a Dayton, Ohio school district in August 2003
- A team of classroom Claxton teachers, specialists, and the principal led a Comer School Development staff development session in New Haven, Connecticut in February 2003
- Claxton has been asked to serve as an implementation model school for the “Carolina Comer Coalition”
- Claxton’s Principal was selected as a keynote speaker and national faculty member for the National Comer Kids Leadership Academy at Yale University (July 2003)
- Claxton administrators and teachers have addressed education classes at University of North Carolina at Asheville (UNCA), Western North Carolina University, and Mars Hill College during 2002 and 2003

The Claxton staff welcomes the opportunity to share their story and successful strategies. We plan to continue sharing with other schools in our district, North Carolina, and throughout the nation. Information about the Blue Ribbon School Award Nomination will be spread locally through newspaper, radio, and television broadcasts in our area. Public recognition will occur at a Board of Education meeting. The district’s and school’s website will also carry information about the award. At the state level information will be disseminated to all appropriate professional organizations through press releases and articles for professional newsletters and journals; invitations for visitations will accompany all information. The school will also be recognized by the North Carolina State Board of Education, and information about the award will be provided for dissemination through the Department of Public Instruction’s website. Our teachers will make presentations at conferences, and to appropriate groups making such requests.

PART V – CURRICULUM AND INSTRUCTION

1. Comprehensive Curriculum: North Carolina provides a Standard Course of Study for eighteen curriculum areas. The following description of Claxton’s core curriculum is based on that course of study. With rigorous expectations, Claxton teachers integrate the arts through project-based learning. The learning expectations are based on high standards as evidenced from the state assessment results.

At Claxton, the youngest students (grades K-2) learn the foundation skills of literacy through direct instruction in decoding and comprehension strategies. Teachers model the use of specific strategies for both fluent reading and for reading comprehension. Students also improve their reading and writing skills through independent work each day. Our 3rd, 4th, and 5th grade students continue the process of learning basic reading and writing skills through strategic teaching. They develop the use of these literacy skills to learn the content material in other subject areas such as social studies, science, and the arts.

The math curriculum reflects the needs of Claxton students to live productively in an information-driven world. We want our K-5th grade students to acquire mathematical literacy, apply mathematical skills in a technological world, be problem solvers, develop mathematical reasoning, and understand the “big idea” of mathematics. Our math curriculum is developed around four strands: (1) number sense, numeration, and numerical operations; (2) spatial sense, measurement, geometry; (3) patterns, relationships, and functions; and (4) data, probability, and statistics.

Claxton’s Spanish program extends from third grade through fifth grade, meeting 20 – 30 minutes, four days weekly. There is a focus on language acquisition using The Natural Approach. Working in concert with classroom teachers, appropriate core curriculum, including Math, Language Arts and Social Studies, are used as vehicles for meaningful language lessons.

2. Reading Program: In 1997 Asheville City Schools’ teachers, administrators, and an experienced consultant developed a comprehensive, balanced English Language Arts Program for district-wide implementation for grades K-5. This program was chosen as a vehicle through which the teachers in this district might implement the research-based strategies touted in the North Carolina Standard Course of Study for English Language Arts, the Language Arts Standard provided by the National Council of Teachers of English (*Standards in Practice, K-12*), and International Reading Standard Position Statement. These associations and standards provide school practitioners with proven practices. Asheville City Schools, including Claxton, chose this reading program because it is based on all three scholarly works.

