

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

Official School Name Rye Cove Intermediate
(As it should appear in the official records)

School Mailing Address Rt 4 Box 59
(If address is P.O. Box, also include street address)

Clinchport VA 24244-9207
City State Zip Code+4 (9 digits total)

County Scott School Code Number* 020

Telephone (276) 940-2322 Fax (276) 940-4161

Website/URL http://scott.k12.va.us/rci/ E-mail rciprinc@scott.k12.va.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. James B. Scott
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Scott County Public Schools Tel. (276) 386-6118

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. David Kindle
(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

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

1. Number of schools in the district: 7 Elementary schools
 3 Middle schools
 _____ Junior high schools
 3 High schools
 _____ Other
- 13 TOTAL

2. District Per Pupil Expenditure: \$1,278
- Average State Per Pupil Expenditure: \$5,870

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.
 _____ 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	39	24	63
K				8			
1				9			
2				10			
3				11			
4				12			
5	35	25	60	Other			
6	29	35	64				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							187

6. Racial/ethnic composition of the students in the school: 100 % White
 _____ % Black or African American
 _____ % Hispanic or Latino
 _____ % Asian/Pacific Islander
 _____ % 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: 7 %

(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.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	13
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	19
(4)	Total number of students in the school as of October 1 (same as in #5 above)	183
(5)	Subtotal in row (3) divided by total in row (4)	0
(6)	Amount in row (5) multiplied by 100	10

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages:

9. Students eligible for free/reduced-priced meals: 64 %

Total number students who qualify: 119

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: 19 %
36 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>1</u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u>15</u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>17</u> Specific Learning Disability |
| <u> </u> Hearing Impairment | <u> </u> Speech or Language Impairment |
| <u>2</u> Mental Retardation | <u> </u> Traumatic Brain Injury |
| <u>1</u> Multiple Disabilities | <u> </u> Visual Impairment Including Blindness |
| | <u> </u> Emotional Disturbance |

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>11</u>	<u>3</u>
Special resource teachers/specialists	<u>2</u>	<u>3</u>
Paraprofessionals	<u> </u>	<u> </u>
Support staff	<u>3</u>	<u>2</u>
Total number	<u>17</u>	<u>9</u>

12. Average school student-“classroom teacher” ratio: 20 to 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	2000-2001	1999-2000
Daily student attendance	96%	96%	95%	96%	96%
Daily teacher attendance	97%	97%	96%	97%	96%
Teacher turnover rate	6%	11%	16%	0%	0%
Student dropout rate (middle/high)	N/A%	N/A%	N/A%	N/A%	N/A%
Student drop-off rate (high school)	N/A%	N/A%	N/A%	N/A%	N/A%

PART III – SUMMARY

A Snapshot of Our School

Located in the northwest end of Scott County, the Rye Cove Intermediate School is situated on a plateau surrounded by a panoramic view of central Appalachian mountain ranges and peaks that reach the adjoining counties of Lee, Wise, and Russell. The school lies in a strictly rural setting and is connected to the county seat of Gate City by U.S. Highway 23 via Virginia Routes 65 and 649. Scott County has suffered economically in the past few years due to the weakening of the coal-mining industry in the surrounding area. Since the majority of our county is farmland, we have also seen an economic decline due to the cutbacks in the tobacco industry. At the same time, there has been some increase in new industry to our area. Tempur Production built a mattress factory in the Duffield area, and state and federal prisons have been built in surrounding counties. However, Scott County is still one of the most economically disadvantaged counties in Virginia, with sixty-four percent of the students at Rye Cove Intermediate School qualifying for free and reduced lunch, and yet test scores are among the best in the state. The county supports education at Rye Cove Intermediate School by providing fifteen full-time and five part-time teachers serving 187 students in grades five, six, and seven.

The staff of Rye Cove Intermediate School strongly believes that all students can learn. We also recognize the correlation between possessing a positive self-concept and success in school. As a result, we endeavor to create and maintain an atmosphere of friendliness, safety, cleanliness, cooperation, and mutual respect, while at the same time challenging students academically and socially to become happy, healthy, successful, and responsible individuals.

Our mission is to equip every student with the necessary academic skills to pass the Virginia Standards of Learning, and at the same time help them acquire the social skills necessary to successfully make the transition to high school and their next level of education. The entire faculty and staff at Rye Cove Intermediate are committed to the belief that all children can learn and that it is our responsibility to assure that no child is left behind. We strive to achieve an atmosphere where students feel safe and respected while being challenged by highest expectations. We take great pride in the beauty of our campus and the positive physical atmosphere of our building.

