

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

U.S. Department of Education

Type of School: Elementary (PreK – 5)
Name of Principal: Mrs. Jennifer K. Moore
Official School Name: J.E.B Stuart Elementary School
City: Richmond
School Mailing Address: 3101 Fendall Avenue
Richmond, Virginia 23222-2699

School Code Number: 338
Telephone: (804) 780-4879 Fax: (804) 780-4320
Website/URL: www.richmond.k12.va.us
E-mail: jmoore4@richmond.k12.va.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date: _____

Name of Superintendent: Dr. Deborah Jewell-Sherman
District Name: Richmond City Telephone: (804) 780-7710

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 Chairperson: Mr. David Ballard

I have reviewed the information in this application, including the eligibility requirement on page 2, and certify that to the best of my knowledge it is accurate.

(School Board Chairperson'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 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:
- 31 Elementary schools
 - 9 Middle schools
 - 0 Junior high schools
 - 5 High schools
 - 16 Other
- 61 TOTAL

2. District Per Pupil Expenditure: \$5,525.00
- Average State Per Pupil Expenditure: \$3,070.00

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

11 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	13	18	31	7			
K	25	36	61	8			
1	32	37	69	9			
2	32	27	59	10			
3	32	23	55	11			
4	38	38	76	12			
5	33	34	67	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							418

6. Racial/ethnic composition of the students in the school:
- 0% White
 - 99% Black or African American
 - 1% 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: 28%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	68
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	52
(3)	Total of all transferred students [sum of rows (1) and (2)]	120
(4)	Total number of students in the school as of October 1	422
(5)	Total transferred students in row (3) divided by total students in row (4)	.28
(6)	Amount in row (5) multiplied by 100	28

8. Limited English Proficient students in the school: 1 %
4 Total Number Limited English Proficient
 Number of languages represented: 3
 Specify languages: Spanish, French, and Tribal Language

9. Students eligible for free/reduced-priced meals: 80%

Total number students who qualify: 338

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: $\frac{17\%}{71}$ 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.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>17</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>32</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </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>25</u>	<u>0</u>
Special resource teachers/specialists	<u>3</u>	<u>10</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>8</u>	<u>2</u>
Total number	<u>43</u>	<u>12</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 16:1
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	95%	95%	95%	95%	95%
Daily teacher attendance	92%	92%	92%	93%	92%
Teacher turnover rate	9%	4%	11 %	15 %	10 %
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III – SUMMARY

J.E.B. Stuart Elementary School is a school with *stars* as its mascot. The stars represent the light that shines through each child who manages to achieve despite the obstacles that many face daily. It is a Title I school, which serves approximately 420 students located on the north side of Richmond, Virginia. Richmond Public Schools serves approximately 25,000 students.

The site for the school, 3101 Fendall Avenue, was purchased in the early 1920's and the building was ready for occupancy in September, 1922. In 1928, due to rapid growth in the Northside area, eight rooms were added to the building. Several renovations have taken place within the building, creating the present cafeteria and a larger media center. Due to the damage from Tropical Storm Gaston in 2004, the entire lower floor of the building was destroyed. The most recent renovations in 2005 provided the school with 4 remodeled classrooms and a media center.

Richmond, the capitol of Virginia, is a large urban city that has its share of urban area ills. Because of the city's high crime and poverty rates, J.E.B. Stuart Elementary School serves as more than just an elementary school for many of the students. It is a place where students feel safe, appreciated, and nurtured so that they can explore and learn. The expectations are high for every child. No child is allowed to have an excuse for not learning.

The north side of Richmond is a predominantly African-American community where many of our students walk to school with an adult or are driven to school by family. This provides an opportunity for parents and other family members to be involved daily. Because it is a school that focuses on changing students' lives, we take a holistic approach to working with students. Thus, our students are able to achieve at a high level because everyone involved with the student is growing and developing. The faculty and staff are constantly trained and pushed to excel. Parenting classes are offered at the school. Children's health needs are addressed collectively and individually. Consequently, we try to create a world around each child that will inhibit his failure.

The school's mission is to strengthen basic and higher level thinking skills, motivate and encourage a sense of self-worth, and to encourage parental involvement. Emphasis is given to the development of the whole child. Teachers focus on child development as well as academic development. Each child is praised for the progress made and the school celebrates reaching goals. The focus for the students of the school is on academics. One way the school encourages academic focus is through the use of school uniforms. The students, faculty, and staff wear uniforms on Mondays, Wednesdays, and Fridays.

