2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) _X__ Elementary __ Middle __ High __ K-12 __Charter

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

Official School Name   Rural Point Elementary
(As it should appear in the official records)

School Mailing Address 7161 Studley Road
(If address is P.O. Box, also include street address)

Mechanicsville	Va.	23116-6514
City	State	Zip Code+4 (9 digits total)

County Hanover County   State School Code Number* 042-0030

Telephone (804) 723-3580   Fax (804) 723- 3594

Website/URL   http://hcps2.hanover.k12.va.us/rpes/rphome.htm E-mail dgresham@hanover.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.

                                                                        Date January 31, 2006
(Principal's Signature)

Name of Superintendent*   Dr. Stewart D. Roberson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hanover County, Virginia   Tel. (804) 365-4500

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.

                                                                        Date January 31, 2006
(Superintendent's Signature)

Name of School Board President/Chairperson   Mrs. Sue Forbes Watson
(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.

                                                                        Date   January 31, 2006
(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools 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 2005-2006 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 2000 and has not received the 2003, 2004, or 2005 *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:
   - _13_ Elementary schools
   - _4_ Middle schools
   - _0_ Junior high schools
   - _4_ High schools
   - _0_ Other

   _21_ TOTAL

2. District Per Pupil Expenditure: $7479 (2004-2005)

   Average State Per Pupil Expenditure: $8186 (2004-2005)

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
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. _1_ Number of years the principal has been in her/his position at this school.

   _6_ 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	16	14	**30**		**7**			
K	56	53	**109**		**8**			
1	43	46	**89**		**9**			
2	61	50	**111**		**10**			
3	45	53	**98**		**11**			
4	71	54	**125**		**12**			
5	53	58	**111**		**Other**			
6						345	328	
				TOTAL STUDENTS IN THE APPLYING SCHOOL →				673

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

6. Racial/ethnic composition of   90   % White
    the students in the school: 5   % Black or African American
           2   % Hispanic or Latino
           2   % Asian/Pacific Islander
           1   % American Indian/Alaskan Native
    100% Total

    Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 2%

    [This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	8
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)]	14
(4)	Total number of students in the school as of October 1	632
(5)	Total transferred students in row (3) divided by total students in row (4)	.0221
(6)	Amount in row (5) multiplied by 100	2%

8. Limited English Proficient students in the school: < 1 %
           5   Total Number Limited English Proficient
    Number of languages represented: 3
    Specify languages: Italian, Spanish, Hakka Chinese

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

    Total number students who qualify: 59

    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___ %

                                                    ___130___ Total Number of Students Served

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

_18_ Autism	_1_ Orthopedic Impairment
____ Deafness	_12_ Other Health Impaired
____ Deaf-Blindness	_40_ Specific Learning Disability
_1_ Emotional Disturbance	_36_ Speech or Language Impairment
____ Hearing Impairment	_1_ Traumatic Brain Injury
_14_ Mental Retardation	____ Visual Impairment Including Blindness
_7_ Multiple Disabilities	

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

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	2	
Classroom teachers	31	
Special resource teachers/specialists	16	5
Paraprofessionals	27	
Support staff	13	3
Total number	89	8

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

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.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	97%	98%	97%
Daily teacher attendance	95%	89%	94%	95%	94%
Teacher turnover rate	6%	10%	6%	10%	9%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

Part III - Summary

The Rural Point community continually seeks to enforce its vision statement: "Learning is a life-long process. We dedicate ourselves to the journey." Our vision is further enhanced in our mission statement that emphasizes an individualized, quality education for all students in a safe, nurturing environment, while enabling students to become responsible learners. To accomplish these lofty goals, we seek an active partnership between students, staff, parents, and the community. The intent of our school is to involve all Rural Point stakeholders in the plans, programs, activities, and major decision-making that impact our school. All stakeholders participate in a continuous school improvement accreditation process through the Southern Association of Colleges and Schools. Our school employs a dedicated and active faculty who are committed to the education of children, innovative teaching practices, and their own professional growth.