Rye Cove Intermediate School's educational program provides a full range of educational opportunities to help prepare all students to become active, productive citizens in the world of their future. The focus of our curriculum is on the Standards of Learning (SOL) objectives as approved by the Virginia General Assembly and required by the Standards of Quality. To meet these standards, teachers use a variety of techniques such as hands-on-learning, cooperative learning, team teaching, and Blooms Taxonomy. In addition, computers are used extensively to enhance the curriculum. Classroom teachers and resource teachers use various programs in the classrooms and in the computer labs on a daily basis. For example, the *Advanced Learning System* has lessons for language arts, mathematics, science, and social studies which have been correlated to the Virginia Standards of Learning. Rye Cove teachers use these lessons to review and reinforce skills and concepts previously taught in the classroom. *SOL-To-Go*, a program created by two Virginia teachers (www.kidzsolutions.com), also addresses the four core curriculum areas for grades K through eight. This program gives students the opportunity to compete against classmates in a fun, game style format while learning and reviewing valuable grade-level skills. Another program, *Clue Finders* by Scholastic, covers important concepts in reading and math, while allowing students to enjoy their computer time.

To further help with language arts, teachers use the *NCS Writing Mentor for Virginia*, a program that allows teachers and students to view sample writing rubrics to help prepare for the Virginia Standards of Learning Writing test. Students are guided through graded essays that demonstrate correct usage in composing, written expression, and usage and mechanics. Students also view essays that have not met state standards. These essays provide students with an opportunity to evaluate and edit another student's work. Through this program, students gain a greater understanding of written expression and become more effective writers. In addition, the *Accelerated Reader* program from Renaissance Learning is used to encourage reading and supplement the language arts curriculum. Moreover, because *Accelerated Reader* tests have become more available for nonfiction books, this program is also used to enhance and supplement our social studies and science curriculums.

Rye Cove teachers use two computer programs in particular to reinforce the social studies curriculum. The *Virginia SOL Test Prep* program (www.gallopade.com) consists of more than 350 questions in Virginia SOL test format, which cover 100 percent of the social studies curriculum objectives. The other program, *Race to the Governor's House* by Crystal M. Tenney, is a trivia type game that covers U.S. History to 1877, U.S. History 1877 to the present, and Civics and Economics. Students are also given a copy of the questions from the *Race* which they use in the classroom as Race Cards or Flash Cards to quiz each other.

Rye Cove Intermediate has a unique outdoor nature center that is used to supplement classroom activities in all subject areas. The outdoor nature center includes approximately three acres of woodland, an amphitheatre classroom, and numerous trails that form a maze. The Rye Cove Intermediate nature center is a great place for hands-on learning. It is used to observe and learn about soil formation and composition. Our section of Virginia is a Karst area, and students are able to observe water runoff and erosion in parts of the nature center, which helps them better understand how rain water can enter sinkholes and pollute water systems. The nature center is a deciduous biome where the classes have observed deer, rabbits and a variety of birds. One fall day a class happened upon about nine deer, which scattered in all directions. There is also a resident black snake that has been named "Molly." The nature center is also an excellent place for activities in math and language arts. Students work in groups to gather information about various trees, flowers, and wildlife. This data is often used to create charts and graphs that will be used in math presentations. When writing poetry, students are taken into the nature center so they can experience nature, which seems to help the students relax and make writing their poems easier and more enjoyable.

Another key component of our success is our remedial program, which has been integral to helping "at risk" students and those with disabilities pass the SOL tests. Our "at risk" students and students with disabilities have one hour per day, five days per week in their daily schedule for remediation in reading and math. Our remediation teacher works very closely with the classroom teachers in preparing lesson plans to be sure they are reinforcing and working on the same skills. Since the teacher/student ratio is much smaller, the students receive much more one-on-one instruction, which has proved to be very helpful to those students in need of recovery. Those students who fail the reading or math SOL tests in the fifth grade go through the remedial program and are retested as sixth graders. Rye Cove Intermediate's recovery rate has been ninety-five percent or better for the past three years. Our remedial program has a computer lab with network and internet access, supplied by our local school district.

The staff members of our school are willing to take risks for the sake of the students. They are eager to try new ways of teaching. Two weeks before SOL tests in May, our school has

an SOL review period. During this time, all students with disabilities are mainstreamed for review. The special education teachers team-teach with the classroom teachers. With the use of modifications and accommodations, the special education students take part in the review for the SOL tests. This review helps all the students realize the importance of passing the SOL tests. This time together also helps their self-esteem and helps them to grow socially.