Stuart has a great team of professionals who work well together to meet the needs of many of their students who face difficulties. Whether a student is homeless, seriously ill, or a victim of abuse or neglect, the team works diligently to find academic solutions for each student. The school staff has created strong links between its resources and community agencies. One such agency provides a service for students who have behavioral/emotional challenges in school. The agency provides training for the parent, teacher and student, while a counselor for all students involved is at school the entire day.

The School Planning and Management Team (SPMT) determine the school's direction. This is a team composed of administrators, teachers, support staff, parents, community representatives, and students when appropriate wherein everyone has representation. The team works together to develop and enforce the goals of the school. This process provides for togetherness and better communication on all levels. Some of the accomplishments of the team are goal-oriented staff development, improved internal communication, increased PTA membership and parental involvement, and significant improvement in student behavior and attendance. The SPMT continues to closely monitor the endeavors of the entire school and revises policies and procedures as deemed necessary.

J.E.B. Stuart Elementary takes pride in moving each of our students from good to great. The hardworking, ambitious, and enthusiastic faculty and staff have implemented data-driven instruction and innovative technology so that our school is fully accredited by the Virginia Department of Education. This proves that the administration, faculty, staff, and students are all stars.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Part IV – 1 Assessment Results

Each year the students in the Commonwealth of Virginia are given a test based on the Standards of Learning Objectives (SOL). The Virginia Department of Education established these objectives in order to provide all students with a quality education. Students in grades 3 and 5 are given a criterion-reference assessment in the areas of English-reading, literature, and research (reading), English-writing (writing), mathematics, science, and history. Third grade reading and writing scores are combined into one score. Fifth grade scores are reported separately. Assessment results are reported on a scale of 0-600. Scores of 400-499 are considered proficient and scores of 500 or above are labeled advance proficient.

J.E.B. Stuart Elementary achieved full accreditation in 2000. As one of the first schools in Richmond City to become fully accredited, J.E.B. Stuart Elementary School's scores in third grade reading have risen from 39 percent in 2000 to 98 percent in 2005. In math, the third grade scores went from 38 percent in 2000 to 100 percent in 2005. Fifth grade scores reflect similar growth. In reading, fifth grade scores increased from 40 percent in 2000 to 97 percent in 2005. Fifth grade mathematics scores showed a gain from 28 percent in 2000 to 100 percent in 2005. J.E.B. Stuart Elementary has also met the provisions for Adequate Yearly Progress (APY), as set by the standards of *No Child Left Behind Act of 2001* (NCLB) for the years 2003, 2004 and 2005.

Each subgroup continues to make growth similar to that made by the school. The third grade scores in reading for the African-American students rose from 67 percent in 2003 to 98 percent in 2005. In math, the African-American students scored 88 percent in 2003 and 100 percent in 2005. Proficiency in the fifth grade had a similar gain. In reading, African-American students' scores reflected a level of proficiency at 87 percent in 2003 and 97 percent in 2005. Math scores for fifth grade African-American students increased from 79 percent in 2003 to 92 percent in 2005.

J.E.B. Stuart Elementary School has a large economically disadvantaged population. As a Title I school, 80 percent of the students receive free or reduced lunches. Even though the disadvantaged population is large, the students have increased the proficiency rate from 61 percent in 2003 to 97 percent in 2005 in third grade reading. In third grade math, the proficiency score has increased from 88 percent in 2003 to 100 percent in 2005.

The disabled population of the school has not shown the same progress as the other subgroup. However, the proficiency scores for this group in reading and math are in the 80th percentile. In third grade reading, the students scored 83 percent in 2003 and 83 percent in 2005. In math, the students' scores rose from 83 percent to 100 percent proficiency. For fifth grade reading, the scores remained at 100 percent for 2003 and 2005. In math, the proficiency of the disabled students shows a slight decline. In 2003, the proficiency score was 90 percent and 81 percent in 2005. The fifth grade math scores indicate that more emphasis needs to be given to the instruction of mathematics for the disabled students of J.E.B. Stuart Elementary School.

The state website used to complete this document is www.pen.k12.va.us.