Rural Point Elementary school opened in the fall of 1975. Currently the enrollment is 673 students with a teacher-pupil ratio of 1:22, based on the number of classroom teachers alone. The facility is located on a site of 30 acres of land with a walking/running track, extensive playground equipment, and an outdoor classroom. Two modular classroom units have recently been added to support growth in enrollment and program offerings. Rural Point feeds into nearby Oak Knoll Middle School and Hanover High School. Located 12 miles northeast of the metropolitan Richmond area and two hours south of Washington, D.C., Rural Point enjoys a growing school population of students from primarily middle socio-economic communities. Contrary to its name, Rural Point is no longer rural in nature, with most of the school's attendance derived from nearby subdivisions. With its excellent reputation, many families move into the area solely to attend our school, with many parents having attended Rural Point themselves. In this growing era of academic accountability, Rural Point prides itself on its "family" atmosphere while still achieving academic excellence. Based on Virginia Standards of Learning tests, Rural Point has been fully accredited by the Virginia Department of Education for six consecutive years and has achieved Adequate Yearly Progress (AYP) since the implementation of the *No Child Left Behind* legislation.

In 2002, the *Richmond Times-Dispatch* declared Rural Point the "Best in the World." This was accomplished when Rural Point Odyssey of the Mind (OM) students won the world competition in Boulder, Colorado. Subsequent Rural Point teams have placed 4th in the World finals in 2003 and 17th in 2004. Last year, Rural Point fourth graders placed seventh in the nation for Wordmasters Competition, an analogy-based competition held three times a year. These awards highlight a portion of our population; we feel that "Best in the World" applies to our entire faculty and student body. Our confidence stems from our continuous strides to meet all challenges and encourage all students to achieve their highest potential.

Our community knows Rural Point to be an academically challenging, nurturing, safe environment with continuous stakeholder involvement. Teachers and staff are open to research-based instructional methods, active volunteerism is prevalent, and individualized student instruction is implemented in all grade levels. We will continue to strive to maintain our status of being the "Best in the World" and look forward to the challenge!

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Rural Point Elementary is applying to be recognized as a *No Child Left Behind – Blue Ribbon School* based upon our Virginia Standards of Learning assessment results which place Rural Point in the top 10 percent of schools in the Commonwealth in both reading and math. The Virginia Standards of Learning assessments are criterion-referenced assessments.

First administered in the 1997-1998 school year, the Virginia Standards of Learning Assessments are administered in the spring to students in grades three and five. Students in grade three are tested in reading and writing, math, science, and social studies. Students in grade five are tested in reading/literature and research, writing, math, and science. The school division has exercised its option to test social studies in grade four. In spring 2006, this arrangement will be adjusted somewhat with the removal of writing from grade three and the addition of reading and math to grade four.

Student scores on the Virginia Standards of Learning Assessments are reported as scaled scores with a range of 0 to 600. A score of 400 is the minimum score for students to be considered proficient with a score of 500 being the minimum score to be considered advanced proficient. Rural Point Elementary has earned full accreditation from the Commonwealth of Virginia for the past six years and has made Adequate Yearly Progress since the implementation of the *No Child Left Behind* legislation.

In keeping with the requirements of *No Child Left Behind*, 100% of Rural Point's students in grades three and five were assessed. Over the lifespan of the Virginia's Standards of Learning reading and mathematics assessments, Rural Point as a whole has shown steady growth. Particular growth has been observed in two areas. First, the number of students scoring in the "advanced" category, particularly in fifth grade reading, third grade reading, and fifth grade mathematics, has increased significantly. Second, students with disabilities have made notable gains in their SOL success rates.

More specific data on these gains is displayed in the appendix. This data can also be assessed on the Virginia Department of Education website: www.pen.k12.va.us.

Virginia Standards of Learning: Grade 3

Reading	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Total % passed	93%	85%	94%	88%	83%
Mathematics					
Total % passed	98%	90%	96%	86%	91%

Virginia Standards of Learning: Grade 5

Reading	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Total % passed	98%	92%	95%	88%	82%
Mathematics					
Total % passed	98%	91%	93%	83%	81%

2. **Using Assessment Results:**

Rural Point Elementary uses numerous assessment tools to understand and improve student performance. Upon their arrival, scores from the Virginia Standards of Learning assessments are analyzed to determine specific areas of strength and weakness. Item analysis information is provided by the state and is further refined at the school level to guide instructional decision-making. The results of this analysis are compiled and shared with the faculty during the summer, in pre-school year team

meetings, and throughout the fall. This information is reviewed by teachers throughout the year and guides both teachers and administrators as they plan instruction and remediation activities throughout the year.