In conclusion, students are the most important component in any educational system, and Rye Cove Intermediate exists for its students. Therefore, when there is a need for change or adjustment, the change is made without hesitation, because at Rye Cove Intermediate, the needs and interests of our students take precedence over all other elements.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. The Meaning of the School's Assessment Results in Reading (Language Arts or English) and Mathematics.

In the state of Virginia, students are tested in grades three and five in the core areas of Reading/English, Math, Science, and Social Studies/History. These tests are designed to assess the Virginia Standards of Learning (SOL). The grade three tests are cumulative, testing information learned in grades K through three. Fifth grade students are tested on fourth and fifth grade material. These data are used to help drive our instruction, student learning, and student achievement.

Test scores are reported as scaled scores ranging from 0-600. A student with a scaled score of 400-499 is in the Pass/Proficient category. Students who score between 500 and 600 have achieved in the Pass/Advanced category. Scoring below 400 indicates that a student did not reach a passing score as set by the Virginia Board of Education.

Scores indicate consistent growth and progress yearly. In the school year, 2003-2004, Rye Cove Intermediate School scored ninety percent and above in all state tests at the fifth grade level which is the elementary grade tested on the Virginia Standards of Learning (SOL) at this time. Last year, 2003-2004, 100% of our fifth grade students were tested on the reading and math Standards of Learning.

Rye Cove Intermediate is "fully accredited" by the State of Virginia. To earn this status, seventy percent or more of the students tested in grades three and five must perform at 400 or above. Our school consistently performs well above the seventy percent pass rate for students. While we are proud of our total passing rate, we are also very proud of the number of students scoring in the Pass/Advance category on the SOL tests. Rye Cove Intermediate consistently meets and exceeds state benchmarks.

At grade five, all students at Rye Cove Intermediate participate in the state assessment program. Students with disabilities are tested in compliance with their Individualized Education Plan (IEP). Data from student test scores is used to plan instruction and guide remediation. Socioeconomic, ethnicity, and Limited English Proficiency (LEP) students are monitored closely to insure that the needs of each individual student are being met. The Rye Cove Intermediate community takes pride in knowing that no child is being left behind.

In fifth grade, the reading and writing standards continue to support an increased emphasis on content-area learning and utilization of the resources of the media center, especially to locate and read primary sources of information. The students read texts in all subjects and acquire information to answer questions, generate hypotheses, make inferences, support opinions, confirm predictions, compare and contrast relationships, and formulate conclusions. Students continue to develop an appreciation for literature by reading a variety of fiction and

nonfiction selections. Students further increase the communication skills used in learning activities and receive practice in using online, print, and media resources to prepare presentations. Students use oral and written communication skills to describe key concepts and information contained in the mathematics, science, and history and social science Standards of Learning. In addition, students plan, draft, revise, and edit writings to describe, to entertain, and to explain.

The fifth-grade mathematics standards place emphasis on developing proficiency in using whole numbers, fractions, and decimals to solve problems. Students collect, display, and analyze data in a variety of ways and solve probability problems using a sample space or tree diagram. Students also solve problems involving volume, area, and perimeter. Students are introduced to variable expressions and open sentences.

At Rye Cove Intermediate, we feel that our test results are directly related to the hard work and dedication of students and teachers and the emphasis placed on the English, reading, and mathematics curricula. We are particularly proud of the outstanding performance of our students with disabilities and those identified as disadvantaged in meeting the same high standards as all students. We recognize that these students do not frequently experience such high academic achievement, but at Rye Cove Intermediate, we expect and endeavor to help all children meet rigorous standards.

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

In addition to using released test items to prepare and monitor student progress toward SOL mastery, Rye Cove Intermediate School teachers use a variety of assessment tools to gauge student performance. Tests, quizzes, reports, projects, oral presentations, group work and discussion, cooperative learning activities, SOL test scores, the *Standardized Test for the Assessment of Reading* test, the *Algebra Readiness Diagnostic Test*, and reading and math *A+ssess* tests are all used to help better understand the needs of the students. The principal and guidance counselor review the performance data from the different assessments to help determine groupings within classes, to help identify those students who might be “at risk” and who would, therefore, benefit from remedial classes, to more closely monitor those students with disabilities, and to help place students in advanced classes.

