

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal Mrs. Rebecca Roach

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

Official School Name Rutherford College Elementary

(As it should appear in the official records)

School Mailing Address 170 Honeycutt Drive; P.O. Box 247

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

Rutherford College

NC

28671-0247

City

State

Zip Code+4 (9 digits total)

County Burke

School Code Number* 120372

Telephone (828) 879-8870

Fax (828) 879-9470

Website/URL www.burke.k12.nc.us/Ruthcollege/ E-mail rroach@burke.k12.nc.us

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

(Principal's Signature) Date _____

Name of Superintendent* Mr. David Burleson

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

District Name Burke County Public Schools

Tel. (828) 439-4310

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. Robert Armour

(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 _____

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

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: 17 Elementary schools
 5 Middle schools
 0 Junior high schools
 2 High schools
 3 Other (Special Needs, Alternative, Special Program)
- 27 TOTAL
2. District Per Pupil Expenditure: \$6,071.79
 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. 4 months Number of years the principal has been in her/his position at this school.
6 years 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				7			
K	25	16	41	8			
1	21	20	41	9			
2	21	15	36	10			
3	16	15	31	11			
4	20	16	36	12			
5	21	15	36	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							221

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

6. Racial/ethnic composition of the students in the school: 89% White
0% Black or African American
1% Hispanic or Latino
10% Asian/Pacific Islander
0% 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: 23%

(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.	28
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	31
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	59
(4)	Total number of students in the school as of October 1	255
(5)	Subtotal in row (3) divided by total in row (4)	.23
(6)	Amount in row (5) multiplied by 100	23%

8. Limited English Proficient students in the school: 10%
23 Total Number Limited English Proficient
 Number of languages represented: 3
 Specify languages: Spanish, Laotian, and Hmong

9. Students eligible for free/reduced-priced meals: 52%

Total number students who qualify: 116

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: 6%
13Total Number of Students Served

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

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

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1</u>	_____
Classroom teachers	<u> 15</u>	_____
Special resource teachers/specialists	<u> 5</u>	<u> 7</u>
Paraprofessionals	<u> 7</u>	_____
Support staff	<u> 1</u>	_____
Total number	<u> 29</u>	<u> 7</u>

12. Average school student-“classroom teacher” ratio: 15

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	2000-2001	1999-2000
Daily student attendance	95%	96%	96%	95%	95%
Daily teacher attendance	97%	97%	97%	96%	97%
Teacher turnover rate	13%	28%	25%	NA	NA
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY

Rutherford College Elementary School, situated in rural western North Carolina, serves a diversified group of learners, pre-kindergarten through fifth grade. (Rutherford College is one of twenty-six schools in the Burke County Public School System.) As a schoolwide Title I Program, the school's poverty level is 53%. English Language Learners constitute 24% of the population and only 5% of the youngsters meet federal and state guidelines as academically/intellectually gifted students. Nonetheless, for the past several years, Rutherford College Elementary has been recognized as a North Carolina School of Excellence with more than 90% of the pupils performing at or above grade level. Over the last five years, student achievement at Rutherford College Elementary has increased significantly as a result of the daily implementation of scientifically researched best practices in each classroom and an enhanced focus on closing the achievement gap. The school's overall proficiency has grown from 89% in 1999 to 98% in 2004. For the 2001-2002 school year, Rutherford College Elementary was honored as one of the "Top Twenty-Five Most Improved K-8 Schools in North Carolina" by the North Carolina Department of Public Instruction. In the 2003-2004 academic year, the school distinguished itself as a North Carolina Honor School of Excellence. Additionally, with no achievement gap and full compliance to the *No Child Left Behind Legislation* for adequate yearly progress, Rutherford College Elementary was named the Exemplary Reading School for the State of North Carolina (via the North Carolina Reading Association and the International Reading Association, May 2004) and as a North Carolina Title I Distinguished School (via the North Carolina Department of Public Instruction - Compensatory Education Section, January 2005).