In addition to analysis of SOL assessments, throughout the school year students are assessed in reading and language arts using PALS (Phonological Awareness Literacy Screening), KIDS (Kindergarten Inventory Developmental Screening), DSA (Developmental Spelling Assessment), SDQA (San Diego Quick Assessment), running record, QRI (Qualitative Reading Inventory), Harcourt Fluency, and writing samples. Students are assessed and their progress is documented on a checklist. This checklist is monitored and up-dated every nine weeks. Results of these assessments are analyzed continuously and used to align curriculum, determine pacing, and offer remediation. The frequency of assessments varies for each grade level from two to four times each year.

Standards of Learning practice tests are administered in the spring and help prepare students for the test taking environment and provide teachers with a snapshot of the degree to which specific concepts and content have been mastered. Results of these tests help to determine which children are in need of additional assistance. Students' daily performance records and notes, teacher-made assessments, and daily observations are also used to identify students needing remediation. Remediation is provided through the use of resource teachers and in-school and after-school tutorial sessions.

In addition, based upon analysis of data throughout the years, the school and/or county have implemented the following strategies to improve student mastery of skills and concepts:
- Instruction in test-taking strategies;
- Alignment of instruction and daily assessment with the Virginia Standards of Learning;
- Classroom focus on the "Core Essentials" as outlined in the Standards of Learning Blueprints;
- Differentiation of instruction based upon student needs and assessment results;
- Formal principal and division level supervision of instructional pacing and student progress throughout the year; and
- School focus on higher level thinking skills for all students.

3. **Communicating Assessment Results:**

Throughout the school year, assessment and student achievement results are shared in a number of ways. Initially, individual student results from spring SOL assessments are mailed to parents. General information is shared with parents in pre-school communications about overall school performance on the tests with more specific information shared once official results are made available by the state. This information is published annually in the *Richmond Times-Dispatch* as well as local county newspapers.

As noted, Rural Point completes many assessments of student achievement throughout the year. These results are shared with parents in person, over the phone, or in writing. The type of communication is individualized to meet parent needs and to ensure that all parents are informed of their students' progress. Additionally, teachers send home folders weekly, which contain student work samples to give parents a snapshot of their students' performance for the previous week.

Interim reports are sent home to each student in the middle of the nine-week grading period with report cards sent home at the end of each grading period. These reports indicate students' achievement and grade level performance. Student writing samples with an attached assessment are also sent home several times a year. Our school division provides two parent-teacher conference sessions that allow teachers and parents the opportunity to meet together to discuss student progress. Additional conferences are held frequently throughout the year as the needs of the students dictate. Periodic assemblies and newsletters also display student achievement.

4. **Sharing Success:**

Rural Point Elementary has a rich history of sharing its success and strategies with other educators. For example, between 1995 and 2000, Rural Point was a demonstration school as part of the "Improving

Special Education Experiences" (ISEE) grant administered by Virginia Commonwealth University. During these years Rural Point was frequently visited by educators from other schools to learn about our strong collaborative special education program. More recently educators from Henrico County visited our school to learn more about our kindergarten program, and in January 2006 a principal from South Salem Elementary School (Salem City Schools) visited to learn about our programs for children with autism.

Faculty members have also been active in sharing their expertise on an individual basis. Rural Point's music teacher, Paul Bakeman, has presented several times at the Virginia Music Educators Association's annual conference. He was also a 2001 recipient of an R.E.B. Award for Teaching Excellence; as a result of this award, Mr. Bakeman was able to travel to Africa and Hawaii where he shared his expertise in dance and drumming. Fourth grade teacher, Robin Ware, has presented on two instances at the Southern Association of Colleges and Schools (SACS) conference. Guidance Counselor, Deb Andersen, is currently serving as a mentor to a new elementary counselor in Hanover County. A first grade teacher, Wendy Bohannan, serves as Clinical Faculty for the Center for Teacher Leadership at Virginia Commonwealth University (VCU), which supports VCU pre-service teachers. Two other Rural Point teachers have recently applied to be Clinical Faculty in this program. Rural Point is also a frequent site for student teachers from other colleges and universities. Principal Dana Gresham is a participant in the Statewide Communities of Practice for Excellence (SCOPE), which is sponsored by the University of Virginia School of Continuing and Professional Studies. Through participation in this program, Dr. Gresham is able to share Rural Point's successful strategies with other school level administrators.

