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

U.S. Department of Education

Type of School: **Elementary (Pre-K-5)**

Name of Principal   **Mr. Danny M. Cameron**

Official School Name   **Buckhorn Elementary School**

School Mailing Address   **500 Gordon Lake Road**
                                               South Hill, Virginia 23970-5501

County   **Mecklenburg**

State School Code Number   **058-1010**

Telephone   **434-447-3075**   Fax   **434-955-2814**

Website/URL   **www.meck.k12.va.us**   E-mail   **dcameron@meck.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_____
(Principal's Signature)

Name of Superintendent*   **Dr. Frank Polakiewicz**

District Name   **Mecklenburg County**   Telephone   **434-738-6111**

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_____
(Superintendent's Signature)

Name of School Board Chairperson: **Mr. Thomas C. Coleman III**

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_____

(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:

6	Elementary schools
2	Middle schools
0	Junior high schools
2	High schools
1	Other (Alternative Education Grades 8-12)
11	TOTAL

2. District Per Pupil Expenditure: **$7551**

   Average State Per Pupil Expenditure: **$8552**

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
   [**X**]   Rural

4. __**21**__ 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	6	9	15		7			
K	18	20	38		8			
1	19	18	37		9			
2	18	19	37		10			
3	14	14	28		11			
4	17	21	38		12			
5	22	23	45		Other			
6								
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					**238**

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

6. Racial/ethnic composition of   **60%**   White
    the students in the school: **37%**   Black or African American
         3%   Hispanic or Latino
         0%   Asian/Pacific Islander
         0%   American Indian/Alaskan Native
    100% Total

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

7. Student turnover, or mobility rate, during the past year: **9%**

    [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.	**19**
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	**3**
(3)	Total of all transferred students [sum of rows (1) and (2)]	**22**
(4)	Total number of students in the school as of October 1	**232**
(5)	Total transferred students in row (3) divided by total students in row (4)	**.09**
(6)	Amount in row (5) multiplied by 100	**9**

8. Limited English Proficient students in the school: **3** %
        7   Total Number Limited English Proficient
    Number of languages represented: **1**
    Specify languages: **Spanish**

9. Students eligible for free/reduced-priced meals: **62%**[1]

    Total number students who qualify: **134**

    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.

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[1] Virginia report for 2004-2005 does not include pre-kindergarten students for Mecklenburg County.

10. Students receiving special education services   **16** %

                                                    39   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.

____Autism	____Orthopedic Impairment
____Deafness	__**7**_Other Health Impaired
____Deaf-Blindness	_**18**_Specific Learning Disability
____Emotional Disturbance	_**13**_Speech or Language Impairment
__**1**_Hearing Impairment	____Traumatic Brain Injury
____Mental Retardation	____Visual Impairment Including Blindness
____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)	**1**	**0**
Classroom teachers	**13**	**0**
Special resource teachers/specialists	**5**	**6**
Paraprofessionals	**5**	**2**
Support staff	**7**	**1**
Total number	**31**	**9**

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: **18:1**

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	**96%**	**97%**	**96%**	**95%**	**NA%**[2]
Daily teacher attendance	**95%**	**98**%	**89%**	**98**%	**94%**
Teacher turnover rate	**10%**	**10%**	**10%**	**10%**	**22%**
Student dropout rate (middle/high)	**NA**	**NA**	**NA**	**NA**	**NA**
Student drop-off rate (high school)	**NA**	**NA**	**NA**	**NA**	**NA**

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[2] Student attendance data for 2000-2001 was corrupted during a change in pupil accounting software at the school board office and is not available.

PART III – Summary

Buckhorn Elementary School is a small Title I school serving a rural school district in Mecklenburg County in south central Virginia. Southside Virginia has a history of low socio-economic and educational levels as well as limited cultural resources. The school is located approximately 80 miles from the cities of Richmond, Virginia and Raleigh, North Carolina. Buckhorn Elementary School's success comes from a positive learning environment based on excellent citizenship and high expectations for staff and students. Approximately 10% of the students currently enrolled have requested and received permission to attend from outside the school district and are transported by parents.