Thus, Rutherford College Elementary exemplifies its mission statement of being a school "where all children read and write!" Via the teamwork demonstrated among staff members, each child's needs are met. (Even the school's motto, "Shaping the Future, One Child At a Time" echoes the vision. With a roadrunner as its mascot, the "Rutherford College Roadrunners Run the Road to Success!") As a team, educators intervene immediately when a child needs assistance. In the truest sense of the phrase, "No Child at Rutherford College Elementary is Left Behind," because the staff won't allow it; the educators are committed to "whatever it takes" to meet the curricular/instructional needs of every child. The amount of professional discussion that occurs about each child who is not making sufficient growth is phenomenal. Working as a team, the staff stretches each child to reach his/her full potential. Staff members strive to develop educated, responsible citizens who have a positive self-esteem, a respect for others, and a desire for lifelong learning. In other words, each child's progress is continually monitored by the staff to guarantee his/her on-going achievement. With the consistent, reflective practice and dedication of the school's team, student success will continue and the children will be the benefactors.

PART IV – INDICATORS OF ACADEMIC SUCCESS - 1.

Third - fifth graders at Rutherford College Elementary are assessed with the State of North Carolina's End-of-Grade Tests. To be considered proficient with their grade level skills, students must make at least a Level III in reading and mathematics. (The scores [based on a rubric provided by the State] can range from a Level I which indicates no proficiency and significantly below grade level performance to a Level IV which designates high proficiency and above grade level achievement on a consistent basis.) The North Carolina State Board of Education mandates that all children in third-fifth grades participate each year in the North Carolina End-of-Grade Testing Program. Kindergarteners - second graders are assessed three to four times a year on the North Carolina Kindergarten, First, and Second Grade Literacy and Mathematics Assessments where a child's present level of performance on a continuum of skills is noted.

When every third - fifth grade at Rutherford College Elementary was tested in May 2004, 96% were proficient in reading and 100% proficient in math. Of the students who were not identified as exceptional students (i.e., children with a learning difficulty) or academically gifted students, 98% were proficient in

reading and 100% were proficient in math. Of those students who were identified as exceptional learners, 87% were proficient in reading and 100% were proficient in math.

Rutherford College is composed of three ethnic groups consisting of Asian, Latino, and White students. The Asian population had a 91% proficient rate in reading and a 100% proficient status in math. The Latino population had 100% proficiency in reading and math. The White group was 97% proficient in reading and 100% proficient in math. The Asian and Latino students, who are not native English speakers and who do not demonstrate proficiency on the English Learners' Proficiency Test, were 91% proficient in reading and 100% proficient in math.

When performance is reviewed at Rutherford College Elementary and gender and social economic status are considered, the following information is noteworthy. Ninety-eight and three tenths percent of the females were proficient in reading with 100% proficiency in math. The males had 96% proficiency in reading and 100% proficiency in math. Of the students who received free or reduced lunches, 96% were proficient in reading and 100% were proficient in math.

Thus, there is insignificant difference in the proficiency performance of all students at Rutherford College Elementary. In other words, practically every child, (i.e., whether Asian, White, Latino, poor, middle income, affluent, male, female, native English speaker, non-native English speaker, special needs, or not needing services from exceptional children's programs) is successful at meeting grade level performance as measured by the State of North Carolina. For this reason, the school is designated by the State as an Honor School of Excellence.

PART IV – INDICATORS OF ACADEMIC SUCCESS - 2.

Assessment drives instruction and teaching/learning dictates testing/overall assessment at Rutherford College Elementary on a daily basis. Informal assessment (i.e., via a student's oral and written work samples) leads to prescriptive teaching on an individualized basis for student growth and understanding. For example, informal running records are completed weekly to "grow literacy skills" in pupils through guided/flex reading groups. Other examples are seen in the direct instruction that occurs from student performance on the North Carolina Literacy and Math Assessments that are given three to four times a year in kindergarten – second grade.

In grades three – five, each pupil's end-of-grade scale/rubric scores (in reading, writing, and math) from the North Carolina End-of-Grade Testing Program are analyzed for diagnostic teaching. In other words, a child's strengths and areas for improvement in the four categories of reading (i.e., cognition, critical stance, interpretation, and connections) are ascertained and targeted. Also, in written expression, grammatical conventions and features of writing (i.e., focus, organization, support and elaboration, and style) are noted areas for continued student progress. In mathematics, each of the five strands, (i.e., geometry, measurement, number and operations, algebra, data analysis and probability) are assessed and specific objectives are noted as mastered or yet to be mastered. In addition, teacher made assessments and daily work samples (i.e., oral and written) make assessment an integral component in the understanding and improvement of student/school performance.