As life-long learners, Rural Point's teachers and administrators are eager to network with other professionals. We enjoy learning from others and welcome the opportunity to share our successful methods and programs.

Part V – Curriculum and Instruction

1, Curriculum:

The curriculum of Rural Point Elementary is aligned with the Virginia Standards of Learning and the Hanover County curriculum, which outlines the academic expectations for all students. Rural Point teachers develop annual curriculum pacing charts to ensure that the best practices are implemented and utilized to educate the total child while meeting objectives at each grade level. Students receive daily instruction in the four core areas of English, mathematics, social studies, and science as well as weekly classes in music, art, physical education, and library (media center), which includes technology instruction.

In language arts, teachers provide a variety of activities and experiences to ensure that students become successful readers and communicators. All students are taught at their own reading level in small groups, whole group, or individually. In grades K-5, a balanced literacy program incorporates fluency, word study, comprehension, and the 6 + 1 writing traits framework for writing. A basal reading series aligned with the curriculum is the primary source of material. Teachers also use trade books to integrate all subject areas. Critical thinking skills are emphasized through Project CRISS strategies (Creating Independence Through Student Owned Strategies), Marzano's classroom instructional strategies, and Classroom Learning Strategies (CLS). Assessment is ongoing while flexible grouping is practiced to ensure appropriate levels of instruction for each student.

The mathematics curriculum is based on the NCTM (National Council of Teachers of Mathematics) Standards, which provides students with a strong foundation and an understanding of mathematical concepts. A variety of resources and manipulative materials are used to establish a hands-on environment enabling children to make connections among mathematical concepts and ideas. Teachers create a learning environment through reflective teaching, problem solving, and mathematical reasoning thus challenging students to make relevant mathematical applications. Teachers employ the use of student math portfolios and math journals to enhance the total mathematical curriculum. Mathematics instruction is also integrated with technology through the use of a software program, Riverdeep Destination Math. Students are continuously challenged and accelerated through on-going assessment and flexible grouping.

The social studies curriculum is designed to develop knowledge of history, geography, civics, and economics. Students learn about Virginia, the United States, and the world through a variety of experiences such as field trips, mock elections, guest speakers, performances, and primary resources. Classes use trade books that align carefully with the Virginia Standards of Learning as primary materials as well as Internet access through classroom computers.

The science curriculum incorporates the standards established by the National Science Teachers' Association and emphasizes a hands-on inquiry approach to learning and understanding science concepts. The use of teacher prepared kits and instructional activities are aligned with state and national standards. Teachers focus on the development of process skills as students observe, classify, count, measure, record, and analyze data. Interactive science notebooks are used to enhance student comprehension and mastery of science concepts.

The core curriculum is continually integrated throughout art, music, media, and physical education programs. This total learning connection creates an optimal learning environment for each student thus fostering life-long learning.

2. Reading:

The comprehensive reading program at Rural Point Elementary includes the "best practices" as defined by the National Reading Panel (NRP), and the *Literacy Diet*, developed and prescribed by the University of Virginia's Reading Department. Our successful reading program includes five essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. By selecting this approach, the faculty not only embraces good reading instruction, but

also supports the *No Child Left Behind Act of 2001* legislation.   Correlations to the Virginia Standards of Learning are included in the basal reading series adopted by our district.

The goal of the reading program is to assist students in becoming competent readers and to encourage them to acquire a life-long love of reading. Students are immersed in a print-rich environment to develop oral reading, fluency, vocabulary, and comprehension skills. Schedules are designed to provide a daily, uninterrupted block for language arts instruction during which small groups of students meet with the teacher. A variety of print materials, such as trade books, are incorporated in lessons to integrate language arts with social studies, science, and math. Word Study (a program from the University of Virginia that is based on phonemic awareness, phonics, and spelling development) is an integral component of language arts instruction. In addition, teachers incorporate reading comprehension strategies prescribed by Project CRISS (Creating Independence Through Student Owned Strategies) to encourage and develop higher level thinking skills.