Instructional practices began to change with the implementation of Virginia Standards of Learning (SOL) in 1995. Prior to the SOL, instruction was based on the current textbooks and the curriculum taught depended on the performance of the classroom teacher and the students. A uniform SOL curriculum framework provided structure. The instructional staff adopted the concept that a teacher must know the curriculum and determine appropriate assessments prior to instruction. Instruction must be effectively delivered and the data from the student assessments must be used to determine the need for individual or group remediation. Buckhorn Elementary School integrated technology as it became available for student instruction, assessment, remediation, and data disaggregation.

Buckhorn Elementary School's mission is to provide opportunities for all students to develop to their full potential. The success of this mission is a responsibility shared by school personnel, students, parents, and the community. The school staff has worked in teams to focus on providing the best possible instruction for all students. With the implementation of the Virginia Standards of Learning and the *No Child Left Behind Act of 2001* (NCLB), the staff identified each at-risk student by their instructional needs and NCLB subgroups. At-risk students are targeted by the end of the first six-weeks and each team develops a remediation plan based on individual student needs. All staff members participate in the delivery of remedial instruction.

A Building Leadership Team was established in 1999 to provide guidance in the school improvement process, allocation of available resources, use of technology, and staff development. Parents and the community support the school through an active PTA, the Mecklenburg Business Education Partnership, an Adopt-a-Class program, and civic organizations. The school supports the community through activities such as Relay for Life, food collections for the needy, and assistance to families in crisis. Teachers have written and received grants in excess of $12,000 from sources such as Wal-Mart, Virginia Commission for the Arts, Target, Michael Jordan Foundation, Virginia Power, and Longwood University during the past 5 years.

Buckhorn Elementary School has been frequently recognized for the achievements of the students and staff. With the combined effort of staff, students, parents, and the community, Buckhorn Elementary School received the "Rufus Beamer Excellence Award 2000" and the "Creating Excellence Award 2002" from the Virginia Department of Education. President George Bush and Congressman Virgil Goode commended the school for a song written by our music teacher and recorded with our fifth grade students after the attack of 9-11. In 2003, the Virginia General Assembly selected Buckhorn Elementary School as 1 of 60 high performing schools to be visited and interviewed for the purpose of sharing successful practices with other schools. Buckhorn Elementary School students have been recognized at the state, eastern regional, and national award levels in the Daughters of the American Revolution Junior American Citizens Contest. Buckhorn Elementary School was selected as a "Distinguished Title I School 2005" by the Virginia Department of Education and has made important contributions toward Mecklenburg County Schools being selected by Standard and Poor's, Inc. as 1 of 16 out-performing school systems in Virginia.

Part IV Indicators of Academic Success

1. Assessment Results

The Commonwealth of Virginia has established Standards of Learning (SOL) to ensure all students are provided a quality education. At the end of grades three and five, students participate in criterion-referenced assessments in the areas of English, reading, writing, math, science, and history. Third grade reading and writing scores are combined into one score while fifth grade reading and writing scores are reported separately. Fourth grade will participate in the SOL assessment in the areas of reading and math beginning in the 2005-2006 school year. Scores are reported on a scale of 0-600. Proficiency is demonstrated by a score of 400 or above. Advanced proficiency is demonstrated by a score of 500 or above. For the last two years, the number of perfect 600 scores at Buckhorn Elementary School has exceeded the number of failing scores in the four Virginia SOL test areas.

Buckhorn Elementary School became fully accredited, having met the state's standards of proficiency in 2003. School scores for third grade reading have increased from 63% reaching proficiency in 2001 to 85% in 2005. Third grade scores in math have increased from 87% in 2001 to 97% in 2005. Fifth grade students have also increased their proficiency rate. Buckhorn Elementary School fifth grade students have increased their scores in reading from 58% in 2001 to 91% in 2005. Math scores for fifth grade students have increased from 74% in 2001 to 97% in 2005. Buckhorn Elementary School has not only earned full accreditation status for the Commonwealth of Virginia every year since 2003 but has also met the provisions for Adequate Yearly Progress (AYP), as set by the standards of No Child Left Behind for 2003-2005.