Rye Cove Intermediate teachers have had extensive training on the content and skills of the Standards of Learning, curriculum alignment methods, the enhanced scope and sequence guides, and other resource materials made available by the Virginia Department of Education. These were followed by work sessions (by subjects, by grade levels, and across grade levels) where teachers further analyzed the content and level (Bloom’s Level) of each SOL and learned how to use a combination of this information to create lesson plans that aligned as perfectly as possible with the standards and their assessments. Careful attention was given to insuring that each SOL was taught thoroughly and at the right level to prepare students for the kind and level of questions they were likely to see on the test. Because of the grades we serve (fifth through seventh), these meetings included teachers from Duffield Primary (which feeds us) and Rye Cove High School (where our students attend grades eight through twelve). Sample pacing guides were studied, with each teacher given the latitude to develop a plan for his/her own class. Teachers worked directly from the SOL, through the steps listed above, to develop their lesson plans – without any intermediate curriculum guides. This approach, we feel, helps accomplish the maximum alignment between the intended and taught curriculum and that which is tested.

Rye Cove Intermediate teachers, as described above, collaborate regularly with teachers from other schools who have served or will serve their students to insure all SOL are effectively taught, curricular weaknesses are shored up, and needed adjustments are made. As several conceptual strands span multiple grade levels, there is always much for subject area teachers to talk about and improve to insure that no students or standards are overlooked. Teachers utilize released test items throughout the year to prepare students for the format of the SOL Tests and to insure that students are adequately learning that which has been taught. Re-teaching and/or remedial assistance is provided as soon as needs are identified. Following testing, Student Performance by Question Reports are extensively analyzed to further assess curricular and instructional strengths and weaknesses. This data is also used to create individual remedial plans for needy students. Finally, the principal and teachers carefully disaggregate all SOL data in an attempt to identify areas needing special attention on the Annual School Improvement Plan and within specific grade levels and/or classrooms.

As noted above, Rye Cove Intermediate teachers use several diagnostic tests to monitor student success and to make necessary adjustments in instruction. For example, the *Algebra Readiness Diagnostic Test*, which students take online, is administered to the seventh grade at the beginning and end of the school year. The pretest scores are used to help identify those students who may need the extra help provided by our remedial program. The posttest scores are used by the high school guidance counselor to help determine the best math placement for these students as they enter the eighth grade. Teachers also use the *A+ Assess Program* that is part of the *A+ Integrated Software Learning System* utilized by all county students (second through ninth grades) to place students properly in curricular support programs and to track their progress. Correlations have been made between A+ Lessons and the standards, allowing teachers to easily select and assign practice or extension exercises for individual students or groups. Practice testing can be done within this program to help prepare students for on-line tests and to identify those SOL needing further attention prior to actual testing. All testing is used pro-actively to identify needy students as early as possible and to direct the remedial efforts of both classroom teachers and remedial specialists. Another program used by Rye Cove teachers is the *Standardized Test for the Assessment of Reading* or *S.T.A.R.* test. The *S.T.A.R.* test is used to assess and monitor student progress in reading. This information is valuable in terms of identifying needy students, measuring progress, and especially in identifying the appropriate level of library reading materials checked out to students in conjunction with the *Accelerated Reader* program.

Accommodations for students with disabilities start in the spring when IEP are written for the next school year. The child study committee along with the student's parents determines what accommodations the student needs, according to their disability, in order to perform at grade-level. These accommodations are used on a daily basis in the regular classroom, special education classroom, and wherever needed. They may also be used on tests. Accommodations may be almost anything that the child needs to facilitate their learning, i.e., reading to them, use of calculators, maps, charts, notes, etc. They may also have a modified grading scale, shortened assignments, more time to complete assignments, use of word processors, computers, and so on. With the use of these accommodations, we have found that students with disabilities can perform well on the SOL tests and in the regular classroom.

3. How the School Communicates Student Performance Data to Parents, Students, and the Community

Rye Cove Intermediate School uses a variety of methods to communicate students' performance data to parents, students, and the community. Communication is a vital part in achieving academic success at Rye Cove Intermediate. Communication allows our school to maintain relationships with parents and other community members. These relationships aid in student learning and help teachers give immediate feedback to students through verbal reinforcement, rewards, and recognitions of several types.

One method the school uses to communicate is through a school newsletter. The Rye Cove Intermediate Eagle News provides parents with information concerning school events and announcements. Each monthly issue features a calendar that highlights such features as school events, deadlines for fundraisers and contests, and scheduled meetings. Articles are also included to inform parents of school dances, ceremonies, and awards. For example, the newsletter highlights the names of students who have received special recognition in academic areas, such as making the honor roll. In addition, the Rye Cove Intermediate Eagle News provides other helpful information, such as an article written by a pharmacist to give parents helpful advice on keeping their children healthy.