Part IV - 2 Using Assessment Results

J.E.B. Stuart Elementary School is committed to using data to improve instruction. The school has created a clear connection between the Virginia Standards of Learning, our district's curriculum, and our assessment practices. The data provided from multiple assessments is analyzed to maximize teacher and student performance.

The data from multiple assessments is compiled into an assessment matrix. Our assessment matrix is more than mapping percentages and actual numbers. It is a clear display of the connections between what standards need to be re-taught, to whom they need to be re-taught, and changes in instructional methods. Our teachers join forces with other teachers on their grade level team to build and analyze the matrices. Once the matrices are completed, the teachers use the data to address strengths and weaknesses of the students. Also, we use the information to modify or adjust instruction based on item analysis.

Using multiple assessments throughout the school year provides teachers, students, and parents with valuable information about each student's achievement. Our assessment matrices are used as part of an assessment portfolio used to measure student proficiency and teacher effectiveness. This assessment portfolio is the basis for student instructional objectives and teacher goals. Based on the specific needs of the student, we design an assessment plan to help improve individual student achievement.

After the results of the Virginia Standards of Learning are received, the administrators and staff analyze the data to identify strengths and weaknesses. The staff takes part in professional development for any areas needing improvement. The data is used to assist in the development of the school's Plan of Improvement and to complete Richmond Public Schools' Charting the Course document. Charting the Course is a comprehensive plan that outlines the assessment result and needs for all subgroups of students.

Part IV - 3 Communicating Assessment Results

J.E.B. Stuart Elementary communicates student progress and performance in various ways. All students have homework assignment books to write down homework assignments and to use as a means of communication between parents and teachers daily. Progress reports are sent home weekly and monthly to inform parents of student progress and behavior. Weekly and monthly newsletters are sent home regularly to help parents monitor the objectives being taught as well as to keep parents informed of events that occur within our school.

In addition to progress reports and newsletters, parents and teachers conference each nine-weeks to discuss report cards. P.T.A. meetings are scheduled monthly where parents and teachers can also discuss student progress. Students are provided academic ceremonies as a reward for achievement, honor and scholar roll, citizenship, perfect attendance, etc. Parents and community leaders are invited to share in these moments with the students. Student success is also recognized over the intercom. Student work is displayed throughout each classroom and the hallways of the building for parents and others to view.

Individualized state assessment results are communicated with the parents via mail; the parents receive a copy of the actual test results for his/her child. State assessment results are also shared with the

community and other schools in the newspapers. The Commonwealth of Virginia also provides Annual School Report Cards to parents. This report provides information about students' performance as measured by the Virginia Standards of Learning assessments.

Part IV - 4 Sharing Success

Through exchange at principal, teacher, and other district meetings our successes are shared. Our faculty and staff have shared instructional and behavioral strategies and techniques that have worked in our building for at-risk elementary students. Our faculty and staff have attended state and national conferences and workshops wherein they have met with educators from around the nation to explain how we achieve success with our students. Surrounding counties and cities have approached Richmond Public Schools for assistance in working with at-risk populations. Thus, other districts have visited our school to observe instructional strategies and techniques being used.

Successes are shared with the parents and community through newsletters, the media, and partnerships. J.E. Stuart publishes a monthly newsletter highlighting student achievements, activities and awards. A school website is maintained and teachers have e-mail accounts that offer them the opportunity to share with colleagues, parents, and students. Successes are displayed on the website. Also, the PTA meetings are used as a forum to inform parents about the successes and achievements of the school.

Technology has made it easier to share successes with other schools. Teachers from other schools frequently network with faculty to discuss instructional strategies. J.E.B. Stuart's faculty is always willing to share the successes experienced by the students. This inspires others to aspire to reach the same successes.

The spirit of professional collaboration is the basis for much of the success at J.E.B. Stuart. The administrators and staff are committed to sharing what has been learned to work. Finally, J.E.B. Stuart has submitted a proposal to Metropolitan Educational Research Consortium (MERC) to continue sharing information that may be helpful to others.

PART V – CURRICULUM AND INSTRUCTION

Part V -1. Outline of Curriculum

Stuart Elementary School's curriculum is based on the Standards of Learning for Virginia Public Schools. These standards describe the commonwealth's expectations for student learning and achievement in grades K-5 as well as all other grades. These standards represent a broad consensus of what parents, classroom teachers, school administrators, academics, and business and community leaders believe schools should teach and students should learn.

