

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

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

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

School Mailing Address 80 Candy Lane
Murphysboro IL 62966-2954
City State Zip Code+4 (9 digits total)

Tel. (618)687-3231 (Fax) 618-687-2811

Website/URL Carruthers.mboro.jackson.k12.il.us E-mail fputtman@mboro.jackson.k12.il.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* Mrs. Lori James-Gross
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Murphysboro Unit School District #186 Tel. (618)684-4014

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. Kevin Bame
(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 Signature date

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

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: 3 Elementary schools
 1 Middle schools
 Junior high schools
 1 High schools
 Other (Briefly explain)
- 5 TOTAL

2. District Per Pupil Expenditure: \$4710
 Average State Per Pupil Expenditure: \$4842

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. 12 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 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	33	30	63	7			0
1	36	20	56	8			0
2	30	22	52	9			0
3	25	28	53	10			0
4	25	30	55	11			0
5	45	16	61	12			0
6			0	Other			0
TOTAL STUDENTS IN THE APPLYING SCHOOL →							340

6. Racial/ethnic composition of the students in the school: 66.6 % White
26.6 % Black or African American
6.3 % Hispanic or Latino
0.6 % Asian/Pacific Islander
0.0 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 11.7%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	23
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	40
(4)	Total number of students in the school as of October 1	340
(5)	Subtotal in row (3) divided by total in row (4)	.117
(6)	Amount in row (5) multiplied by 100	11.7%

8. Limited English Proficient students in the school: 7.1%
23 Total Number Limited English Proficient
Number of languages represented: 1
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 80.0%
242 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11.7%
38 Total Number of Students Served

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

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>29</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>7</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

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>0</u>
Classroom teachers	<u>13</u>	<u>0</u>	
Special resource teachers/specialists		<u>11</u>	<u>7.5</u>
Paraprofessionals		<u>9</u>	<u>1</u>
Support staff	<u>13</u>	<u>0</u>	
Total number	<u>47</u>	<u>8.5</u>	

12. Average school student-“classroom teacher” ratio: 24.8 (reg. ed. Classrooms)
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.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance %	94.2%	94.0%	93.6%		

Daily teacher attendance %	95%	93%	92%		
Teacher turnover rate %	0%	8%	4%		
Student dropout rate	N/A	N/A	N/A		
Student drop-off rate	N/A	N/A	N/A		

Part III—SUMMARY

Mission Statement:

Carruthers School and the Learning Community recognize that each child is a unique individual with self-worth and dignity. We accept the mission to create positive environments where children learn developmentally appropriate skills to become lifelong learners.

Carruthers Elementary School is one of 3 elementary schools in Murphysboro Community Unit District 186. All elementary buildings house students in K-5 with approximately 1200 students enrolled. Carruthers School is located at the north edge of Murphysboro. Total enrollment is 350 students with 26.6% African American and 6.3% Hispanic students. The average class size is 20.2 students. Carruthers also houses 5 special needs classrooms. Approximately 80% of the students at Carruthers are identified as coming from low-income families.

Murphysboro Community Unit District 186 elementary schools all feed into one 6-8 Middle School (Approximate enrollment is 600 students) and one 9-12 High School (approximate enrollment is 800 students). Murphysboro is a community of 9,500 people located in Jackson County in the lower one-third of the State of Illinois. Murphysboro is primarily an agricultural community. John A. Logan Community College is approximately 15 miles from Murphysboro which offers significant educational opportunities to the residents of Murphysboro. Murphysboro is a bedroom community for Carbondale, Illinois, where Southern Illinois University is located. Major employers of Murphysboro are Penn Aluminum, Department of Corrections Boot Camp, Southern Illinois University at Carbondale, and various other small businesses. In the past 5 years several small Antique/Collective shops have opened in Murphysboro, adding charm to the deserted downtown business area.

Part IV—INDICATORS OF ACADEMIC SUCCESS

1. Summary of School’s Assessment Results in Reading and Math:

On the 3rd grade reading assessment, 55% of our black population met the reading goal. 80% of our white population met or exceeded the goal. 33% of our IEP students met the goal. Of the students tested that met or exceeded the reading goal, 67% are low-income.

On the 3rd grade math assessment, 73% of our black population met or exceeded the math portion of the ISAT. 97% of the white population met or exceeded the goal. 75% of our IEP students met the goal. Of the students tested that met or exceeded the math goal, 75% are low-income.

On the 5th grade reading assessment, 54% of our black population met or exceeded the 5th grade reading assessment. Of our white population, 75% of the students met or exceeded the reading goal. 45% of our IEP students met the goal. 66% of all the children that met or exceeded the reading goal are low-income students.

On the 5th grade math assessment, 62% of our black population met the 5th grade goal. Of our white population, 75% of the students met or exceeded the math goal. 54% of our IEP students met the goal. 66% of all the children that met or exceeded the math goal are low-income students.