The different subgroups at Buckhorn Elementary School are making gains as well. Third grade Black students have shown marked improvement in reading scores. In 2001, only 57% of Black third grade students tested at the proficient level in reading. In 2005, 72% reached proficiency. In math, third grade Black students increased their proficiency from 87% in 2001 to 94% in 2005. Fifth grade Black students made even greater gains in both reading and math. In 2001, only 44% of fifth grade Black students reached proficiency in reading. In 2005, proficiency increased to 91%. In math, fifth grade Black students increased their proficiency from 56% in 2001 to 100% in 2005.

At the same time, White third grade students increased proficiency in reading from 79% to 100% and in math from 93% to 100%. White fifth grade students have also made gains. In reading, White students increased their proficiency from 72% to 91%. Math proficiency increased from 89% to 95%.

Economically disadvantaged students make up 62% of Buckhorn Elementary School's student body. Scores for the past three years indicate significant success in meeting the needs of economically disadvantaged students in all areas. In 2005, 79% of economically disadvantaged third grade students showed proficiency in reading and 96% showed proficiency in math. In the fifth grade, 94% of the economically disadvantaged students showed proficiency in reading and math.

2. Using Assessment Results

One of the instructional philosophies of Buckhorn Elementary School is that data should drive instruction. Staff members completed training on data disaggregation and were implementing this technique at the school level prior to the introduction of No Child Left Behind. Teachers analyze data from curriculum-based assessments, benchmark tests, and SOL test results to show strengths and weaknesses in student achievement and teaching methods. For example, teachers analyze SOL test results by looking at the "student performance by question" data. Reviewing each question on the SOL test helps teachers develop better teaching methods to ensure future success on similar questions. Analyzing the types of questions

and their format on the SOL tests has also led to the development of superior instruction and assessments. Tests are developed to correlate to the curriculum and are designed to mirror the Standards of Learning (SOL) format. The use of automated scoring systems (Scantron) allows students to practice test-taking skills with a test booklet and answer sheet simulating the test-taking process.

Teachers at Buckhorn Elementary School also use Excel spreadsheets to separate their students into NCLB subgroups. At-risk students in each subgroup are targeted for individual remediation plans. The plans are written and implemented by a team of instructional staff. Staff members utilize all available time and resources to give at-risk students every opportunity to improve their academic skills. For example, students may work in a small group setting with the librarian or a school volunteer on reading and math skills. All staff members are invested in the success of the students. Buckhorn Elementary School has a proven plan for targeting weaknesses in teaching methods and student achievement. Correcting these weaknesses leads to improvement in instruction and achievement.

3. Communicating Assessment Results

Buckhorn Elementary School believes a home-school connection is necessary for student success. In support of this philosophy, the school uses a variety of methods to systematically communicate assessment results to parents, students, and community. Letters of recognition are mailed to the household of each Honor Roll student and group pictures are sent to media outlets for inclusion in local newspapers. Buckhorn Elementary School communicates student performance through citing students' achievement during daily morning announcements, writing about student accomplishments in the school's newsletter, and maintaining Buckhorn Elementary School's website for public reference. In addition, routinely scheduled parent-teacher conferences are held. Mondays are designated as the day student papers are sent to parents for review, and homework notebooks are utilized as an ongoing line of communication between teacher and parent. Parents also receive their child's report card every six weeks.

By using available technology and software, assessment results on SuccessMaker Enterprise from Pearson Digital Learning are available to teachers and students on a daily basis. Student scores earned through assessments on the Accelerated Reader program are posted weekly. In conjunction with student summaries of progress, diagnostic reports citing student data are also made available weekly for teachers.

Student Performance Reports are sent to the parents of every student who takes the state mandated Standards of Learning tests. Students who receive perfect scores and those who score in the advanced proficient range receive either a medal or a ribbon of honor, respectively, accompanied by a letter of commendation. Staff members travel to the middle school to make similar presentations to sixth graders who experienced success as Buckhorn Elementary School fifth graders. The Virginia School Report Card is also shared with parents to communicate school success.