A description of Claxton’s reading program can best be explained by asking four questions:

- (1) What specific components take place in each classroom during the 90-minute literacy block?
 - Teachers read aloud the best children’s literature to model reading strategies; selected features of particular texts are emphasized;
 - With shared reading the teacher reads the text to students and elicits participation from them at their level of comfort; the teacher uses the text to introduce or reinforce skills;
 - Guided reading allows children a time to try out strategies for themselves in small groups while the teacher provides support as needed; the emphasis is on reading books of increasing difficulty;
 - Independent reading during the school day allows children the time needed to apply the strategies they have learned; they read books that are less challenging than those used for guided reading.
- (2) What strategies are taught during each of these components?
 - Strategies that help readers sustain include phonemic awareness, explicit phonics instruction, solving words, monitoring/checking, predicting, maintaining fluency, and adjusting rate;
 - Strategies that help readers comprehend include making connections (text to self, text to text, and text to world), visualizing, inferring, questioning, determining importance, synthesizing, and vocabulary development.
- (3) What texts/printed materials are needed to support this program? (Taken into consideration is the

cultural diversity of Claxton, our students' interests, and the range of difficulty in the books we choose.)

- Children's literature collections for literature study in classroom libraries and in a school book room;
- Leveled texts in classroom libraries and a Guided Reading Room for the school;
- Basal reader anthology;
- Multiple copies of non-fiction magazines like *My Big Backyard*, *Time for Kids*, and *Click*.

(4) What management system is in place so the program works?

- Flexible small group instruction;
- Literature response journals;
- Integration of science and social studies into literature with project-based learning;
- Word Study Centers for phonics and Publishing Center for other projects.

3. Math Curriculum: Claxton's mathematics curriculum reflects the National Council of Teachers of Mathematics Professional Standards for Teaching Mathematics. The stated goal of developing mathematical power for all students directly promotes Claxton's mission to provide successful learning experiences which prepare all students to be productive, responsible citizens and lifelong learners. Claxton's students engage in learning experiences which focus on problem solving through teacher-selected worthwhile tasks, Standard One of the Professional Standards for Teaching Mathematics.

Claxton's teaching staff has developed a very specific description of the attributes of worthwhile tasks. A worthwhile task is challenging, engaging, multi-leveled, set in meaningful context, addresses a cluster of objectives from the North Carolina Standard Course of Study, integrates curricula, and is free of bias. This description allows for planning learning experiences which connect the arts and mathematics. For example, the Thresholds to Music Program is extended to spatial visualization and memory tasks during mathematics lessons.

Claxton's teachers have also put into practice specific mathematical routines to promote mathematical power for all students. These routines include a daily focus on problem solving, problem solving journals, spatial visualization, mental mathematics, and ongoing computational games like Twenty-four, Krypto, Question of the Day, What's My Rule?, and Today's Number. The focus on using worthwhile tasks and incorporating these routines has created a learning environment, where all students at Claxton are developing positive attitudes toward learning mathematics and becoming lifelong learners.

4. Instructional Methods: A variety of instructional methods are used by the Claxton faculty and staff in order to maximize student learning at each grade level. Utilizing teacher assistants, volunteers, and tutors at each grade level, classroom teachers are able to plan, and deliver instruction to meet individual student academic needs. Direct instruction, teacher modeling, guided and independent practice, drill and practice, project-based learning, and daily homework are used to improve student learning. Learning centers and technology stations are a part of every classroom K-5.

In first grade, our class size was reduced by reducing our teacher assistant positions in order to have an extra classroom teacher. This has allowed us to concentrate on independent student needs in a classroom environment with 17 or fewer students. We were able to retain three teacher assistant positions to share among four classrooms in grade one. This reduced class size has allowed us to effectively provide each child with the needed support in reading, writing, and mathematics while, maintaining assessment profiles documenting benchmarks of progress, as well as necessary intervention strategies, throughout the year.

Flexible grouping and small group instruction at all grade levels allows teachers to use resources to best meet the needs of students. Walking through the Claxton building, one can observe small groups and individual students working in the hallways, small office areas, media center and classroom nooks with tutors and volunteers. Cooperative learning groups provide peer support for each student, while building self esteem and academic self confidence. Students at Claxton draw upon the school motto "Modeling Matters" as they work together to obtain objective mastery in curriculum content at each grade level.

