

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal none Gloria Sherman

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

Official School Name Jefferson Elementary School

(As it should appear in the official records)

School Mailing Address 1166 Wyke Road

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

Shelby

City

North Carolina

State

28150-4296

Zip Code+4(9 digits total)

County Cleveland

State School Code Number* 230-238

Telephone (704) 487-5431

Fax (704) 487-2880

Web site/URL clevelandcountyschools.org

E-mail gdsherman@clevelandcountyscho

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Dr. Bruce W. BoylesEd.D.

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

District Name Cleveland County Schools

Tel. (704) 476-8000

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Tommy Greene

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(School Board President's/Chairperson's Signature)

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

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 on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 and has not received the No Child Left Behind—Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. 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 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 17 Elementary schools
 _____ 4 Middle schools
 _____ Junior High Schools
 _____ 4 High schools
 _____ 3 Other
 _____ 28 TOTAL
2. District Per Pupil Expenditure: _____ 7656
 Average State Per Pupil Expenditure: _____ 7582

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 are
 Suburban
 Small city or town in a rural are
 Rural
4. _____ 4 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
Pre K	8	15	23	7			0
K	48	33	81	8			0
1	38	38	76	9			0
2	56	43	99	10			0
3	46	43	89	11			0
4			0	12			0
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							368

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 45 | % Asian or Pacific Islander |
| 2 | % Black or African American |
| 52 | % Hispanic or Latino |
| 52 | % White |

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 12 %

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	23
(2)	Number of students who transferred from the school after October 1 until the end of the year	20
(3)	Total of all transferred students [sum of rows (1) and (2)]	43
(4)	Total number of students in the school as of October 1	363
(5)	Total transferred students in row (3) divided by total students in row (4)	0.12
(6)	Amount in row (5) multiplied by 100	12

8. Limited English Proficient students in the school: 2 %
- | | |
|---|---|
| 6 | Total Number Limited English Proficient |
|---|---|

Number of languages represented 2

Specify languages: Spanish and Gujarati

9. Students eligible for free/reduced-priced meals 50 %

Total number students who qualify: 185

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: 14 %
49 Total Number of Students Serve

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

<u>1</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>4</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>7</u>	Specific Learning Disabilit
<u>2</u>	Emotional Disturbanc	<u>25</u>	Speech or Language Impairment
<u>1</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>2</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

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

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>23</u>	<u>0</u>
Special resource teachers/specialist	<u>6</u>	<u>5</u>
Paraprofessionals	<u>25</u>	<u>0</u>
Support Staff	<u>8</u>	<u>1</u>
Total number	<u>64</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of 17 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	97 %	97 %	97 %	97 %
Daily teacher attendance	97 %	97 %	96 %	97 %	95 %
Teacher turnover rate	9 %	0 %	0 %	0 %	0 %
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

Our daily student attendance rate at Jefferson has remained consistent throughout the 5 year period.

Our daily teacher attendance rate has also remained consistent throughout the 5 year

period.

Our teacher turnover rate remained the same until the 2006-2007 school year. The change during this period was due to 2 teachers transferring within our school system to teach at a school located closer to their homes. One of these teachers also wanted to teach in the school where her child attends.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Jefferson Elementary is located in Cleveland County, in the piedmont of North Carolina. Jefferson is one of four elementary schools that feed Shelby Middle and High Schools. The area has many neighborhoods with an 'inner city' feel. Jefferson serves the majority of an area identified as 'Weed and Seed', which was targeted due to high crime and poverty. Thirty-eight students meet criteria for homelessness set by the McKinney Vento Homeless Education Act. Shelby is a manufacturing community with economic difficulties in recent years.

Jefferson's mission statement is an accurate description of our school: 'In a joyful, nurturing environment, with cooperation and assistance from supportive parents, the faculty and staff at Jefferson will diligently work to maximize learning for all students.'

Jefferson is a joyful place. One need only listen to morning and afternoon announcements, where students are encouraged to do their best. Afternoon announcements are a time to celebrate academic and behavioral success. Individual students can report successes in their classrooms on the intercom.

The teachers are concerned about their students' well-being, in and out of class. The halls of the school display colorful imaginative examples of student work. In 2007 Jefferson adopted the Positive Behavior Support discipline plan. Staff members have fully embraced this approach. Student support staff work with teachers to provide wraparound services to meet students' needs. Student success is recognized through programs such as Good Citizens, Lunch Bunch, Student of the Month and the county-wide 'Do the Right Thing Program'. Students are supported and encouraged to work toward qualification in the Academically Gifted Program.