4. Sharing Success

Buckhorn Elementary School takes pride in the opportunities it has been afforded to share the school's success. System-wide grade level meetings to encourage sharing successful strategies and materials by teachers were initiated and hosted by Buckhorn Elementary School. In 2003, the Virginia General Assembly selected Buckhorn Elementary School as 1 of 60 high performing schools in the state of Virginia. As a result of this honor, the school was visited and an interview was conducted for the purpose of sharing successful strategies with other schools. The staff has always welcomed guests who are interested in classroom observations and proven instructional strategies that lead to success. Numerous staff members have been invited to lead workshops with regard to successful instructional techniques. In 2005, a staff member was selected as 1 of 22 Distinguished Title I Teachers in Virginia and has agreed to

share strategies with other schools. Departmental meetings, such as those attended by reading specialists, are utilized for sharing. Regularly scheduled meetings among elementary principals provide the opportunity for administrative sharing and are usually followed by staff and team meetings at the school site where information is distributed. Technology is commonly used by the staff to share Web sites and information pertinent to new materials. The Instructional Support Team (IST), which meets every other week, is also a venue for sharing school success.

Part V – CURRICULUM AND INSTRUCTION

1. Outline of Curriculum

The Standards of Learning are the basis for the curriculum in the state of Virginia. All six elementary schools in Mecklenburg County utilize pacing guides developed by division content coordinators and classroom teachers. These pacing guides are driven by blueprints and crosswalk materials received from the Virginia State Department of Education.

The reading/language arts curriculum consists of instruction and assessment in phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Grade level assessments drive instruction and measure progress. A variety of materials and programs are used to meet the individual needs of students. As students progress through kindergarten to fifth grade, they participate in Accelerated Reader, Read Naturally, STAR from Renaissance Learning, SuccessMaker Enterprise from Pearson Digital Learning, direct instruction, guided reading, novel studies, and the Scott Foresman Reading series. Buckhorn Elementary School students also incorporate writing in their daily activities. Students progress from dictation in kindergarten through second grade to using NCS Mentor™ for Virginia from Pearson Educational Measurement and writing prompts for third through fifth grade.

The math curriculum allows the students to develop a wide range of skills and strategies for solving a variety of problems. Individual needs are addressed by assessment, data disaggregation, and remedial instruction. Math activities include Touch Math, Holey Cards, Drops in the Bucket, Study Island, SuccessMaker Enterprise, Mountain Math, Activities Integrating Mathematics and Science (AIMS), the use of manipulatives, rhythm, rhymes, chants, and cheers to increase retention of mathematical concepts.

The emphasis of the science curriculum is to experience the richness and excitement of scientific discovery through hands-on opportunities. These experiences include field trips to the Danville Science Center, John Kerr Dam, and MacCallum More Gardens. Science activities at school include: 4-H, Virginia Extension Agricultural Agency, Return to Nature, Virginia Department of Forestry fire prevention programs, Corps of Engineers water safety presentations, and the NASA Space Challenge through the USDA Higher Education Grant. Students have the opportunity to design projects for a science fair judged by community leaders. The school has a centrally located science room filled with supplies and equipment for teachers to use as needed for class projects and experiments.

Buckhorn Elementary School's social studies curriculum emphasizes the development of knowledge and skills in history, geography, civics, and economics. Students participate in field trips to a Native American Pow-Wow, MacCallum More Gardens, Prestwould Plantation, Native American Day, Clarksville Veteran's Memorial, a local tobacco museum, and town offices. The Jamestown-Yorktown Foundation visits the fourth and fifth grade students presenting different artifacts, tools, and resources. The PTA brings in storytellers and speakers to share local history. Teachers have also received Longwood Center for Economics Education grants. Several students received national recognition for their participation in the Daughters of the American Revolution Society (DAR) contest.

The music and art teachers correlate their curriculums with classroom SOL instruction. The music curriculum enhances the academic curriculum through rhythm, expression, instruments, movement, and songs. Grade level programs focus on Virginia SOLs in the four content areas. All students are given the opportunity to perform for parents, teachers, and peers. The school choir performs at local assisted living facilities. The music teacher at Buckhorn Elementary School, along with the fifth grade class of 2001, received national recognition from the President of the United States for a song composed after the events of 9-11. Some teachers have received the Commission for the Arts Grants, which integrate art into academics. Art classes are also taught at Buckhorn Elementary School to all students. This builds a foundation for a lifetime of enjoyment and participation in the arts.