Rye Cove Intermediate strives to insure that both parents and students understand student assignments. Each teacher has a homework hotline phone number that parents and students can call to hear daily homework assignments. Teachers update their hotlines daily with homework assignments and other important information to insure clear communication. In addition to the homework hotline, students are provided with an assignment notebook to keep track of daily assignments. Students are required to record all homework assignments and to have their notebook signed by a parent daily. Students are given a grade for completing this assignment.

Another important method of communication is weekly folders. Students are provided with a folder, in which all graded assignments are placed and sent home weekly. Students are required to take this folder home, so that parents can review and discuss the work with their children. A signature page is also included to insure that parents are reviewing their child's work. In addition, mid-nine week reports are provided to parents that detail their child's performance, including any missed or late assignments. Nine-week report cards are given four times during the school year to indicate each student's performance level.

Finally, awards' ceremonies are used to enthusiastically celebrate success with students, parents, and community members. At these ceremonies, students are recognized for academic success and good character. Awards are given for honor roll, perfect attendance, letter grade improvement in either mathematics or language arts, *Accelerated Reader*, and good citizenship.

Local newspapers and television stations cover many of the special recognition programs held at Rye Cove Intermediate. For example, the *Scott County Virginia Star* recently published an article on the school's Standards of Learning achievements. This article contained interviews with various students and featured pictures of those students receiving perfect scores in one or more areas of the Standards of Learning tests. In addition, our local television station covered our previous SOL celebration. This celebration was a special day in which students were rewarded for their hard work and success on the Standards of Learning tests. Through their coverage, local newspapers and television stations help us convey the importance we place on all our students' academic success.

4. Rye Cove Intermediate School Shares Success

Rye Cove Intermediate School is always happy to share. An administrator from a school in the Wythe County School District came to visit our school. She wanted to know if we did things differently from other schools. She learned that our teachers are risk-takers. They are willing to make changes and try new things with students from year-to-year.

During the fall of 2004, Yuma Elementary, Nickelsville Elementary, and Duffield Primary sent their special education teachers to observe Rye Cove's program for students with disabilities and to interview the principal regarding how this program is managed and implemented. We have learned that students with disabilities can be successful and pass the SOL tests with the proper attitude and use of varied teaching techniques. In addition, we have learned that the same techniques do not work with all groups of students. First and most important is that regular educators and special educators must work closely together. Lesson plans must be coordinated to insure that all students are being taught the same subject matter at the same time. In the fourth week of each month, all students with disabilities who will be tested on the SOL are mainstreamed with the regular education students and teachers to review for a mock SOL test to be given on Friday. During this review, the regular educators and the special educators team-teach. With the aid of accommodations and modifications listed in their IEP (Individual Educational Plans), our students with disabilities are able to score passing and above. Indeed, we have found that, in most cases, these students are eager to learn and are able to perform well, especially when lessons are taught in the form of a game. When possible, our students with disabilities are mainstreamed for reading and math, in addition to having reading and math with the special education teacher and one hour per day with the remediation teacher. Rye Cove's success with these students, as demonstrated by their high performance on SOL assessments, is serving as a model for other schools.

In October of 2004, a principal from another school system completed a research project as a doctoral candidate. The principal and two of Rye Cove's teachers were interviewed to find out how it was possible that a rural school with sixty-four percent disadvantaged students, in one of the poorest counties in the state, could have such high SOL test scores. In the interview, when the researcher stated that most people would say that our students were not supposed to be able to achieve so highly and asked how Rye Cove was able to accomplish this task, the principal replied, "We forgot to tell the students they were disadvantaged."

Rye Cove Intermediate School has hosted several staff development workshops for primary, elementary, and high school teachers. Each workshop had a primary topic, such as test taking techniques, classroom management, developing a good lesson plan, and understanding your student's IEP. After the primary presentation, teachers break off into cross grade-level meetings to share strengths and weakness of students in each grade. These workshops help our teachers and the teachers from related schools communicate areas that need improvement by giving them an opportunity to share with each other.

PART V – CURRICULUM AND INSTRUCTION

1. Our School's Curriculum

Language arts receives special attention in Rye Cove Intermediate's curriculum. Word study is incorporated with the reading curriculum to aid in vocabulary development and to reinforce previously learned reading skills. Learning and practicing the writing process is integrated into the reading program and is considered a crucial component of the language arts skills taught at each grade level.