In the four core areas of English, mathematics, science, and history/social science, a curriculum framework also is provided that details the specific knowledge and skills students must possess to meet the standards for these subjects. The Standards of Learning are reasonable targets and expectations for what teachers need to teach and students need to learn. Richmond Public School's curriculum goes beyond the standards. Our teachers select instructional strategies and assessment methods appropriate for our students.

Richmond Public Schools has developed a resource called the Curriculum Compass that vividly graphs for teachers how to pace instruction so that standards are taught within the curriculum. The Curriculum Compass suggests the appropriate instructional tools, activities, and even field trips. Our administration holds our teachers accountable for using the Curriculum Compass. Teachers must incorporate small groups, classroom discussion, hands-on activities, cooperative groups, peer tutoring, reciprocal teaching, and guided practice into daily lessons.

The curriculum focuses on four main areas: language arts, mathematics, science, and social science. The focus of the language arts area is to provide a variety of activities to develop an understanding of language structure and enhance their ability to communicate effectively. The focus of the mathematics area allows students to engage actively in a variety of problem solving situations, to motivate students to develop multiple ways of thinking and representing numbers, and to compare situations and understand of simple operations. The focus of the science area is to develop inquiry skills while conducting activities and investigations to enhance higher levels of thinking. The focus of social science is to develop in all students the requisite knowledge and skills for informed responsible participate in public life.

In addition, the curriculum encompasses four areas of humanities: library skills, music, art, and physical education. The emphasis of each of these areas is to have students explore other cultures and incorporate various concepts learned in other disciplines. Students are encouraged to explore innate talents in these areas through self-exploration and team building skills.

The use of technology is an integral part of our curriculum. Our technology curriculum is incorporated into our four core areas. To become technologically proficient, our students must develop the skills through integrated activities in all content areas rather than through one specific course. The technology curriculum provides a framework for technology literacy that begins with physical manipulation skills for the use of technology, to intellectual skills necessary for information use. At the elementary level, the focus is on learning to use technology rather than learning about technology. Our students use computers for benchmark testing, research, reading and math enhancement, and fun activities.

Part V - 2a. Reading Curriculum

The Language Arts Curriculum at J.E.B. Stuart is closely aligned with the standards set by the state of Virginia. Our expectations are for every student to read fluently and comprehensively, and to speak and write effectively in Standard English. Every student receives direct instruction daily in the reading to provide practice of phonemic awareness, comprehension strategies, fluency, test-taking strategies, etc. Teachers receive various staff development training to enhance instruction in reading as well. The strategies are implemented in every subject area so students are continuously guided as they apply the strategies taught.

Reading achievement is assessed with tools such as teacher made tests, Phonological Awareness Literacy Screening (PALS), computer-based tests such as eduTest assessments and Accelerated Reader, and Standards of Learning test results, Base-Line tests designed by the reading program, and Curriculum-based tests. These various assessments help us to determine the students' reading levels, and their strengths and weaknesses of students and teachers. Students are heterogeneously grouped on all levels based on the data obtained from the assessments.

Our school has several programs designed to assist students' needs. The Special Programs for Academic and Creative Excellence (SPACE) is implemented to challenge the students who have been identified as gifted and talented. The Accelerated Reader Program is used to provide students with more reading practice and to help students, parents and teachers monitor reading and comprehension practice. We have intervention programs such as the A.N.S.W.E.R program for grades Kindergarten through Second grade, and the S.O.A.R. program for Third through Fifth grade. Reading specialists and Title 1 teachers work with the students in small group settings. We also implement an Extended Day program to provide additional reading practice for identified students. Reading Night gives the parents an opportunity to read with their children and to learn tips to help their children to become better readers. Other incentives are provided by partners and community leaders throughout the city of Richmond.

We have high expectations of all of our students at J.E.B. Stuart Elementary in the area of Reading. Through hard work and much practice, our school is accredited in this area.

Part V - 3 Mathematics Curriculum

The mathematics curriculum at J.E.B. Stuart, based on the standards of the Commonwealth of Virginia, requires that students gain an understanding of fundamental concepts and develop proficiency in arithmetic, measurement, geometry, probability, data analysis, statistics and basic algebra. Students are challenged by continuous practice of all related skills and an abundance of real life situations that encourage the students to apply knowledge gained. Students are expected to implement strategies learned in centers, projects, problem solving and other areas. Teachers provide critical thinking problems daily and require students to apply various methods across the curriculum.