Parents are highly involved in Jefferson's success. Parents complete interest surveys at the beginning of the year and are involved as classroom volunteers and tutors. Parents, teachers, and administrators each sign a home/school contract for each student. Classroom newsletters, the Jefferson website, Cleveland County Schools Communicator, parent conferences and progress reports help parents stay informed. Parents are invited to eat lunch with their children and participate in Lunch and Learn, Family Curriculum Night, Muffins for Moms, and Doughnuts for Dads. The PTO is very active and provides financial support for the school to purchase technological equipment, instructional supplies, playground equipment, pay for field trips and other student needs.

The teachers at Jefferson are highly qualified. All are fully licensed; twenty-four have advanced degrees and seven have National Board Certification. There are many opportunities for staff development. Staff members continue to work as a team and work on a teambuilding activity every year. Teacher turnover is very low. In the last five years, only two teachers have left to accept another position at a school located closer to their homes.

There are five classes in the grade levels of kindergarten, first and third grade, and six second grade classes. There is also a Pre-K class and a pre-school class for developmentally delayed children. All students are included and encouraged to participate in school programs.

School accountability data reports Jefferson as a High Growth school since 2002-2003 and an Honor School of Excellence for the last three years. The goal is to have 100% students performing at grade level proficiency. Title I services target kindergarten and first grade students. Title I funds are also used to hire additional teaching staff. Academic tutoring is provided for first, second, and third grade students. Administrators meet regularly with students identified as 'Very Important Students', who need additional support and encouragement. School staff are matched with third grade students as 'EOG Buddies' to provide encouragement and support.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

Jefferson School has consistently performed well against the state standards. In reading, 90% or better of Jefferson's students met the state standard throughout a five year history. In math, 2005-2006 was the only year during the five year history to drop below 90% of students meeting the state standard. New state standards were put into place during 2005-2006. Despite the new standards, Jefferson still had 84% of students meeting the new state standard in math.

Jefferson's population is quite equitable ethnically with roughly 50% white and 50% black in the student population. Students eligible for free/reduced lunch is not far behind with roughly 50% of the student population qualifying. Students within these subgroups have consistently performed well against the state standards. We are very proud of our student success in 2006-2007. Our overall EOG performance composite was 95%.

Our percent proficient in Reading was 97% at or above grade level and was 93% at or above grade level in Math. Jefferson Schools population qualifies for three sub groups. These include black students, white students, and free and reduced lunch students. Our black students performed at 94% proficient in Reading and 89% in Math. This shows improvement from the previous year of 68% in Math and 89% in Reading. Closing the achievement gap continues to be a top priority at our school. Analysis of our free and reduced lunch subgroup students show that in 2006-2007 in Reading students in this group were 94%. This shows improvement from the previous year of 88%. In Math for 2006/2007 this subgroup was 87% proficient. The previous year this sub group was 75% proficient.

North Carolina recognizes schools with at least 80 (but less than 90) percent of students who demonstrate proficiency as Schools of Distinction. Schools with at least 90 percent of students at or above grade level are designated as Schools of Excellence. In 2003-2004 a third tier was added. This is called Honor School of Excellence which signifies a school has met Adequate Yearly Progress, achieves expected growth and has at least 90 percent of students who demonstrate proficiency.

Jefferson Elementary School was recognized as a School of Excellence in 2002-2003 and as an Honor School of Excellence for the last three consecutive years. We are especially pleased and proud of the high growth our students continue to achieve each year.

Further information can be found at <http://abcs.ncpublicschools.org/abcs/> and <http://ncpublicschools.org/accountability>

2. Using Assessment Results:

Jefferson Elementary School uses assessment data to understand and improve student performance. Data is collected from the North Carolina End-of-Grade Test (Grade 3). Our system testing coordinator is invited at the beginning of each school year to share the testing results with our K-3 staff. This team meeting allows for all stakeholders to participate in, and be accountable for our school's continual success from entering Kindergarten to exiting at 3rd grade. This data helps teachers plan for the upcoming school year based on student strengths and needs. The data is taken to grade level meetings and disaggregated, and plans are made based on student levels. This teamwork and knowledge of assessment data is what makes Jefferson School such a success.

K-3 teachers focus on the whole student and continue to find ways to teach to the different modalities of learning. Personalized Education Plans are created for students that are struggling in certain areas, and one-on-one time is planned for them with the classroom teacher. The classroom teacher implements the plan for the students and makes additional parent contacts to keep the parents informed of student needs and successes. Classroom instruction is modified based on results gathered from assessments.