To develop comprehension and create motivation, teachers use a variety of resources that focus on authentic literature and that allow for the diverse reading abilities of students. In addition, increased emphasis is placed on content-area reading and writing and utilization of the resources of the media center. These resources include leveled readers, content-area *Accelerated Reader* library books, the *Standardized Test for the Assessment of Reading* (or *S.T.A.R.*, a computer-based reading assessment test), and *Accelerated Reader* (a computer-based comprehension program). Classroom teachers and all resource specialists also share information and work together closely at each grade level to coordinate and reinforce the skills being taught. Parents, through the PTO and Classroom Wish List program, actively support the school's curriculum by providing funds to purchase *Accelerated Reader* books and tests and by directly purchasing teacher selected books for classroom libraries.

The Virginia Standards of Learning objectives for mathematics are challenging and comprehensive, with emphasis being placed on learning multiplication and division facts and on developing proficiency in the use of whole numbers, fractions, decimals, probability, measurement, geometry, data collection, and Algebra to solve problems. At Rye Cove Intermediate, computer programs, such as *A+dvanced Learning Systems* and *Clue Finders*, are often used to assess and reinforce math skills and to provide practice in problem solving. Students are also given the opportunity to demonstrate their understanding of mathematical concepts by working problems and explaining their thought processes to their peers.

A hands-on approach to scientific investigation is emphasized in Rye Cove Intermediate's science curriculum. Inquiry based methods, lab activities, experiments, and a unique outdoor nature center including greenhouse help promote a more in depth understanding of the nature of force, motion, energy, matter, life processes, earth patterns and cycles, interrelationships of earth and space, and the use of resources. Students investigate, explore, learn, test, and apply concepts.

The social studies curriculum at Rye Cove Intermediate places a strong emphasis on the intellectual skills and concepts required for responsible citizenship. The fundamental concepts taught include history, geography, economics, and civics. Citizenship is encouraged in the Rye Cove Intermediate School community through recitation of a pledge each morning that reinforces values that are an integral part of our nation's value system and through "Citizen Awards" which are given each nine weeks. Emphasis is also placed on the important contributions of many heritages and peoples and the value of different customs and traditions. In addition, students receive valuable lessons in character and citizenship as they are exposed to the values reflected in the lives of the individuals they study.

Rye Cove Intermediate School's foreign language of choice is Japanese. We feel that Japanese will challenge our students academically, while introducing them to a different and exciting culture. To help students begin to acquire skills in understanding and speaking the Japanese language, basic grammar and vocabulary used in daily living, practical conversations, and discussions of Japanese culture are studied. Hiragana, the Japanese syllabary writing system, and katakana, the Japanese syllabary for foreign words, are taught as well. A limited number of kanji, Chinese characters, are also introduced. In addition to learning the language, students study the history, geography, culture, and customs Japan.

Library/media, technology, music, physical education, and art support the core components of the Standards of Learning. At Rye Cove Intermediate, students achieve at high levels due to the focus on essential skills, use of common assessments, high expectations for all, and a high degree of commitment by all.

2. Our School's Reading Curriculum

Rye Cove Intermediate focuses on reading as a critical skill in acquiring knowledge. Our Reading curriculum reflects the Virginia Standards of Learning and is supported by a varied and flexible instructional framework meant to help ensure success for all students. Assessment is a continuous process and includes the use of the *S.T.A.R.* test, *Accelerated Reader* quizzes, the *Advanced Learning System Assess* test, and the Houghton-Mifflin reading assessments. Results are used to help design and develop appropriate lessons. By using basal readers and trade books, students are provided with a program that focuses on authentic literature to develop comprehension and create motivation. In addition, students are given practice in decoding, phonics, and using high frequency words to aid in vocabulary development. After many of the reading selections, students are given practice with real-world writing applications. Leveled readers allow teachers to address diverse reading abilities and monitor student progress. Read-alouds and guided reading groups expose students to a variety of literature, with the purpose of broadening their scopes of interest. Students are strongly encouraged to read independently and are given the opportunity for independent practice during school and one afternoon each week during an after school *Accelerated Reader* library program.

The *Accelerated Reader* program is also used as an integral component of Rye Cove Intermediate's reading curriculum, both as a means of stimulating interest in reading and of providing instruction and practice at appropriate levels. Language arts and remediation teachers use Literacy and Reading Practice tests to follow up novel studies. In addition, the *Accelerated Reader* program is used to facilitate greater exposure to and experience with reading nonfiction materials, a critical skill for success in high school, college, and adult life. Many of these nonfiction materials address objectives in other areas of the curriculum, especially in social studies and science. Students are also given various forms of credit for books read on their own.