Teachers utilize higher levels of questioning as they facilitate discussion of student academic tasks and problem solving. Each student is empowered to take responsibility for his own growth in each of the six developmental pathways (physical, social, ethical, emotional, language, and cognitive) as the teacher supports a thorough student understanding of the importance of balanced total development.

Teachers develop lesson plans based on a model of “teach, test, and reteach” for objective mastery. Using assessments which mirror our state assessments, our teachers provide students with important test taking strategies. Teachers at each grade level meet weekly to discuss strategies and goals for mastering grade level curriculum with all students. Students’ project-based learning products provide evidence of hands on learning of integrated curriculum areas at each grade level.

Students needing additional time and support in mastering goals and objectives of the North Carolina Standard Course of Study attend Extended Day classes. These remediation classes are held from 2:30 – 4:00 two days a week. Each day offers tutoring in math and reading by the classroom teacher. As a part of the planned Extended Day program, the school’s computer lab (math and reading remediation programs) is used to target specific objective mastery for each student.

Teachers, teacher assistants, parents, volunteers, and tutors at Claxton work together to help each student succeed academically. By using direct instruction, small group instruction, teacher modeling, independent reading, writing, and math, we meet the needs of our students.

5. Professional Development and its Impact on Improving Student Achievement:

Using our testing data and survey results, our School Planning and Management Team identifies areas needing professional development in order to address weaknesses. Over the last three years Claxton has focused its school-wide staff development on the following areas:

- Comer School Development Program (School Reform Model using child development theory and relationship building among stakeholders) An emphasis of bringing “Comer into the Classroom” by empowering students in their own development, has resulted in higher student achievement and a reduction of student discipline referrals.
- Understanding Poverty (*A Framework For Understanding Poverty* by Ruby Payne)
- Project-Based Learning integrating technology and the arts throughout the curriculum
- Balanced Literacy and Language (Natural Questioning/Guided Reading/Writing)
- Narrative Writing Training for teachers in grades 2-5

Claxton’s teaching staff has participated in on-going staff development sessions for mathematics instruction for the past three years. These sessions have included reading parts of the National Council of Teachers of Mathematics Professional Standards for Teaching Mathematics, writing journal reflections related to this reading and classrooms experiences, and sharing the reflections during grade level meetings with the mathematics consultant. The consultant has also provided specific worthwhile tasks related to the North Carolina Standard Course of Study (NC SCS), guides aligning the resources used with the NC SCS, and an extensive resource binder for each teacher. The North Carolina End of Grade Tests results have evidenced and increase in the percentage of students scoring at or above grade level over the last three years.

Additionally, four teachers at Claxton have received their National Board Certification. Five teachers are in the process this year. The number of National Board Certified Teachers and teachers in the process of obtaining National Board Certification at Claxton attests to the commitment these teachers have for lifelong learning.

All of these Professional Development focuses have had a positive impact on Student Achievement as evidenced by our school’s State End of Grade Tests results and Local Option Testing data.

PART VI – ASSESSMENT DATA

The assessment data that follows details third, fourth and fifth grade reading and mathematics composite scores from May 2001 to May 2003 for Claxton Elementary School. Claxton was nominated for this Blue Ribbon Award from North Carolina because our reading and math composite scores have consistently risen during the past three years. The following charts demonstrate that progress:

Reading Composite Scores for Claxton -Percent of Proficient Students (Levels III & IV)

	2002-03	2001-02	2000-01
All Students	87.7%	84.8%	73.4%

Mathematics Composite Scores for Claxton-Percent of Proficient Students (Levels III & IV)

	2002-03	2001-02	2000-01
All Students	93.8%	83.5%	83.7%

The teachers, parents, students and administrators proudly present the following statistical information for your review.