The administration meets weekly with interest groups (all levels) based on test data. These groups focus on self-esteem, setting goals, and ways to achieve success.

Our School Improvement Team, as well as school based committees, meet and plan for staff development and curriculum needs based on each year's testing data.

Our data at Jefferson School is used to drive our instruction and plays an integral part in reaching our

mission, which is diligently working to maximize learning for all students.

3. Communicating Assessment Results:

Jefferson Elementary School communicates student performance to parents, students and the community through many avenues. We feel that sharing goals and results with all stakeholders before and after assessments is of great importance.

We communicate to students by teachers and administration holding individual conferences with students. Reviewing benchmark results and setting goals on ways to achieve growth and proficiency are discussed. We hold celebrations for our students throughout the school year. Our celebrations recognize students for academic growth and success. These celebrations include: dances, luncheons with guest motivational speakers, a school-wide parade, as well as a school-wide spirit day.

Data is shared with parents and the community through Parent Teacher Organization meetings, our school report card, the school website, and through local news media. Teachers hold individual parent conferences to discuss data. During these meetings, teachers discuss ways help students achieve success.

The teacher and the parents work as a team to write individual Personalized Education Plans.

Using every opportunity available to communicate our data and goals with students, parents, and the community is a valuable tool in working as a team to achieve success.

4. Sharing Success:

Jefferson Elementary staff and administration shares its successes in many different ways. Our teachers have led workshops sharing best practices for teachers at other schools in our county. Our 3rd grade teachers met with principals from our system and took part in a discussion on keys to success. Teachers from other schools have visited our classrooms and met with our teachers who openly share materials and successful teaching strategies. Teachers from Jefferson serve on system-wide planning teams and meet several times during the school year. This opportunity to collaborate with other teachers in our county has provided opportunities for sharing ideas as well as enhancing their own instruction.

Jefferson's Parent Teacher Organization (PTO) has met with other schools' PTO members to share ideas for fund raising and increasing parent involvement which plays a vital role in our success.

Over the last 5 years one of our major goals has been to purchase interactive white boards for each classroom. This goal has been met through fund raising, creative use of funds, national and local grant writing. Our teachers have utilized this teaching tool to enhance instruction. Our success with these interactive white boards has been shared with principals and teachers throughout the county. We have encouraged other schools to apply for available grants.

Jefferson School continues to find ways to enhance learning and prepare our students for the 21st Century.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Jefferson Elementary School's curriculum is aligned to the North Carolina Standard Course of Study. Our curriculum addresses the competencies for kindergarten through third grade. Many additional programs help to accentuate, expand, and enrich the curriculum as a means of addressing varied learning styles and the huge range of ability levels within our school. Our rigorous curriculum is designed to ensure the highest level of student achievement in literacy, math, science, social studies, P.E., foreign language, and the arts.

Language Arts: We build upon our foundation by using Saxon Phonics in kindergarten through second grade. We also utilize the Four Block Model for first through third grade and Building Blocks as a model in kindergarten. Our reading program, Harcourt, is a research based program. This program provides a balanced literacy model for students. Additionally, we utilize Accelerated Reader which encourages reading and promotes effective comprehension skills. Programs such as Write From the Beginning and Thinking Maps are used to provide the core of our writing curriculum.

Math: A variety of math resources are used to accommodate the varied ability levels represented at our school. The core of our math program is Saxon Math. This is used from kindergarten through third grade. We also utilize Accelerated Math for first through third grade as a means of reinforcing the concepts and providing more rigorous instruction for advanced learners. Accelerated Math also provides for differentiating for our students who require remediation with math. Additionally, we utilize resources from the Department of Public Instruction, such as: Mental Math, Week-By-Week Essentials, and Math Indicators. Our teachers promote 'hands-on' study with a major emphasis on using manipulatives in math instruction.

Science: The science curriculum is based on Houghlin-Mifflin's Discovery Works program. Every teacher at Jefferson uses this research-based program. The program promotes pedagogies such as: student based inquiry, reflective practice, and hands-on use of scientific materials. To supplement this core science program, we also use the Full Options Science System (FOSS) kit. These provide additional inquiry-based, 'hands-on' experiments for all students.

Social Studies: We use a multitude of resources to teach social studies. Harcourt's social studies program provides the core for our instruction. This program provides us with a way to integrate reading and social studies. We also provide field trips and guest speakers as we study different aspects of social studies. Additionally, our teachers utilize Weekly Reader and Time for Kids to enrich the social studies instruction.