To assure that each student reads on his/her instructional level, complete and consistent assessment is essential. The Phonemic Awareness Literacy Screening (PALS) and/or the Qualitative Reading Inventory III (QRI) are used to assess students' learning. Throughout the year, running records, timed fluency reading passages, and the Developmental Spelling Assessment (DSA), are given to monitor student progress and provide feedback for teachers. Student instruction is based on these assessment results.

3. Mathematics, Science, Art, Etc.:

In the curriculum area of mathematics, Rural Point students are expected to build foundational skills in many different ways. It is our mission to ensure success for all children by utilizing a variety of instructional strategies, encouraging independence, and teaching all children at their individual instructional levels. This goal is attained in various ways.   Teachers use the Math Investigations Series that promotes hands-on exploration in addition to the mathematical textbook, Scott, Foresman – Addison Wesley. Teachers also incorporate the computer program, Riverdeep Destination Math, into their daily math program. All students are tested for mathematical placement while group placement remains flexible. A significant number of students are working above level. Math portfolio assessment is done on a nine-week basis as well. Many Rural Point teachers have taken graduate classes on "Teaching Math Reflectively," which encourages use of mental math strategies and concept development. These ideas are currently emphasized in math classrooms school-wide.

Our teachers also believe that the connection between school and home is very important to foster parents' involvement in their child's education. Many teachers collaborate to host Math Night during the school year. Parents are invited to create and play math games with their children to learn alternative ways to review math concepts. This gives both parents and students the opportunity to see that math can be studied in various ways besides the traditional paper/pencil review. With these various ideas and teaching strategies, we seek to educate the total child and prepare them for succeeding in higher-level mathematics.

4. Instructional Methods:

The faculty at Rural Point Elementary uses an array of instructional methods to meet the varied and individual needs of students. Each school year begins with school-wide assessments in language arts and mathematics to determine appropriate instructional levels. In order to meet the instructional needs of each student, teachers implement instructional methods that include flexible grouping and ongoing assessment to ensure that students continue to work at their individual level. The use of leveled texts, contracts, and compacting ensure that students are continually challenged. Higher-level thinking skills are emphasized at all grade levels in accordance with Bloom's Taxonomy. Lessons in mathematics and science are planned with the use of manipulatives as building blocks for developing concepts and consistently challenging and empowering students. Teachers also utilize strategies in developing a

classroom learning system using Project CRISS Strategies (Creating Independence Through Student Owned Strategies), Classroom Learning Strategies (CLS), and Marzano's classroom instructional strategies. These strategies are used to instill student ownership and responsibility in learning. In addition, block scheduling in language arts and the rotation of classes in science facilitates opportunities to individualize instruction.

Technology is also an integral part of the students' learning at Rural Point. Each classroom is equipped with five Internet accessible computers for continuous use as learning tools and as a means to enhance instruction across the curriculum. The Riverdeep, Cornerstone, and Earobics software programs are also used to build and improve reading and mathematical instruction.

5. Professional Development:

The Rural Point faculty and staff constantly seek to keep abreast of current educational practices and strategies through school and district staff development. All Rural Point teachers have been trained in differentiation of instruction including use of Socratic Seminars, Project CRISS (Creating Independence Through Student Owned Strategies), Marzano's classroom learning strategies, and 6+1 Writing Strategies. These strategies are incorporated in daily lessons to consistently promote higher level learning for all students. Many teachers have been trained in "Teaching Math Reflectively," Word Study, and Baldrige Classroom Learning Strategies as well. District staff development was provided for all teachers in the areas of technology and use of the new mathematics textbook.

Teachers develop a five-year professional development plan in which they can choose specific areas of interest where they would like more training. Throughout the year, Rural Point teachers and staff attend workshops and conferences on a wide variety of topics and current practices. Teachers are responsible for bringing this information back to the rest of the school's staff and sharing it through in-house workshops and faculty meetings. Currently, Rural Point teachers are presenting Marzano's Classroom Learning Strategies at each faculty meeting. Utilizing these techniques and strategies tailored to individual students' needs, Rural Point students' achievement has continued to increase.