PART IV – INDICATORS OF ACADEMIC SUCCESS - 3.

Rutherford College Elementary communicates student performance, including assessment data, to parents, students, and the community in numerous ways on a consistent basis. For example, the North Carolina State Report Card, available in electronic form at www.ncreportcard.org and in hard copy, is one of the reporting systems to family and community members. Also, the school disseminates student

performance (i.e., End-of-Grade test scores, attendance rates, demographic information, etc.) through the *Burke County Public Schools Annual Report* and local/regional newspapers and television stations.

In October, January, and March-May, Rutherford College Elementary holds parent conferences to share student performance/progress with a 100% participation rate. The school's commitment to individual meetings between each child's teacher and parent/s is essential for the sharing of a child's portfolio and other examples of authentic assessment (i.e., reading, writing, math, social studies, and science work samples). Also, the use of agendas allows for daily communication on a pupil's progress to his parents. PTO meetings address student performance and at least one session is devoted to the reporting of assessment data from the North Carolina End-of-Grade Testing Program. Thus, current and comprehensive reporting of student performance occurs on an on-going, sustained basis.

PART IV – INDICATORS OF ACADEMIC SUCCESS - 4.

Rutherford College Elementary is not only rated in the top one percent for academic performance in the State of North Carolina, the school is committed to sharing successful teaching practices with other schools in the system, region, state, and nation. The school's academic success is reported in the *Burke County Public Schools Annual Report*, *The Charlotte Observer*, *The News Herald*, *The Hickory Daily Record*, *Voice of the Foothills*, and the system's/Department of Public Instruction's website/s. Through this recognition, visitors from across the state's local education agencies frequent Rutherford College Elementary to glean and replicate "best practices."

National sharing of success has occurred through Rutherford College Elementary's reading program. In May of 2004, three educators from the school traveled to Las Vegas, Nevada, for the International Reading Association (IRA), to share the school's reading program via a presentation board/question and answer session. Also, the school has shared nationally as an original participant in the Burke County Public Schools' (North Carolina) reduced class size project (1990) via SERVE (South Eastern Regional Vision for Education). At the state level, the entire staff at Rutherford College Elementary has shared successes at the North Carolina Reading Association as the state's exemplary reading school (March, 2004). Consequently, the school has been featured in the North Carolina Reading Association Newsletter (May 2004) which has led to numerous visits/observations from school administrators and teachers. Also, master teachers from the school and the school's principal (a former Curriculum Specialist) present scientifically researched/best practice teaching strategies and their implementation at the system, regional, state, and southeastern levels.

PART V – CURRICULUM AND INSTRUCTION - 1.

Rutherford College Elementary's curriculum is directly aligned to the *North Carolina Standard Course of Study* and integrates arts education, computer/technology skills, English/language arts, healthful living, mathematics, science, and social studies. Within arts education, dance, music, theatre arts, and the visual arts are taught across the curriculum. For example, as fourth graders study literature from the Appalachian mountains of North Carolina, each child is taught the songs and dances of the people as noted in the literary works of Dr. Gloria Houston.

With computer/technology skills, all students are held to high standards. The content of this particular curriculum allows the pupils to collect information in multiple formats and then organize, link, and discover relationships between events and facts. Learners at Rutherford College realize that computer/technology skills are critical to being active, lifelong learners in an ever-changing world. This can be seen in their simple use of a computer to take an Accelerated Reader Test on the latest book they've read to preparing a PowerPoint presentation for an assigned research project.

In English/language arts, the children at Rutherford College Elementary excel. With the school's mission of a school "where all children read and write," this core curricular area is vital to student success in all other areas. After all, reading, writing, speaking, listening, and viewing are key enabling skills that promote one's thinking processes. In kindergarten – fifth grade, each student's common goals are:

- developing and applying enabling strategies and skills to read/write and comprehend text (heard, read, and/or viewed)
- making connections through the use of oral/written language, and media and technology
- applying strategies/skills to create, oral, and visual texts
- applying grammar and language conventions to communicate effectively.