2a. The Reading Curriculum

The reading curriculum at Buckhorn Elementary School builds upon the Virginia Standards of Learning (SOL) to provide students with the literacy skills and strategies needed to become literate, lifelong learners. Students spend a minimum of 120 minutes daily in literacy activities. The curriculum is designed to teach students to communicate and comprehend effectively through oral language and various forms of text. Assessments, which drive instruction, are an important component of the reading program. Reading achievement is determined using tools such as: Phonological Awareness Literacy Screening (PALS), Developmental Reading Assessment (DRA), Star Reading™ from Renaissance Learning, Measuring Up, Buckle Down, SOL-released test items, NCS Mentor™ for Virginia, SuccessMaker Enterprise, and curriculum-based assessments. The data gained from these tools allows teachers to analyze instructional practices as well as student strengths and weaknesses. Low-performing students are identified and receive additional literacy instruction from the classroom teacher, support staff, Title I teachers, special education teachers, Instructional Support Team (IST) and/or the reading specialist.

Students receive instruction in phonemic awareness, phonics, vocabulary development, comprehension, fluency, and writing. The connection between reading and writing is taught daily. Mecklenburg County uses the Scott Foresman Reading series and teachers incorporate reading programs such as SuccessMaker Enterprise and Read Naturally. Students are given opportunities to see and hear teachers read daily, as well as opportunities to experience reading for their own pleasure. In addition to the school library, each classroom has a library of books for students to utilize, and the reading specialist has a large collection of leveled books that can be checked out by students and teachers.

Buckhorn Elementary School initiated the use of Accelerated Reader as a reading incentive in Mecklenburg County. Teachers and students alike participate in the program. Family Reading Night, Scholastic Book Fairs, Book It, and local author visits enhance our reading curriculum. Teachers encourage literacy in the home by providing students with opportunities to purchase books at low cost through book club orders.

3. The Math Curriculum

The Standards of Learning for Mathematics emphasize mathematical problem solving, proficiency in basic computations, reasoning mathematically, and making mathematical connections in arithmetic, measurement, geometry, probability, data analysis, statistics, and algebraic functions. Teachers assist students in developing critical thinking skills and gaining a deeper understanding and appreciation for math. The goal of our math program is to help students become competent mathematical problem solvers in the real world.

Buckhorn Elementary School believes students need to master basic number facts in order to develop critical thinking and problem solving skills. This goal is achieved through the use of resources such as the Scott Foresman-Addison Wesley Math series, AIMS, Mountain Math, Dinah Zike, Marcy Cook,

SuccessMaker Enterprise, Math Their Way, Holey Cards, Measuring Up, Buckle Down, the use of manipulatives, and released SOL test items. As a result of the test data gathered through SOL formatted assessments, individualized intervention occurs daily for at-risk students.

The math program is enhanced by a variety of manipulatives, some of which were provided by the Mecklenburg Business Partnership. The use of manipulatives allows teachers to differentiate instruction according to various learning styles. Prior to SOL testing, students are engaged in extensive practice through classroom reviews, after school remediation, and intervention.

4. Instructional Methods to Improve Student Achievement

The philosophy of Buckhorn Elementary School is to provide opportunities for all students to develop to their full potential. The school provides a foundation of knowledge, while nurturing lifelong learning and critical thinking skills. The high expectations of the school staff focus on time on task, thorough planning, and curriculum-based assessments. This is driven by the belief that the quality of assessments and the use of assessment data are directly connected to the academic success of students. Teachers are expected to have assessments completed before instruction begins.

Assessment data helps drive remediation throughout the day which is provided by Title I, IST, reading specialist, special education, and support staff. A morning tutoring program utilizes resource teachers to assist struggling students before the instructional day begins. This intervention is guided by specific remediation plans designed for struggling students by teams of teachers. Collaboration and inclusion provide students of all learning abilities the opportunity to succeed by working together. Both special education and general education students benefit from this model. Allowing students to work together using interactive programs such as Touch Math and Interactive Note-Taking promotes students' success. Teaching and encouraging the use of test-taking strategies increases student achievement.