2. How Assessment Data is used to Understand and Improve Student and School

Performance:

The teachers use the data to identify students scoring in the “did not meet” categories. Once identified, these students work in small groups. Strategies and materials are developed to increase the students’ knowledge in these content areas. Some examples of reteaching would be before and after school tutoring. This information will not only assist the child’s current teacher but also provides information for next year’s teacher. The teacher immediately knows what specific weaknesses need to be addressed. The classroom teachers collaborate with the before and after school tutors in an effort to tailor a program specific to each child’s needs. Student progress is shared on a regular basis.

3. Communication of Student Performance to Parents, Students, and the Community:

Student performance at Carruthers Elementary is evaluated at the end of each 9 week quarter of the school year. Grade cards are sent to parents for their review. In addition, parent/teacher conferences are held mid-quarter, 4 times a year. During these conferences parents have the opportunity to meet with their child’s teacher to review educational progress. In addition, ITBS report sheets are sent to parents each year. The School Report Card, which reports all assessment data for Carruthers School, is available on the school website, <http://carruthers.mboro.jacksn.k12.il.us>, or in the school office. Articles are periodically printed in the Southern Illinoisan Newspaper and the Murphysboro American Newspaper for the community to review assessment data. Each school in our district submits a School Improvement Plan, including assessment data, for approval by the Superintendent and the local School Board.

4. Success is Shared with Other Schools:

Carruthers school will report all activities and methods which have been successful in helping students achieve academically and socially. These ideas are shared at Grade Level Meetings, Curriculum Meetings, and School Improvement Team Meetings. Carruthers will merge with McElvain School next year, further facilitating the sharing of ideas.

Part V—CURRICULUM AND INSTRUCTION

1. Curriculum:

Carruthers School offers a full elementary school curriculum. In the classroom the students are engaged in various learning activities in the areas of Language Arts (reading, spelling, writing), Math, Science, and Social Studies. All of these subjects are taught in self-contained

classrooms by certified elementary teachers. Paraprofessionals who are Title Aides and Reading Aides assist the teachers on a daily basis to further enhance educational progress. Students receive Physical Education classes 4 periods a week, along with Music 2 periods a week. Periods are 25 minutes each. Students enjoy Art Class for one 50 minute period a week. Students also visit the Library for one 25 minute period a week. Teachers and their students have access to a Computer Lab with 25 workstations. In addition, each classroom has 5 networked computers in the classroom. Computers can access math, reading, science, and social studies software encouraging further learning in these areas. Computers can also access internet.

Carruthers School has 2 lunch periods, one for K-2 students and one for 3-5 students. Breakfast is also served to students who wish to have the school breakfast. The majority of the students attending Carruthers ride buses to and from school.

2. Reading Curriculum:

K-5 students use the Houghton Mifflin reading series, copyright 2001. This is a theme-based literacy program which supports the Pat Cunningham Four-Blocks framework for teaching reading. The Four Blocks—Guided Reading, Self-Selected Reading, Writing, and Working with Words—represent four different approaches to teaching children to read. Daily instruction in all Four Blocks provides numerous and varied opportunities for all children to learn to read and write. Doing all Four Blocks acknowledges that children do not all learn in the same way and provides substantial instruction to support whatever learning personality a child has.

We utilize a Reading Specialist who works with students in the Reading Room as well as monitoring students with annual testing.

3. Math Curriculum:

K-5 students use the Harcourt Brace Math Advantage series, copyright 1999. This series was chosen by the teachers because they believe that it allows them to focus on the topics students must master at their grade level. Problem-solving is the focus of mathematics instruction and hands-on activities using a variety of manipulatives engage the students to create an active learning environment. Teachers have worked together to correlate their math lessons to our district's Essential Learning Skills and to the Illinois Learning Standards.

We utilize a Math Specialist who works with students in grades K-5. He works with individual students who need more one-on-one time, small group instruction, as well as doing whole class instruction.

Making Mathematics relevant to each student is critical to maintaining interest and motivation. One of math program's major goals is to help students understand not only what they are learning, but why they are learning it. We believe our math program encourages success for all our students.

4. Instructional Methods:

Teachers, Paraprofessionals, and Volunteers all work with students at Carruthers School. We use as many instructional methods as possible to try to reach all learners. We use small group instruction along with hands-on, developmental activities. Cooperative learning groups help students gain independent thinking skills. Many students benefit from peer tutoring and partner reading. Technology such as computers and overhead projectors stimulate students to increase their interest in learning. Teachers incorporate Daily Oral Language and Daily Math into their classrooms each day. Our Math and Reading Specialists work with students on a daily basis. We try to make learning a fun adventure for all those involved.

5. Professional Development

Each school in our District creates a School Improvement Plan unique to the students and teachers in the building. This plan allows for 2 ½ days each year for professional development that teachers in each building plan and coordinate according to their specific needs. In addition, teachers and paraprofessionals are encouraged to attend professional development workshops provided by various educational organizations, The Regional Office of Education, Southern Illinois University, and John A. Logan Community College. Teachers who complete these professional development opportunities then return to the buildings to share their ideas with other teachers in the building.