Because Rye Cove Intermediate considers reading to be the foundation for learning, students are encouraged and motivated to read through several programs. Students are given grade-level reading goals each grading period and are rewarded with such incentives as special snacks, movie time, ribbons, certificates, and extra recess time. Two different field trips give students who meet yearly point and average goals the opportunity to enjoy such activities as swimming, hiking, and/or caving. Our community also strongly supports reading. The PTO and local businesses provide funding for books and *Accelerated Reader* tests. Our local Pizza Hut rewards students who meet their reading goals each month with a personal pan pizza. Moreover, our local Food City provides a free video/game rental for those students who go beyond stated goals. In working together to encourage our students, the ultimate goal of the Rye Cove Intermediate learning community is to enable all our students to become lifelong readers and learners.

3. Mathematics

The Rye Cove learning community takes seriously its role in providing the instruction, resources, and materials necessary to insure that all our students successfully reach proficiency standards and benchmarks as outlined by the Virginia Standards of Learning for mathematics. At the beginning of each school year, a computer based math assessment test (the *Advanced Learning System Assess* test) is administered at each grade level. The results are used as a diagnostic report to identify strengths and weaknesses for each student. Classroom teachers and all resource teachers use these reports to address the needs of each student and to assign appropriate *Advanced Learning System* math lessons.

Since learning styles vary depending on the student, Rye Cove teachers use a wide variety of teaching methods and materials to supplement the math textbook series. Some of these teaching methods include direct instruction, cooperative learning, use of available technology, and team teaching. Using the county adopted textbook, along with other resources, our teachers design lessons to help students develop a wide range of skills and strategies for solving a variety of problem types. To ensure and solidify understanding of math concepts and problem solving strategies, students are often asked to work problems on the board or overhead and explain the process to their peers. Computer programs, such as *Clue Finders* and *A+dvanced Learning System Math*, are used to provide practice and reinforcement of previously taught math skills and concepts. Another focus of these programs is to help students successfully utilize a variety of math skills and operations to solve problems. In addition, many of our students participate in an After School Reading and Math program, which meets for two hours twice a week to reinforce reading and math skills. Classroom teachers and resource teachers at Rye Cove Intermediate all work together closely to actively engage all students as they learn the mathematical skills, strategies, and concepts necessary for problem solving.

4. Different Instructional Methods Used To Improve Student Learning

Rye Cove Intermediate teachers use various instructional methods to improve student learning. Grade-level teachers meet periodically to plan interdisciplinary instruction. In addition, teachers work closely with the school's library media reading specialist to reinforce SOL content. Peer tutoring is utilized whenever possible, and much time is devoted to reviewing SOL prior to the tests.

Rye Cove Intermediate has three grade levels. Once or twice a week, teachers of each grade level meet to plan interdisciplinary instruction. For example, the fifth grade reading teacher may use Social Studies SOL content for the class, and in return, the social studies teacher may have students research an SOL topic and utilize proper writing techniques on their essays.

Rye Cove Intermediate is lucky to have a library media reading specialist who uses SOL based content during library instruction. Grade-level teachers work with the library media reading specialist to develop quizzes to supplement the *Accelerated Reader* program. Students who wish to challenge themselves to read more than is required are offered prizes and trips as incentives.

At Rye Cove Intermediate, students are often grouped together to work on assignments or projects. In this way, the weaker students are helped by their peers. Prior to SOL testing, teachers hold special SOL review sessions in which entire grade-level classes are grouped together to review content in a game-like setting. For example, students may use an overhead projector to work problems in front of their peers.

Teachers at Rye Cove Intermediate work tirelessly to come up with different instructional methods to make learning fun and memorable for students.

5. Professional Development

Our Central Office supervisors set up a number of workshops throughout the year. Teachers may choose the ones that they feel are most helpful to them. Teachers then share what they have learned with the entire faculty.

Teachers have also taken advantage of workshops offered in our area by the National Mathematics Association and the Appalachian Mathematics and Science Partnership (AMSP). AMSP engages in several initiatives designed to improve mathematics and science education in

the central Appalachian region. The partnership uses the expertise of personnel from nine institutions of higher education and fifty-one school districts in Kentucky, Tennessee, and Virginia.

In addition, Rye Cove Intermediate School provides several workshops throughout the year, covering topics such as test-taking techniques, collective data analysis and usage, lesson plan development, IEP workshop for Special Education, classroom management, grade-level meetings for motivation, strategies for teaching the SOL, and using technology in the classroom. Professional development in the use of technology to improve and augment instruction continues to be an on-going commitment at both the district and school level. Classes and workshop offerings give teachers the opportunity to experiment with new equipment and to learn how to best facilitate the use of technology in their classrooms. Teachers are learning to design content specific web sites, create PowerPoint presentations, use streaming video, and develop study guides to complement *Accelerated Reader* tests for content-related nonfiction books.