5. Criterion-Referenced Tests

Test: North Carolina End of Grade Assessment
Edition/publication year: Updated Annually

Grade: 5th Grade
Reading
Publisher: NCDPI

Testing Month	2002-2003 May	2001-2002 May	2000-2001 May	1999-2000 May	1998-1999 May
SCHOOL SCORES					
Total (Fifth Grade) At or Above Proficient	89.4%	91.3%	82.1%	78.9%	82.1%
Number of Students Tested	47	80	67	76	56
Percent of Total Students Tested	100%	98.7%	100%	93.8%	98.2%
Number of Students Excluded	0	1	0	5	1
Percent of Students Excluded	0.0%	1.3%	0.0%	6.2%	1.8%
SUBGROUP SCORES					
1. White - At or Above Proficient (includes AAI assessments)	100%	100%	100%	93.2%	93.8%
At or Above Level III (on grade level)	100%	100%	100%	not available	not available
At or Above Level IV (above grade level)	82.1%	79.5%	78.4%	not available	not available
2. Black - At or Above Proficient (includes AAI assessments)	68.8%	83.3%	57.7%	55.2%	63.6%
At or Above Level III (on grade level)	76.9%	83.3%	57.7%	not available	not available
At or Above Level IV (above grade level)	30.8%	25.0%	15.4%	not available	not available
3. Free/Reduced Lunch - At or Above Proficient (includes AAI assessments)	66.7%	75.9%	61.5%	57.5%	not available
At or Above Level III (on grade level)	76.9%	75.9%	61.5%	not available	not available
At or Above Level IV (above grade level)	38.5%	13.8%	19.2%	not available	not available

5th grade scores Reading (continued)					
STATE SCORES					
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
1. White At or Above Proficient	92.2%	90.0%	89.7%	87.0%	83.9%
2. Black At or Above Proficient	77.2%	70.7%	69.2%	63.7%	59.5%
3. Free/Reduced Lunch At or Above Proficient	77.1%	71.8%	70.7%	NA	NA

5. Criterion-Referenced Tests

Test: North Carolina End of Grade Assessment
Edition/publication year: Updated Annually

Grade: 5th Grade
Math
Publisher: NCDPI

Testing Month	2002-2003 May	2001-2002 May	2000-2001 May	1999-2000 May	1998-1999 May
SCHOOL SCORES					
Total (Fifth Grade) At or Above Proficient	93.6%	93.8%	91.0%	81.6%	83.9%
Number of Students Tested	47	80	67	76	56
Percent of Total Students Tested	100%	98.7%	100%	93.8%	98.2%
Number of Students Excluded	0	1	0	5	1
Percent of Students Excluded	0.0%	1.3%	0.0%	6.2%	1.8%
SUBGROUP SCORES					
1. White - At or Above Proficient (includes AAAI assessments)	100%	100%	97.2%	95.5%	93.8%
At or Above Level III (on grade level)	100%	100%	100%	not available	not available
At or Above Level IV (above grade level)	96.4%	84.6%	83.8%	not available	not available
2. Black - At or Above Proficient (includes AAAI assessments)	81.3%	86.1%	84.6%	62.1%	68.2%
At or Above Level III (on grade level)	92.3%	86.1%	96.2%	not available	not available
At or Above Level IV (above grade level)	53.8%	36.1%	42.3%	not available	not available
3. Free/Reduced Lunch - At or Above Proficient (includes AAAI assessments)	80.0%	82.8%	84.6%	58.8%	not available
At or Above Level III (on grade level)	92.3%	82.8%	84.6%	not available	not available
At or Above Level IV (above grade level)	61.5%	31.0%	23.1%	not available	not available

5th grade Math (continued)					
STATE SCORES					
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
1. White At or Above Proficient	94.8%	92.7%	92.5%	89.5%	89.3%
2. Black At or Above Proficient	83.1%	76.6%	75.0%	69.5%	68.3%
3. Free/Reduced Lunch At or Above Proficient	83.6	78.6	77.2	NA	NA

5. Criterion-Referenced Tests

Test: North Carolina End of Grade Assessment
Edition/publication year: Updated Annually