ISAT Scores: Math, Gr. 3 Carruthers Elementary School	2002- 2003	2001- 2002	2000- 2001
Testing Month: April			
School Scores			
Total Percent of Students...			
At or above Academic Warning	100	100	100
At or above Did Not Meet Standards	96	97	97
At or above Meeting Standards	92	87	83
At or above Exceeds Standards	36	44	20
Number of students tested	50	65	72
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Subgroup Scores			
1. Black Students			
At or above Academic Warning	100	100	100
At or above Did Not Meet Standards	82	100	92
At or above Meeting Standards	72	100	76
At or above Exceeds Standards	9	36	13
2. White Students			
At or above Academic Warning	100	100	100
At or above Did Not Meet Standards	100	95	98
At or above Meeting Standards	97	85	88
At or above Exceeds Standards	46	43	24
3. Low Income Students			
At or above Academic Warning	100	100	100
At or above Did Not Meet Standards	95	95	97
At or above Meeting Standards	92	56	81
At or above Exceeds Standards	24	32	25
State Scores			
Total--Percent of students...			
At or above Academic Warning	100	100	100
At or above Did Not Meet Standards	93	93	92
At or above Meeting Standards	76	76	74
At or above Exceeds Standards	31	30	28

ISAT Scores: Reading, Grade 3 Carruthers Elementary School	2002- 2003	2001- 2002	2000- 2001
Testing Month: April			
School Scores			
Total Percent of Students...			
At or above Academic Warning	100	100	100
At or above Did Not Meet Standards	96	95	96
At or above Meeting Standards	74	66	56
At or above Exceeds Standards	32	11	16
Number of students tested	50	65	72
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Subgroup Scores			
1. Black Students			
At or above Academic Warning	100	100	100
At or above Did Not Meet Standards	82	91	56
At or above Meeting Standards	55	64	44
At or above Exceeds Standards	0	9	0
2. White Students			
At or above Academic Warning	100	100	100
At or above Did Not Meet Standards	100	96	94
At or above Meeting Standards	80	67	62
At or above Exceeds Standards	40	13	22
3. Low Income Students			
At or above Academic Warning	100	100	100
At or above Did Not Meet Standards	95	93	94
At or above Meeting Standards	68	56	44
At or above Exceeds Standards	24	5	16
State Scores			
Total--Percent of students...			
At or above Academic Warning	100	100	100
At or above Did Not Meet Standards	96	94	93
At or above Meeting Standards	74	63	63
At or above Exceeds Standards	32	19	19

ISAT Scores: Math, Grade 5 Carruthers Elementary School	2002- 2003	2001- 2002	2000- 2001
Testing Month: April			
School Scores			
Total Percent of Students...			
At or above Academic Warning	100	100	100
At or above Did Not Meet Standards	100	92	97
At or above Meeting Standards	70	70	49
At or above Exceeds Standards	2	3	3
Number of students tested	54	80	67
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Subgroup Scores			
1. Black Students			
At or above Academic Warning	100	100	100
At or above Did Not Meet Standards	100	85	100
At or above Meeting Standards	61	38	20
At or above Exceeds Standards	0	0	0
2. White Students			
At or above Academic Warning	100	100	100
At or above Did Not Meet Standards	100	95	97
At or above Meeting Standards	75	79	50
At or above Exceeds Standards	3	3	3
3. Low Income Students			
At or above Academic Warning	100	100	100
At or above Did Not Meet Standards	100	96	94
At or above Meeting Standards	66	69	36
At or above Exceeds Standards	0	4	3
State Scores			
Total--Percent of students...			
At or above Academic Warning	100	100	100
At or above Did Not Meet Standards	96	95	96
At or above Meeting Standards	69	63	61
At or above Exceeds Standards	10	8	6

ISAT Scores: Reading, Gr. 5 Carruthers Elementary School	2002- 2003	2001- 2002	2000- 2001
Testing Month: April			
School Scores			
Total Percent of Students...			
At or above Academic Warning	100	100	100
At or above Did Not Meet Standards	96	97	98
At or above Meeting Standards	70	55	55
At or above Exceeds Standards	22	23	22
Number of students tested	54	80	67
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Subgroup Scores			
1. Black Students			
At or above Academic Warning	100	100	100
At or above Did Not Meet Standards	92	100	100
At or above Meeting Standards	54	46	0
At or above Exceeds Standards	15	8	0
2. White Students			
At or above Academic Warning	100	100	100
At or above Did Not Meet Standards	97	97	98
At or above Meeting Standards	75	59	58
At or above Exceeds Standards	26	27	24
3. Low Income Students			
At or above Academic Warning	100	100	100
At or above Did Not Meet Standards	98	100	97
At or above Meeting Standards	66	49	36
At or above Exceeds Standards	18	16	4
State Scores			
Total--Percent of students...			
At or above Academic Warning	100	100	100
At or above Did Not Meet Standards	99	99	99
At or above Meeting Standards	60	60	59
At or above Exceeds Standards	23	22	25