Health and PE: Children at Jefferson participate in P.E. four times per week. Teachers also use the Take Ten program to reinforce exercise and healthy habits. Students are engaged in thirty minutes of physical activity each day. Additionally, Jefferson students take part in a Jump Rope Club after school one time per week. They are also involved with Jump Rope for Heart each year to promote community service while practicing a healthy lifestyle.

The Arts: Jefferson's students have music one time per week. They are involved in a musical during the year which promotes love for the arts and self-esteem. These yearly musicals are performed during PTO meetings and are enthusiastically supported by parents and grandparents. Our music teacher also intergrates other subjects into her lessons. She uses multiple tools to deliver instruction. Many teachers at Jefferson also intergrate music into the core subjects.

Foreign Language: Jefferson has a French teacher. She integrates the culture, geography, and language of France into lessons. She utilizes technology into the lessons with the use of a SmartBoard. She also introduces music, customs, and food from France to the children. Students have French one time per week.

2a. (Elementary Schools) Reading:

Jefferson School's reading curriculum is designed to meet the needs of our many varied ability levels. We utilize a variety of resources to help us. The core of our reading program centers on the Harcourt Reading

Program. This program fosters good reading strategies in fluency, decoding, vocabulary, phonemic awareness, and comprehension. We utilize this program in kindergarten through third grade. Although this program has a phonics component, we also utilize Saxon Phonics, as we believe that a strong phonics program is an integral part of our success at Jefferson. We utilize Saxon Phonics in kindergarten through the middle of second grade. Additionally, we use the Four Block Model. This is a research based program that uses Guided Reading, Self-Selected Reading, and Writing as a means of incorporating literacy into the elementary classroom. Teachers at Jefferson are required to provide daily reading instruction. Teachers and students are able to conference weekly concerning the students' reading progress. Accelerated Reader is also utilized to improve reading comprehension.

We use a variety of assessments to drive our instructional decisions. In kindergarten through second grade our students are assessed by DIBELS. This assesses fluency, decoding, phonemic awareness, and vocabulary. The information we gather from this assessment is used to strategically plan small group instruction to improve students' reading strategies. In third grade, our students must pass the End-of-Grade test given by the state of North Carolina. Remediation opportunities are plentiful for those students who need it in third grade. We utilize tutors, volunteers, small group instruction, and our teachers differentiate instruction based on the need of the students in the classroom. Jefferson takes pride in using our data from previous years to drive the instructional decisions that are made.

3. Additional Curriculum Area:

We believe at Jefferson in educating the whole student. We pride ourselves in providing opportunities for all students to excel. We further believe math must be taught as vigorously as reading. Our teachers use a plethora of strategies and resources to differentiate the math class at Jefferson. Our teachers believe that children learn in as many various ways as there are children and we must vary lessons in math to meet the needs of those children.

Our core math program is Saxon Math. Our teachers also use other research based resources that reinforce the curriculum. In kindergarten through second grade, we use Week-by-Week Essentials, Mental Math, and Math Indicators. This is designed to promote higher order thinking skills in the content areas, even at an early age. Our teachers also use Accelerated Math. This is a computer based program designed to help students in areas in which remediation is required. Because of the flexibility of this program, teachers are able to tailor math to fit the needs of all students. This program is also used by our third grade teachers. We have experienced phenomenal success since the implementation of this program. Third grade teachers also use programs such as Buckle Down and Coach to remediate those students who may fall behind early in the year. All grades focus heavily on hands-on manipulative based math. We also utilize small group and whole group instruction. We depend on tutors and utilize volunteers to help us with our math curriculum. Our third grade teachers have also devised a compilation of PowerPoint presentations. They saw a need to supplement the math they were teaching with some of their own strategies. Because of their success at teaching math, they were asked to share their expertise with other third grade teachers in our school system. Jefferson School continues to try new technologies and new strategies to help all children be successful. We use Interactive White Boards (SmartBoards) to deliver instruction. Lesson presented on these boards provide hands-on and motivational opportunities for learning. We further believe using advanced technology and bold new strategies to teaching, affords us the opportunity to carry on the tradition of excellence we have experienced in math.

4. Instructional Methods:

Jefferson School has been on the cutting edge of implementing technology into our classrooms. We believe in order to fully educate students who must compete globally; we must also use technology to implement all core curriculum aspects. We utilize SmartBoards in nearly every classroom. We also use Elmos, Airliners, and the latest computer software to educate our students at Jefferson.