Grade: 4th Grade
Reading
Publisher: NCDPI

Testing Month	2002-2003 May	2001-2002 May	2000-2001 May	1999-2000 May	1998-1999 May
SCHOOL SCORES					
Total (Fourth Grade) At or Above Proficient	89.2%	75.5%	71.4%	82.8%	73.6%
Number of Students Tested	74	53	84	64	87
Percent of Total Students Tested	100%	98.1%	100%	98.4%	95.6%
Number of Students Excluded	0	1	0	1	4
Percent of Students Excluded	0.0%	1.9%	0.0%	1.6%	4.4%
SUBGROUP SCORES					
1. White - At or Above Proficient (includes AAAI assessments)	97.6%	93.1%	90.0%	100%	91.5%
At or Above Level III (on grade level)	97.6%	93.1%	90.0%	not available	not available
At or Above Level IV (above grade level)	82.9%	34.5%	60.0%	not available	not available
2. Black - At or Above Proficient (includes AAAI assessments)	77.8%	50.0%	51.4%	56.5%	47.2%
At or Above Level III (on grade level)	83.3%	50.0%	51.4%	not available	not available
At or Above Level IV (above grade level)	12.5%	5.0%	13.5%	not available	not available
3. Free/Reduced Lunch - At or Above Proficient (includes AAAI assessments)	78.6%	50.0%	43.3%	54.1%	not available
At or Above Level III (on grade level)	84.0%	52.9%	43.3%	not available	not available
At or Above Level IV (above grade level)	20.0%	0.0%	3.3%	not available	not available

4th Grade Reading (continued)					
STATE SCORES					
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
1. White At or Above Proficient	88.5%	84.6%	83.8%	81.6%	80.8%
2. Black At or Above Proficient	70.6%	59.7%	57.4%	53.6%	53.0%
3. Free/Reduced Lunch At or Above Proficient	70.3%	62.3%	60.0%	not available	not available

5. Criterion-Referenced Tests

Test: North Carolina End of Grade Assessment
Edition/publication year: Updated Annually

Grade: 4th Grade
Math
Publisher: NCDPI

Testing Month	2002-2003 May	2001-2002 May	2000-2001 May	1999-2000 May	1998-1999 May
SCHOOL SCORES					
Total (Fourth Grade) At or Above Proficient	97.3%	88.7%	83.3%	92.2%	78.2%
Number of Students Tested	74	53	84	64	87
Percent of Total Students Tested	100%	98.1%	100%	98.4%	95.6%
Number of Students Excluded	0	1	0	1	4
Percent of Students Excluded	0.0%	1.9%	0.0%	1.6%	4.4%
SUBGROUP SCORES					
1. White - At or Above Proficient (includes AAAI assessments)	100%	100%	97.5%	94.6%	95.7%
At or Above Level III (on grade level)	100%	100%	97.5%	not available	not available
At or Above Level IV (above grade level)	82.9%	75.9%	75.0%	not available	not available
2. Black - At or Above Proficient (includes AAAI assessments)	96.2%	75.0%	91.9%	86.9%	52.8%
At or Above Level III (on grade level)	96.2%	75.0%	91.9%	not available	not available
At or Above Level IV (above grade level)	19.2%	10.0%	18.9%	not available	not available
3. Free/Reduced Lunch - At or Above Proficient (includes AAAI assessments)	96.4%	72.2%	63.3%	83.3%	not available
At or Above Level III (on grade level)	100.0%	76.5%	63.3%	not available	not available
At or Above Level IV (above grade level)	33.3%	17.6%	6.7%	not available	not available

4th Grade Math (continued)					
STATE SCORES					
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
1. White At or Above Proficient	95% ++	93.1%	93.0%	91.1%	89.6%
2. Black At or Above Proficient	86.9%	77.1%	74.8%	70.7%	68.2%
3. Free/Reduced Lunch At or Above Proficient	86.8%	79.7%	77.9%	NA	NA

5. Criterion-Referenced Tests

Test: North Carolina End of Grade Assessment
Edition/publication year: Updated Annually