In healthful living, the students participate actively. With structured (thirty minute) physical education classes and/or recess daily, the children exhibit active lifestyles. The competency goals for kindergarteners – fifth graders are:

- directing personal health behaviors in accordance with their own health status and susceptibility to health risks
- applying stress management skills to the prevention of serious risks
- interpreting health risks for self and others and corresponding protection measures
- applying relationship skills to the promotion of health and the prevention of risk
- applying behavior management skills to nutritional concerns
- choosing not to participate in substance use
- achieving an acceptable level of health-related fitness
- demonstrating respect for differences among people in activity settings
- showing a competent level of physical activity, sport, and fitness literacy
- participating successfully in movement forms and gaining competencies towards lifetime physical activities
- producing responsible personal and social behavior.

With the mathematics curriculum, Rutherford College students are taught to be problem solvers so they will have the mathematical knowledge, skills, and confidence for successful, productive citizenry. Beginning in kindergarten through grade five, pupils learn via the five strands of math (i.e., measurement, number and operations, data analysis and probability, geometry, and algebra). The teachers realize that mathematical instruction should produce learners who proficiently comprehend and successfully apply the concepts, operations, and relationships in math.

Rutherford College Elementary acknowledges that an inquiry based approach to teaching science brings engagement and high standards of achievement. Kindergarteners learn of the differences in plants and animals; first graders develop an understanding of properties and the relationships of objects; second graders explore systems of weather and sound; third graders build an understanding of the earth/moon/sun systems; fourth graders explore electricity and magnetism and the composition/uses of rocks and minerals; and fifth graders discuss climate, landforms, and energy sources. Reading in the content area of science and hands-on experimentation with scientific concepts encourages students to develop critical thinking skills and a desire for further learning.

In social studies, Rutherford College students learn to make informed decisions for the public good as citizens of a democracy who live in a diverse, interdependent world. In kindergarten – fifth grade, at the appropriate level of complexity, pupils build a foundation for the development of historical knowledge, skills, and values; become aware of and are affected by events on a global scale; develop the habit of taking a reasoned approach to decision-making; investigate civic ideals and practices; and explore their personal identities in the context of families, peers, schools, and communities. Thus, reading across the curriculum, classroom discussion, field trips, and work products help students develop the concepts of: Self and Family/Families Around the World; Neighborhoods and Communities Around the World;

Regional Studies; Local, State, United States and World; Citizenship; People Who Make a Difference; North Carolina Geography and History; and United States History, Canada, Mexico, and Central America.

In other words, the integrated core curriculum at Rutherford College is based on high expectations that every child will master the necessary competencies that will lead to a happy, productive life. A well-balanced contributing member of society must have an education that teaches the arts, computer/technology skills, English/language arts, healthful living, mathematics, science, and social studies. Rutherford College Elementary provides such an education to each student!

PART V – CURRICULUM AND INSTRUCTION - 2a.

The teachers at Rutherford College Elementary recognize that children learn to read in various ways. Thus, multiple methodologies and materials are used to meet each child’s individual needs. The school’s instructional program is built upon the premise that reading is the foundation to success in life. The daily schedule provides for two and one half hours of reading instruction at all grade levels. In addition to the reduced class size provided by Burke County Public Schools in grades one – three, class size has also been reduced in reading classes for ALL fourth and fifth graders through the use of flexible scheduling and Title I/Academically Intellectually Gifted funding. During this uninterrupted block of time with small, flex reading groups, teachers focus on reading comprehension and meeting the specific needs of each child. Conferences are conducted daily to facilitate students’ self-selected reading choices. Other components of a child’s daily reading program include time for silent sustained reading, read alouds, word study, use of the *McGraw Hill Reading* series with accompanying leveled texts, *Writer’s Workshop*, *Science Research Associates (SRA)*, *Wilson Reading* (for the most struggling readers) and individual/small group guided instruction. Also, all teachers have daily access to a schoolwide bookroom that houses multiple copies of leveled texts (according to the works of Fountas and Pinnell), multiple bins of diverse genres, author series books, sets of additional basal texts, magazines, and supporting materials/games.