Teachers at Jefferson also understand the importance of differentiating the curriculum. They provide individualized instruction through small groups, cooperative learning, peer collaboration, and independent studies. Teachers also use flexible groups, which are ability leveled and content specific, to fine tune the skills of our students.

Teachers at Jefferson also believe that communication and planning are critical to the success of our students. Grade level planning meetings are held weekly to collaborate and specifically focus on strategic ways to plan clear, relevant, and rigorous lessons for all children. Communication through vertical articulation teams also provides for opportunities to share discipline strategies and curriculum ideas.

Assessment data from formal and informal assessments, DIBELS assessments, combined with the Pre-End of Grade and End-of-Grade testing, is used to drive our instruction. We believe in order to improve instruction; we must continually monitor our instructional practices and fine tune those practices to accommodate our students.

Content area strategies and research based reading programs are the core of our intensive instruction. Thinking Maps are incorporated into all subjects. Teachers use PowerPoint presentations that stimulate visual learners. Teachers use hands-on manipulative based math to reach tactile/kinesthetic learners. Books on CD and the use of surround sound speakers help our auditory learners.

We feel passionately about the importance of time on task. We guard instructional time and we are supported in that effort by our administration. We have a culture at Jefferson that honors the importance of learning. All decisions are based on what is best for our children.

5. Professional Development:

In keeping with the high expectations that teachers set for our children at Jefferson, we also hold high expectations for our professional development. Jefferson teachers are involved in intensive professional development offered by our school system throughout the year. Some of the training teachers from Jefferson have been involved with this year include: Write From the Beginning, Reading Foundations, and DIBELS (Dynamic Indicators of Basic Early Literacy Skills.) Through careful analysis of our testing data, priorities about professional development are made each year.

Jefferson School also provides professional, onsite training. Teachers have been part of workshops such as: Reading is Rocket Science and Math workshops concerning the new Standard Course of Study. Each year the teachers, assistants, and administrators participate in a thorough examination of a selected book to help build teamwork. We have examined such books as: Five-Star Teamwork and What Great Teachers Do Differently. These books provide a dialogue through which we have been able to form a stronger and more effective team. We believe that creating a stronger team creates a more conducive environment in which our children can learn. Teachers at Jefferson believe strongly in creating a professional learning community.

In an effort to stay technologically advanced, teachers at Jefferson continually seek ways to improve the way in which they utilize technology. Teachers attend classes on preparing websites, making PowerPoint presentations, and using SmartBoards. This further shows the dedication of Jefferson's teachers who strive to educate our children with the most dynamic, most technologically advanced means available to them.

All teachers who attend professional development agree to return to the school and share their expertise with other staff members. This allows for an effective use of staff development monies.

Jefferson teachers believe in continually improving our abilities, honing our skills, and being open to new and improved ways of teaching in order to meet the needs of our students.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test North Carolina End-of-Grade Tests- Grade 3

Edition/Publication Year 2007 Publisher Public Schools of North Carolina

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level III and IV	97	92	95	91	92
% "Exceeding" State Standards					
Level IV	61	59	62	53	60
Number of students tested	74	86	101	102	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	4	0	1	2
Percent of students alternatively assessed	1	5	0	1	3
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Level III and IV	94	89	93	84	85
% "Exceeding" State Standards					
Level IV	40	35	36	24	32
Number of students tested	35	37	42	51	34
2. Free/reduced lunch					
% "Meeting" plus % "Exceeding" State Standard					
Level III and IV	94	88	94	82	82
% "Exceeding" State Standards					
Level IV	36	43	23	24	29
Number of students tested	31	40	31	45	28
3. Caucasian					
% "Meeting" plus % "Exceeding" State Standard					
Level III and IV	100	94	98	98	100
% "Exceeding" State Standards					
Level IV	77	80	83	82	81
Number of students tested	35	46	54	51	41
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level III and IV	93	84	96	97	94
% "Exceeding" State Standards					
Level IV	57	38	70	64	61
Number of students tested	74	86	101	102	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	5	0	1	1
Percent of students alternatively assessed	1	6	0	1	1
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Level III and IV	89	68	93	94	88
% "Exceeding" State Standards					
Level IV	29	11	45	33	35
Number of students tested	35	37	42	51	34
2. Free/Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Level III and IV	87	75	94	93	89
% "Exceeding" State Standards					
Level IV	26	23	48	40	32
Number of students tested	31	40	31	45	28
3. Caucasian					
% "Meeting" plus % "Exceeding" State Standard					
Level III and IV	97	98	100	100	98
% "Exceeding" State Standards					
Level IV	80	61	91	94	83
Number of students tested	35	46	54	51	41
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					