5. Professional Development

Buckhorn Elementary School is a leader in providing staff development throughout the division. Teachers visit other schools to share instructional strategies and host grade-level meetings to share best practices. Teachers seek opportunities to attend professional conferences and share pertinent information with school and division staff. For example, teachers at Buckhorn Elementary School attended the Virginia Teacher Reading Academy to enhance their knowledge of effective instructional practices, which promote early reading success. Also, several teachers attended a fluency seminar by Tim Rasinski, hosted by Longwood University, and a workshop on the Four Square Writing Method by Judith S. Gould and Evan Jay Gould. Reading and math courses are offered division-wide to provide teachers an opportunity to enhance their professional knowledge.

Buckhorn Elementary School began implementing a data disaggregation plan, prior to the Virginia Department of Education's plan, which allows teachers to determine strengths and weaknesses. Based on this information, teachers attend team meetings to make remediation plans and to come up with strategies to improve student and teacher performance. Bi-weekly team meetings allow the staff the opportunity to share ideas. Buckhorn Elementary School has on-site staff development including workshops on anti-bullying, childhood depression, social services, and various technology programs.

The Instructional Support Team (IST) provides group and individualized help to teachers. The collaborative school-based team meets bi-weekly to discuss strategies for at-risk students. The team assists teachers in identifying successful strategies to meet the needs of struggling students. The intended outcome is to provide a more instructionally responsive school for students and teachers alike.

Virginia's Reporting Form for NCLB Blue Ribbon Data
ENGLISH 3RD GRADE
Buckhorn Elementary school
Harcourt/2000-2005

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May/June	May/June	May/June	May/June	May/June
	This is data that is reported on the Website for SOL Report Cards[3] for Virginia's schools. Also see footnote.[4]			This is data that is reported on the Website for 2001[5] and 2002.[6] Also see footnote[7]	
SCHOOL SCORES					
%At or Above Proficient	85	87	83	89	63
%At Advanced	21	15	20	19	11
Number of students tested	33	46	29	27	37
Percent of total students tested	100	100	100	79	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
%At or Above Proficient	79	86	82	NA	NA
%At Advanced	8	9	18	NA	NA
Number of Students Tested	24	22	17	NA	NA
2. Black					
%At or Above Proficient	72	76	73	75	57
%At Advanced	6	6	27	0	9
Number of Students Tested	18	17	11	12	23
3. White					
%At or Above Proficient	100	96	89	100	79
%At Advanced	40	22	17	33	14
Number of Students Tested	15	27	18	15	14
STATE SCORES[8]					
%At or Above Proficient	77	71	72	72	65
%Above Proficient	19	14	19	17	NA

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[3] http://www.pen.k12.va.us/VDOE/src/index.shtml

[4] Data does not include re-takes on any SOL assessment.

[5] Use 2001 data http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls

[6] Use 2002 data http://www.pen.k12.va.us/VDOE/Assessment/SCH.BY.SCH.98.02.xls

[7] This data was reported prior to the implementation of NCLB in Virginia. It does include re-takes on all SOL assessments. No economically disadvantaged subgroup data is available for 2000-2001 or 2001-2002.

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

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

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

Virginia's Reporting Form for NCLB Blue Ribbon Data
ENGLISH (READING) 5TH GRADE
Buckhorn Elementary School
Harcourt/2000-2005

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May/June	May/June	May/June	May/June	May/June
	This is data that is reported on the Website for SOL Report Cards[9] for Virginia's schools. Also see footnote.[10]			This is data that is reported on the Website for 2001[11] and 2002.[12] Also see footnote[13]	
SCHOOL SCORES					
%At or Above Proficient	91	84	94	85	58
%At Advanced	33	29	9	18	6
Number of students tested	33	38	35	40	36
Percent of total students tested	100	100	100	93	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
%At or Above Proficient	94	75	95	NA	NA
%At Advanced	33	8	5	NA	NA
Number of Students Tested	18	24	22	NA	NA
2. Black					
%At or Above Proficient	91	71	89	69	44
%At Advanced	27	6	6	15	0
Number of Students Tested	11	17	18	13	18
3. White					
%At or Above Proficient	91	95	100	93	72
%At Advanced	36	48	14	19	11
Number of Students Tested	22	21	14	27	18
***STATE SCORES*[14]**					
%At or Above Proficient	85	85	83	78	73
%Above Proficient	29	31	19	17	NA

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[9] http://www.pen.k12.va.us/VDOE/src/index.shtml

[10] Data does not include re-takes on any SOL assessment.