Further, primary teachers acknowledge the critical importance of home libraries for students. Thus, *Keepsake Books* (Ohio State University) and leveled readers are sent home for the children to enjoy. “Family Literacy Nights” and other parent education classes are held several times during the school year. Faculty members recommend articles and books to parents that enhance home reading. Also, the school’s *Accelerated Reader Program (AR)* highly motivates students. This year’s AR theme, “Camp Read-A-Lot,” was developed by the school’s reading committee. Students set individual goals and participate in a schoolwide camp jamboree complete with handmade sashes that are filled with buttons earned through reading. (Also, additional incentives include a trip to Lone Mountain Day Camp, a campout, cookouts, and hiking.)

With Rutherford College Elementary’s multi-faceted approach to thoughtful literacy, curriculum and instruction are keys to each individual child’s success. With high expectations for all students, a comprehensive educational program that has reading as its foundation, and a committed school community, children are the ultimate benefactors at Rutherford College Elementary.

PART V – CURRICULUM AND INSTRUCTION- 3.

Writing is a critical component of the instructional program at Rutherford College Elementary. Written expression is an essential lifelong skill required of every child at the school and even stated in the mission statement (i.e., “a school where all children read and write!”) At Rutherford College, all children write as a response to reading and read as an enhancement to writing.

Rutherford College’s kindergarten – fifth grade teachers and students respond to schoolwide prompts. Then, across grade levels, student writings are reviewed by teachers who are not directly serving the child. This gives the writer an opportunity for multiple writing conferences which lead to meaningful author revisions. No child ever writes at the school without an individual teacher-student writing conference and chances for revisions/rewrites. Then, to celebrate the success of the writer, published pieces are shared over the school’s morning news and posted throughout the campus for peer and adult enjoyment. Thus, the high expectation of all students as writers is achieved at Rutherford College Elementary.

PART V – CURRICULUM AND INSTRUCTION - 4.

The staff, families, and community of Rutherford College Elementary demonstrate a strong commitment to continuous student learning through an array of instructional methods. Research based “best practices” include reduced class size in grades one through three with a teacher-student ratio of 15:1 and reduced class size in grades four and five during literacy instruction. Schoolwide standards for English/language arts instruction include a protected time of two and one-half hours daily. Intervention and acceleration strategies are used across the curriculum during and after school hours via flexible scheduling (i.e., enrichment activities, “Saturday Academies,” and extended day programs). Recommended readings/book talks by students/staff members and “Family Literacy Nights” facilitate a lifelong love of reading and learning.

Regardless of the curricular area, instructional strategies/methods at Rutherford College move a child from a concrete to an abstract understanding of the *North Carolina Standard Course of Study*. Prior knowledge is always activated before a student is expected to learn new information. For example, concrete manipulatives are used to teach mathematical concepts. Also, the instructional materials, provided by the North Carolina Department of Public Instruction (i.e., grade level profiles, *Classroom Strategies*, *Week by Week Essentials*, *Stars*, and *SuperStars*) and *Excel Math* comprise the schoolwide mathematics program. Nonetheless, Rutherford College Elementary is a school that recognizes that the unique needs of each learner vary greatly and that numerous methodologies are needed to maximize each student’s optimal potential.

PART V – CURRICULUM AND INSTRUCTION - 5.

The key to implementing an effective instructional program that meets diverse needs is a strategic plan that consistently enhances teacher competencies to deliver the *North Carolina Standard Course of Study*. Thus, Rutherford College’s teachers are active in their pursuit of quality professional development activities. Teachers attend reading and math conferences to remain abreast of current “best practice”/scientifically research based methodologies and resources (i.e., International Reading Association, the North Carolina Reading Association, the North Carolina Council of Mathematics Teachers, North Carolina Department of Public Instruction’s Elementary Conference and North Carolina’s Raising Achievement and Closing Gaps Conference). Other inservices that meet specific teacher needs, sponsored by the Northwest Regional Education Service Alliance/Consortia, are also well attended. Inservices by the school system’s elementary education/technology/English language learners and Exceptional Children’s departments and teacher sessions (i.e., Initially Licensed Teachers) are also supported by the school’s teachers as they strive to build/enhance their craft on an on-going, sustained basis.