Grade: 3rd Grade
Reading
Publisher: NCDPI

Testing Month	2002-2003 May	2001-2002 May	2000-2001 May	199-2000 May	1998-1999 May
SCHOOL SCORES					
Total (Third Grade) At or Above Proficient	84.8%	84.5%	66.7%	82.9%	85.9%
Number of Students Tested	66	71	63	82	71
Percent of Total Students Tested	100%	100%	95.4%	100%	98.6%
Number of Students Excluded	0	0	3	0	1
Percent of Students Excluded	0	0	0.05%	0	0.01%
SUBGROUP SCORES					
1. White - At or Above Proficient (includes AAAI assessments)	97.4%	97.4%	84.8%	94.1%	100.0%
At or Above Level III (on grade level)	100.0%	97.4%	84.8%	not available	not available
At or Above Level IV (above grade level)	78.9%	84.2%	66.7%	not available	not available
2. Black - At or Above Proficient (includes AAAI assessments)	65.0%	64.3%	44.8%	70.0%	74.1%
At or Above Level III (on grade level)	68.4%	66.7%	44.8%	not available	not available
At or Above Level IV (above grade level)	26.3%	11.1%	3.4%	not available	not available
3. Free/Reduced Lunch - At or Above Proficient (includes AAAI assessments)	63.6%	68.4%	55.5%	77.7%	not available
At or Above Level III (on grade level)	65.0%	72.2%	55.6%	not available	not available
At or Above Level IV (above grade level)	30.0%	11.1%	14.8%	not available	not available

3rd Grade Reading (continued)					
STATE SCORES					
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
1. White At or Above Proficient	87.9%	86.2%	84.9%	83.1%	82.1%
2. Black At or Above Proficient	68.8%	64.9%	61.5%	58.5%	57.6%
3. Free/Reduced Lunch At or Above Proficient	69.4%	66.2%	63.6%	not available	not available

5. Criterion-Referenced Tests

Test: North Carolina End of Grade Assessment
Edition/publication year: Updated Annually

Grade: 3rd Grade
Math
Publisher: NCDPI

Testing Month	2002-2003 May	2001-2002 May	2000-2001 May	1999-2000 May	1998-1999 May
SCHOOL SCORES					
Total (Third Grade) At or Above Proficient	89.4%	76.1%	76.6%	70.7%	74.6%
Number of Students Tested	66	71	64	82	71
Percent of Total Students Tested	100%	100%	96.9%	100%	98.6%
Number of Students Excluded	0	0	2	0	1
Percent of Students Excluded	0.0%	0.0%	3.1%	0.0%	1.3%
SUBGROUP SCORES					
1. White - At or Above Proficient (includes AAAI assessments)	97.4%	97.4%	93.9%	94.1%	87.2%
At or Above Level III (on grade level)	100.0%	97.4%	97.0%	not available	not available
At or Above Level IV (above grade level)	73.7%	73.7%	69.7%	not available	not available
2. Black - At or Above Proficient (includes AAAI assessments)	80.0%	42.9%	56.6%	52.5%	59.3%
At or Above Level III (on grade level)	84.2%	44.4%	73.3%	not available	not available
At or Above Level IV (above grade level)	15.8%	11.1%	15.0%	not available	not available
3. Free/Reduced Lunch - At or Above Proficient (includes AAAI assessments)	72.7%	31.6%	64.3%	not available	not available
At or Above Level III (on grade level)	75.0%	33.3%	64.3%	not available	not available
At or Above Level IV (above grade level)	15.0%	0.0%	10.7%	not available	not available

3rd Grade Math (continued)					
STATE SCORES					
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
1. White At or Above Proficient	92.6%	85.9%	84.0%	76.2%	80.1%
2. Black At or Above Proficient	76.3%	58.1%	54.2%	43.7%	49.9%
3. Free/Reduced Lunch At or Above Proficient	78.6%	62.9%	59.4%	NA	NA