Students apply mathematical concepts and skills and the relationships among them to solve problem situations of varying complexities. Students also create problems and are taught to recognize problems from real life data and situations within and outside mathematics and then apply appropriate strategies to find acceptable solutions. To accomplish this goal students are expected to develop many skills and strategies for solving a variety of problem types. A major goal of the mathematics program is to help students become competent mathematical problem solvers. Students participate in field trips to the grocery store, the Mathematics and Science Center, The Planetarium, Track Meets, the mall, and construction sites.

Part V - 4. Instructional Methods

One of the ways that our school is unique is that the entire school is on the same schedule for instruction all day. Each grade level team plans together and submits one grade level lesson plan that reflects what the entire grade level will do for the week. It incorporates differentiated learning and small group pull-out in addition to general instruction. The lesson plan model is a picture of the entire day. The day begins with journal writing for all students. Reading is a primary focus such that each student receives at least 2 ½ hours of reading instruction daily. Students who demonstrate the need for additional reading instruction may receive an additional 30 to 60 minutes of instruction each day.

Students with special needs are incorporated in the general classroom to have maximum access to the general curriculum. There is at least one classroom at each grade level taught by a special education and general education teacher so that all students are included with their peers. Notwithstanding, all teachers incorporate best practices into daily classroom activities, such as pre-testing before unit tests, reading instructions aloud for clarity during regular class work, rearranging student groups for most effective student exchange, and breaks in transitioning through the day. Each lesson includes all the components of the Richmond Public Schools Instructional Model.

Fulltime Title I Mathematics and Reading specialists give students who need additional assistance support throughout the week in small groups and individualized instruction. These students meet with the teacher for at least one hour each week. Many of the same students remain after school with their regular teacher for additional help in reading and math. During the spring, intense formalized reading and mathematics training occurs Monday – Thursday during our Extended Day Program. Saturday Academy is started in May, just prior to the end-of-year assessment. Students in grades 2 through 5 are encouraged to attend Saturday Academy for an intensive review of objectives learned during the school year.

Whenever possible, instruction in art, music, physical education and library/media is integrated across the curriculum. For example, the art teacher assisted the third grade teachers with a unit on Ancient Greece. The art teacher had the students create mosaics and decorative vases. Also technology is used to enrich the delivery of instruction. Teachers are encouraged to utilize the technology available in the classroom and media center. Students are assisted in preparing projects using PowerPoint as part of the presentation.

Part V - 5. Professional Development

Our school improvement plan incorporates site-based staff development for our teachers. Based on the needs defined by assessment data, discipline reports, and teacher interest our School Plant and Management Team (SPMT) helps to bring to our school personnel to render workshops and in-service sessions. Our goal with staff development is to provide high-quality training and organizational development to improve teaching and learning. The latest research and best instructional strategies geared for our students and staff is the target for our staff development. The administration, lead teachers, and committee chairpersons are charged with finding the best training sessions and personnel trainers for our staff. Teachers and staff are encouraged to attend conferences and workshops at the district, state, and national level. All staff members are encouraged to be members of professional organizations and to share information with colleagues.

The following are training sessions from which our staff members have benefited and have presented: Houghton Mifflin Math/Reading Seminars, Virginia Association of Supervision and Curriculum Development Conferences, Annual Conferences of the Virginia Federation of the Council for Exceptional Education, Child Abuse and Neglect: Recognition, Reporting, and Responding for Educators workshops; Virginia Preschool Initiative District-wide Conference; Council for Exceptional Children Annual Conferences (*Virginia Federation*),

Virginia's Reporting Form for NCLB Blue Ribbon Data

Subject: Reading

Grade: 3rd

Test: Virginia Standards of Learning Assessments

Publication Year: 2002 – 2005

Publisher: Harcourt Assessment, Inc.