As research clearly indicates, the best professional growth evolves from needs as assessed by the teachers who will benefit from it. From a schoolwide Title I Needs Assessment, a professional development exercise that has evolved is “book talks.” Selections based on scientific research are purchased for teachers. The school’s principal facilitates the shared learning with small focus groups of staff members.

The book being discussed in 2004-2005 is Drs. Pat Cunningham and Richard Allington's *Classrooms that Work, They Can All Read and Write*. (Last year, Allington's *What Really Matters to Struggling Readers* and Trelease's *Read Aloud Handbook* were the focus of study groups.) As lifelong learners who think and read, teachers are becoming more reflective as practitioners. Examining the alignment of research to their particular teaching styles and practices has created some dynamic changes in teaching and the school environment that will impact student learning for years to come.

In other words, professional development is a sustained, on-going effort at Rutherford College Elementary. Teachers model lifelong learning for their students as evidenced by their own individual growth. (Six of the twenty full-time certified educators have graduate degrees. One additional teacher will receive her master's in May 2005. Of the twenty full-time certified staff members, three have National Board Certification and two additional teachers will submit their portfolios in March 2005.) With an emphasis on learning and implementing research based "best practices," the school community of Rutherford College is committed to providing students the best education possible.

NORTH CAROLINA ASSESSMENT DATA

Data Display Table for Reading

Grade Level: 3

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	89%	98%	98%	86%	92%
% At Level IV (above grade level)	56%	62%	68%	50%	53%
Number of students tested	45	43	44	50	49
Number of Valid Scores	45	43	44	50	49
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Economically Disadvantaged					
% At or Above Level III (on grade level)	84%	91%	94%	77%	92%
% At Level IV (above grade level)	40%	62%	61%	41%	33%
Number of students tested	25	22	18	22	24
2. White					
% At or Above Level III (on grade level)	88%	94%	100%	86%	90%
% At Level IV (above grade level)	64%	65%	72%	55%	59%
Number of students tested	34	35	32	44	41
3. Asian					
% At or Above Level III (on grade level)	91%	100%	91%	83%	100%
% At Level IV (above grade level)	36%	50%	64%	17%	25%
Number of students tested	11	8	11	6	8
STATE SCORES					
% At or Above Level III	82%	80%	80%	76%	74%
State Mean Score	248	248	148	147	147

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of most recent data to show decreasing disparity among subgroups. Some subgroup examples are:

- a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

NORTH CAROLINA ASSESSMENT DATA

Data Display Table for Reading

Grade Level: 4

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	100%	96%	77%	88%	92%
% At Level IV (above grade level)	60%	58%	42%	28%	38%
Number of students tested	42	47	43	43	50
Number of Valid Scores	42	47	43	43	50
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Economically Disadvantaged					
% At or Above Level III (on grade level)	100%	96%	68%	94%	88%
% At Level IV (above grade level)	58%	52%	32%	6%	25%
Number of students tested	24	23	22	16	16
2. White					
% At or Above Level III (on grade level)	100%	97%	76%	92%	95%
% At Level IV (above grade level)	65%	69%	43%	33%	44%
Number of students tested	34	35	37	36	43
3. Asian					
% At or Above Level III (on grade level)	100%	91%	83%	67%	71%
% At Level IV (above grade level)	38%	27%	33%	0%	0%
Number of students tested	8	11	6	6	7
STATE SCORES					
% At or Above Level III	83%	81%	77%	75%	72%
State Mean Score	252	252	151	150	150

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of most recent data to show decreasing disparity among subgroups. Some subgroup examples are:

- c) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- d) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