[11] Use 2001 data http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls

[12] Use 2002 data http://www.pen.k12.va.us/VDOE/Assessment/SCH.BY.SCH.98.02.xls

[13] This data was reported prior to the implementation of NCLB in Virginia. It does include re-takes on all SOL assessments. No economically disadvantaged subgroup data is available for 2000-2001 or 2001-2002.

[14] For 2001-2002, 2002-2003, and 2003-2004. http://pen2.vak12ed.edu/cgi-bin/broker?_service=doe_prod&instit_id=0&_program=prodcode.st_sol_by_grade_report.sas
The state percentage passed indicated on this Website is equivalent to the percent above proficient.
For 2000-2001 see http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls

Virginia's Reporting Form for NCLB Blue Ribbon Data
MATHEMATICS 3RD GRADE
Buckhorn Elementary School
Harcourt/2000-2005

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May/June	May/June	May/June	May/June	May/June
	This is data that is reported on the Website for SOL Report Cards[15] for Virginia's schools. Also see footnote.[16]			This is data that is reported on the Website for 2001[17] and 2002.[18] Also see footnote[19]	
SCHOOL SCORES					
%At or Above Proficient	97	96	100	96	87
%At Advanced	52	63	59	63	47
Number of students tested	33	46	29	27	37
Percent of total students tested	100	100	100	77	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
%At or Above Proficient	96	92	100	NA	NA
%At Advanced	42	54	53	NA	NA
Number of Students Tested	24	24	17	NA	NA
2. Black					
%At or Above Proficient	94	88	100	92	87
%At Advanced	33	41	55	50	43
Number of Students Tested	18	17	11	12	23
3. White					
%At or Above Proficient	100	100	100	100	93
%At Advanced	73	78	61	73	57
Number of Students Tested	15	87	18	15	14
STATE SCORES[20]					
%At or Above Proficient	88	87	83	80	77
%Above Proficient	52	49	47	40	NA

[15] http://www.pen.k12.va.us/VDOE/src/index.shtml

[16] Data does not include re-takes on any SOL assessment.

[17] Use 2001 data http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls

[18] Use 2002 data http://www.pen.k12.va.us/VDOE/Assessment/SCH.BY.SCH.98.02.xls

[19] This data was reported prior to the implementation of NCLB in Virginia. It does include re-takes on all SOL assessments. No economically disadvantaged subgroup data is available for 2000-2001 or 2001-2002.

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

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

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

Virginia's Reporting Form for NCLB Blue Ribbon Data
MATHEMATICS 5TH GRADE
Buckhorn Elementary School
Harcourt/2000-2005

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May/June	May/June	May/June	May/June	May/June
	This is data that is reported on the Website for SOL Report Cards[21] for Virginia's schools. Also see footnote.[22]			This is data that is reported on the Website for 2001[23] and 2002.[24] Also see footnote[25]	
SCHOOL SCORES					
%At or Above Proficient	97	82	100	88	74
%At Advanced	33	45	14	44	12
Number of students tested	33	38	35	41	34
Percent of total students tested	100	100	100	95	94
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
%At or Above Proficient	94	71	100	NA	NA
%At Advanced	33	25	9	NA	NA
Number of Students Tested	18	24	22	NA	NA
2. Black					
%At or Above Proficient	100	76	100	77	56
%At Advanced	18	29	17	15	13
Number of Students Tested	11	17	18	13	16
3. White					
%At or Above Proficient	95	86	100	93	89
%At Advanced	41	57	14	57	11
Number of Students Tested	22	21	14	28	18
STATE SCORES[26]					
%At or Above Proficient	81	78	74	67	71
%Above Proficient	25	20	18	16	NA

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[21] http://www.pen.k12.va.us/VDOE/src/index.shtml

[22] Data does not include re-takes on any SOL assessment.

[23] Use 2000 data http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls

[24] Use 2001 data http://www.pen.k12.va.us/VDOE/Assessment/SCH.BY.SCH.98.02.xls

[25] This data was reported prior to the implementation of NCLB in Virginia. It does include re-takes on all SOL assessments. No economically disadvantaged subgroup data is available for 2000-2001 or 2001-2002.

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

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

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