	2004-2005	2003-2004	2002-2003
Testing month	June	June	June
SCHOOL SCORES			
% At or Above Proficient	98	90	67
% At Advanced Proficient	37	9	9
Number of students tested	51	63	79
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	1	3
Percent of students alternatively assessed	0	.01	.05
SUBGROUP SCORES			
1. African-American			
% At or Above Proficient	98	90	67
% At Advanced Proficient	38	8	9
Number of Students Tested	50	62	78
2. Disadvantaged Students			
% At or Above Proficient	97	90	61
% At Advanced Proficient	27	8	9
Number of Students Tested	33	51	57
3. Disabled Students			
% At or Above Proficient	83	67	83
% At Advanced Proficient	33	11	0
Number of Students Tested	<	<	<
STATE SCORES			
% At or Above Proficient	77	71	72
% At Advanced Proficient	19	14	19

Source of state scores: http://pen2.vak12ed.edu/cgi-bin/broker?_service=doe_prod&_program=prodcode.doerp101rcdp001.sas

Virginia's Reporting Form for NCLB Blue Ribbon Data

Subject: Math Grade: 3rd Test: Virginia Standards of Learning Assessments

Publication Year: 2002 – 2005

Publisher: Harcourt Assessment, Inc.

	2004-2005	2003-2004	2002-2003
Testing month	June	June	June
SCHOOL SCORES			
% At or Above Proficient	100	89	88
% At Advanced Proficient	73	34	44
Number of students tested	51	64	79
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	1	3
Percent of students alternatively assessed	0	.01	.05
SUBGROUP SCORES			
1. African-American			
% At or Above Proficient	100	89	88
% At Advanced Proficient	72	35	44
Number of Students Tested	50	63	78
2. Disadvantaged Students			
% At or Above Proficient	100	87	88
% At Advanced Proficient	77	33	48
Number of Students Tested	33	52	58
3. Disabled Students			
% At or Above Proficient	100	70	83
% At Advanced Proficient	67	0	0
Number of Students Tested	<	<	<
STATE SCORES			
% At or Above Proficient	88	87	83
% At Advanced Proficient	52	49	48

Source of state score: http://pen2.vak12ed.edu/cgi-bin/broker? service=doe_prod& program=prodcode.doerp101rcdp001.sas

Virginia's Reporting Form for NCLB Blue Ribbon Data

Subject: Reading

Grade: 5th

Test: Virginia Standards of Learning Assessments

Publication Year: 2002 – 2005

Publisher: Harcourt Assessment, Inc.

	2004-2005	2003-2004	2002-2003
Testing month	June	June	June
SCHOOL SCORES			
% At or Above Proficient	97	91	87
% At Advanced Proficient	16	33	14
Number of students tested	73	78	87
Percent of total students tested	100	100	100
Number of students alternatively assessed	4	3	0
Percent of students alternatively assessed	.05	.03	0
SUBGROUP SCORES			
1. African-American			
% At or Above Proficient	97	91	87
% At Advanced Proficient	16	33	14
Number of Students Tested	73	78	87
2. Disadvantaged Students			
% At or Above Proficient	98	91	88
% At Advanced Proficient	14	27	12
Number of Students Tested	59	64	66
3. Disabled Students			
% At or Above Proficient	100	67	100
% At Advanced Proficient	38	0	0
Number of Students Tested	16	<	<
STATE SCORES			
% At or Above Proficient	85	85	83
% At Advanced Proficient	29	31	19

Source of state scores: http://pen2.vak12ed.edu/cgi-bin/broker? service=doe_prod& program=prodcode.doerp101rcdp001.sas

Virginia's Reporting Form for NCLB Blue Ribbon Data

Subject: Math Grade: 5th Test: Virginia Standards of Learning Assessments

Publication Year: 2002 – 2005

Publisher: Harcourt Assessment, Inc.

	2004-2005	2003-2004	2002-2003
Testing month	June	June	June
SCHOOL SCORES			
% At or Above Proficient	92	77	79
% At Advanced Proficient	15	20	28
Number of students tested	73	78	87
Percent of total students tested	100	100	100
Number of students alternatively assessed	4	3	0
Percent of students alternatively assessed	.05	.01	0
SUBGROUP SCORES			
1. African-American			
% At or Above Proficient	92	77	79
% At Advanced Proficient	15	21	29
Number of Students Tested	73	78	87
2. Disadvantaged Students			
% At or Above Proficient	93	73	76
% At Advanced Proficient	14	15	27
Number of Students Tested	59	66	66
3. Disabled Students			
% At or Above Proficient	81	22	90
% At Advanced Proficient	25	0	0
Number of Students Tested	16	0	0
STATE SCORES			
% At or Above Proficient	81	78	74
% At Advanced Proficient	85	80	18

Source of state scores: http://pen2.vak12ed.edu/cgi-bin/broker? service=doe_prod& program=prodcode.doerp101rcdp001.sas