NORTH CAROLINA ASSESSMENT DATA

Data Display Table for Reading

Grade Level: 5

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	100%	95%	95%	98%	98%
% At Level IV (above grade level)	67%	46%	43%	40%	57%
Number of students tested	48	41	42	52	56
Number of Valid Scores	48	41	42	52	56
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Economically Disadvantaged					
% At or Above Level III (on grade level)	100%	91%	96%	94%	100%
% At Level IV (above grade level)	46%	19%	23%	25%	33%
Number of students tested	26	21	22	16	21
2. White					
% At or Above Level III (on grade level)	100%	94%	94%	98%	98%
% At Level IV (above grade level)	77%	54%	49%	41%	63%
Number of students tested	34	35	35	46	48
3. Asian					
% At or Above Level III (on grade level)	100%	100%	100%	100%	100%
% At Level IV (above grade level)	43%	0%	17%	33%	14%
Number of students tested	14	6	6	6	7
STATE SCORES					
% At or Above Level III	88%	86%	85%	83%	79%
State Mean Score	257	257	156	156	155

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of most recent data to show decreasing disparity among subgroups. Some subgroup examples are:

- e) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- f) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

NORTH CAROLINA ASSESSMENT DATA

Data Display Table for Math

Grade Level: 3

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	100%	98%	100%	94%	90%
% At Level IV (above grade level)	69%	72%	64%	44%	58%
Number of students tested	45	43	44	50	50
Number of Valid Scores	45	43	44	50	50
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Economically Disadvantaged					
% At or Above Level III (on grade level)	100%	96%	100%	91%	92%
% At Level IV (above grade level)	56%	82%	44%	33%	46%
Number of students tested	25	22	18	21	24
2. White					
% At or Above Level III (on grade level)	100%	97%	100%	96%	88%
% At Level IV (above grade level)	70%	66%	75%	50%	60%
Number of students tested	34	35	32	44	42
3. Asian					
% At or Above Level III (on grade level)	100%	100%	100%	83%	100%
% At Level IV (above grade level)	73%	100%	36%	0%	50%
Number of students tested	11	8	11	6	8
STATE SCORES					
% At or Above Level III	88%	87%	77%	74%	72%
State Mean Score	253	253	251	251	144

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of most recent data to show decreasing disparity among subgroups. Some subgroup examples are:

- g) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- h) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

NORTH CAROLINA ASSESSMENT DATA

Data Display Table for Math

Grade Level: 4

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	100%	100%	98%	98%	98%
% At Level IV (above grade level)	98%	81%	52%	56%	62%
Number of students tested	42	47	44	43	50
Number of Valid Scores	42	47	44	43	50
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Economically Disadvantaged					
% At or Above Level III (on grade level)	100%	100%	96%	100%	94%
% At Level IV (above grade level)	100%	78%	41%	38%	63%
Number of students tested	24	23	22	16	16
2. White					
% At or Above Level III (on grade level)	100%	100%	100%	97%	100%
% At Level IV (above grade level)	97%	83%	55%	61%	63%
Number of students tested	34	35	38	36	43
3. Asian					
% At or Above Level III (on grade level)	100%	100%	83%	100%	86%
% At Level IV (above grade level)	100%	73%	33%	33%	57%
Number of students tested	8	11	6	6	7
STATE SCORES					
% At or Above Level III	93%	92%	89%	87%	84%
State Mean Score	259	259	257	256	153

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of most recent data to show decreasing disparity among subgroups. Some subgroup examples are:

- i) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- j) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

NORTH CAROLINA ASSESSMENT DATA

Data Display Table for Math

Grade Level: 5

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	100%	100%	98%	98%	98%
% At Level IV (above grade level)	90%	73%	83%	83%	84%
Number of students tested	48	41	42	52	57
Number of Valid Scores	48	41	42	52	57
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Economically Disadvantaged					
% At or Above Level III (on grade level)	100%	100%	100%	94%	100%
% At Level IV (above grade level)	89%	57%	77%	69%	73%
Number of students tested	26	21	22	16	22
2. White					
% At or Above Level III (on grade level)	100%	100%	97%	98%	98%
% At Level IV (above grade level)	94%	77%	83%	85%	88%
Number of students tested	34	35	35	46	48
3. Asian					
% At or Above Level III (on grade level)	100%	100%	100%	100%	100%
% At Level IV (above grade level)	79%	50%	83%	67%	63%
Number of students tested	14	6	6	6	8
STATE SCORES					
% At or Above Level III	92%	90%	88%	87%	83%
State Mean Score	263	262	261	260	160

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of most recent data to show decreasing disparity among subgroups. Some subgroup examples are:

- k) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- l) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)