All of the professional development opportunities offered by Rye Cove Intermediate School and at the district level are meant to help our teachers better understand the Virginia Standards of Learning and have proven to be very useful with the day-to-day teaching and preparation of our students for the SOL tests, the “No Child Left Behind” act, and success in life.

Virginia's Reporting Form for NCLB Blue Ribbon Data

ENGLISH (READING) 5TH GRADE

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May/June	May/June	May/June	May/June	May/June
	This is data that is reported on the Website for SOL Report Cards ¹ for Virginia's schools. Also see footnote. ²			This is data that is reported on the Website for 2000 ³ and 2001. ⁴ Also see footnote ⁵	
SCHOOL SCORES					
% At or Above Proficient	95	95	71	48	68
% At Advanced	45	56	8		
Number of students tested	64	57	51		
Percent of total students tested	100	97	94		
Number of students alternatively assessed	0	2	0		
Percent of students alternatively assessed	0	3	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% At or Above Proficient	96	89	55		
% At Advanced	46	46	7		
Number of Students Tested	46	28	29		
2. Black					
% At or Above Proficient					
% At Advanced					
Number of Students Tested					
3. White					
% At or Above Proficient	95	95	71		
% At Advanced	45	56	8		
Number of Students Tested	64	57	51		
4. Hispanic					
% At or Above Proficient					
% At Advanced					
Number of Students Tested					
5. Students with disabilities					
% At or Above Proficient	93	91	33		
% At Advanced	36	0	0		
Number of Students Tested	14	11	3		
STATE SCORES⁶					
% At or Above Proficient	84	82	77	48	68
% Above Proficient	31	19	17		

¹ <http://www.pen.k12.va.us/VDOE/src/index.shtml>

² It does not include re-takes on any SOL assessment.

³ Use 2000 data <http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls>

⁴ Use 2001 data <http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls>

⁵ This data was reported prior to the implementation of NCLB in Virginia. It does include re-takes on all SOL assessments. No subgroup data is available for either of these years.

⁶ For 2001-2002, 2002-2003, and 2003-2004. http://pen2.vak12ed.edu/cgi-bin/broker?service=doe_prod&instit_id=0&program=prodcode.st_sol_by_grade_report.sas

The state percentage passed indicated on this Website is equivalent to the percent above proficient.

For 2000-2001 and 1999-2000 see <http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls>

Virginia's Reporting Form for NCLB Blue Ribbon Data

MATHEMATICS 5TH GRADE

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May/June	May/June	May/June	May/June	May/June
	This is data that is reported on the Website for SOL Report Cards ⁷ for Virginia's schools. Also see footnote. ⁸			This is data that is reported on the Website for 2000 ⁹ and 2001. ¹⁰ Also see footnote ¹¹	
SCHOOL SCORES					
% At or Above Proficient	98	86	80	56	37
% At Advanced	62	25	19		
Number of students tested	63	57	54		
Percent of total students tested	100	96.61	100		
Number of students alternatively assessed	0	2	0		
Percent of students alternatively assessed	0	3	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% At or Above Proficient	98	79	71		
% At Advanced	59	18	13		
Number of Students Tested	46	28	31		
2. Black					
% At or Above Proficient					
% At Advanced					
Number of Students Tested					
3. White					
% At or Above Proficient	98	86	80		
% At Advanced	62	25	19		
Number of Students Tested	63	57	54		
4. Hispanic					
% At or Above Proficient					
% At Advanced					
Number of Students Tested					
5. Students with disabilities					
% At or Above Proficient	100	73	33		
% At Advanced	67	0	0		
Number of Students Tested	15	11	6		
STATE SCORES¹²					
% At or Above Proficient	78	74	65	56	37
% Above Proficient	20	18	8		

⁷ <http://www.pen.k12.va.us/VDOE/src/index.shtml>

⁸ It does not include re-takes on any SOL assessment.

⁹ Use 2000 data <http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls>

¹⁰ Use 2001 data <http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls>

¹¹ This data was reported prior to the implementation of NCLB in Virginia. It does include re-takes on all SOL assessments. No subgroup data is available for either of these years.

¹² For 2001-2002, 2002-2003, and 2003-2004. http://pen2.vak12ed.edu/cgi-bin/broker?_service=doe_prod&instit_id=0&program=prodcode.st_sol_by_grade_report.sas

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For 2000-2001 and 1999-2000 see <http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls>