PART VII - ASSESSMENT RESULTS

Virginia's Reporting Form for NCLB Blue Ribbon Data
Virginia Standards of Learning Assessments
English 3rd Grade

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% At or Above Meets State Standards*	93%	85%	94%	88%	83%
% At Exceeds State Standards*	28%	21%	30%	33%	27%
Number of students tested	103	92	102		
Percent of total students tested	100%	100%	100%		
Number of students alternatively assessed	2	1	1		
Percent of students alternatively assessed	2%	1%	< 1%		
SUBGROUP SCORES					
1.Students with disabilities					
% At or Above Meets State Standards	91%	69%	93%		
% At Exceeds State Standards	18%	13%	21%		
Number of students tested	22	16	14		
2. White					
% At or Above Meets State Standards	92%	88%	94%		
% At Exceeds State Standards	28%	21%	29%		
Number of students tested	93	84	98		
3. Black					
% At or Above Meets State Standards	100%	33%	100%		
% At Exceeds State Standards	20%	0%	75%		
Number of students tested	< 10%	< 10%	< 10%		

Virginia's Reporting Form for NCLB Blue Ribbon Data
Virginia Standards of Learning Assessment
English 5th Grade

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% At or Above Meets State Standards*	98%	92%	95%	88%	82%
% At Exceeds State Standards*	45%	37%	26%	18%	13%
Number of students tested	113	119	106		
Percent of total students tested	100%	100%	100%		
Number of students alternatively assessed	0	1	1		
Percent of students alternatively assessed	0%	< 1%	< 1%		
SUBGROUP SCORES					
1.Students with disabilities					
% At or Above Meets State Standards	88%	63%	88%		
% At Exceeds State Standards	24%	11%	12%		
Number of students tested	17	19	17		
2. White					
% At or Above Meets State Standards	98%	94%	96%		
% At Exceeds State Standards	45%	38%	26%		
Number of students tested	107	106	100		
3. Black					
% At or Above Meets State Standards	100	71%	50%		
% At Exceeds State Standards	25%	14%	0%		
Number of students tested	< 10%	< 10%	< 10%		

Virginia's Reporting Form for NCLB Blue Ribbon Data
Virginia Standards of Learning Assessment
Mathematics 3rd Grade

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% At or Above Meets State Standards*	98%	90%	96%	86%	91%
% At Exceeds State Standards*	79%	63%	72%	55%	53%
Number of students tested	103	92	102		
Percent of total students tested	100%	100%	100%		
Number of students alternatively assessed	2	1	1		
Percent of students alternatively assessed	2%	1%	< 1%		
SUBGROUP SCORES					
1.Students with disabilities					
% At or Above Meets State Standards	95%	81%	93%		
% At Exceeds State Standards	82%	44%	71%		
Number of students tested	22	16	14		
2. White					
% At or Above Meets State Standards	98%	93%	96%		
% At Exceeds State Standards	82%	65%	72%		
Number of students tested	93	84	98		
3. Black					
% At or Above Meets State Standards	100	67%	100%		
% At Exceeds State Standards	0%	33%	50%		
Number of students tested	< 10%	< 10%	< 10%		

Virginia's Reporting Form for NCLB Blue Ribbon Data
Virginia Standards of Learning Assessment
Mathematics 5th Grade

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% At or Above Meets State Standards*	98%	91%	93%	83%	81%
% At Exceeds State Standards*	42%	47%	25%	31%	20%
Number of students tested	113	118	107		
Percent of total students tested	100%	100%	100%		
Number of students alternatively assessed	0	1	1		
Percent of students alternatively assessed	0%	< 1%	< 1%		
SUBGROUP SCORES					
1.Students with disabilities					
% At or Above Meets State Standards	94%	47%	94%		
% At Exceeds State Standards	47%	16%	18%		
Number of students tested	17	19	17		
2. White					
% At or Above Meets State Standards	98%	92%	94%		
% At Exceeds State Standards	42%	50%	24%		
Number of students tested	107	105	100		
3. Black					
% At or Above Meets State Standards	100%	71%	50%		
% At Exceeds State Standards	25%	29%	0%		
Number of students tested	< 10%	< 10%	< 10%		