

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: 12 Elementary schools
 4 Middle schools
 0 Junior high schools
 3 High schools
 1 Other (Alternative)
- 20 TOTAL
2. District Per Pupil Expenditure: \$ 7,264
- Average State Per Pupil Expenditure: \$ 8,552

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. 15 Number of years the principal has been in her/his position at this school.
- N/A If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	16	2	18	7			
K	67	57	124	8			
1	66	57	123	9			
2	48	50	98	10			
3	54	51	105	11			
4	67	56	123	12			
5	43	49	92	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							683

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

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| 40 | % White |
| 59 | % 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: 30%

[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.	83
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	126
(3)	Total of all transferred students [sum of rows (1) and (2)]	209
(4)	Total number of students in the school as of October 1	707
(5)	Total transferred students in row (3) divided by total students in row (4)	.30
(6)	Amount in row (5) multiplied by 100	30

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 0
 Specify languages: N/A

9. Students eligible for free/reduced-priced meals: 51%
 Total number students who qualify: 370

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: 11 %
72 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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>17</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>27</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>2</u> Traumatic Brain Injury
<u>0</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>39</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>1</u>
Paraprofessionals	<u>24</u>	<u>0</u>
Support staff	<u>14</u>	<u>1</u>
Total number	<u>88</u>	<u>2</u>

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	97.1%	96.4%	96%	95%	96%
Daily teacher attendance	96.6%	95.9%	94.9%	95.7%	97%
Teacher turnover rate	8%	4%	4%	6%	6%
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

The faculty and staff at Kilby Shores Elementary School demonstrate and communicate their vision and mission of establishing a strong foundation for lifelong learning through achievement by promoting responsible citizenship, academic excellence, and character traits for successful living. The focus of our beliefs is that the learning environment, process, and outcome of each child as an individual as well as the school as a whole is of utmost importance as we all “Set Sail – Charting our Course Towards Excellence”.

Students who attend Kilby Shores Elementary from Kindergarten through fifth grade have the opportunity to attend a minimum of twelve field trips. By the end of their elementary career, students have visited all of the area museums as well as Jamestown, Yorktown, Williamsburg, an opera, ballet, symphony and other cultural events. Students participate in a grade level assembly production once a year and attend a minimum of twenty assembly programs – cultural and educational.

Learning is not limited to the “formal” classroom setting. Students are actively involved in the learning process through PTA performances, (song, dance, speaking parts), Science Fair, Young Writers, Bank Day, Reflections Contest, Thanksgiving Feast (Kindergarten and pre-school), Indian Day, and Colonial Craft Day (for fourth grade). Other grade levels visit these events.

Parents are kept abreast of student progress through progress reports, report cards, quarterly newsletters, and the school Infoline. Recognition and achievement is evident throughout the building with wall displays, which include the Tree of Knowledge (first through fifth grade honor roll) and the AR Wall (top Accelerated Readers). Positive student and class behavior is rewarded through special recognition: Golden Note, Golden Crayon, Golden Mouse, Whale of a Crew and Random Acts of Kindness.

Volunteers, parents, and the community at large play an important role at Kilby Shores. This is evident by the number of parents attending Parent Teacher Conference Days, PTA meetings and student events. Community and family involvement extends to our yearly American Education Week and Career Week participants. These events are supported by over 100 participants. Our business partners play an important part in enriching the educational opportunities.

The school recognizes artistic talents and endeavors through painted murals, artwork, a Wall of Fame, front lobby photography, Porthole Gallery, and Artist-of-the-Month displays. Art and Music are important and play integral roles in the lives of all of our students. Our Gifted and Talented Art and Music students enrich our community by painting and performing for the community (Business Partners, School Board Office, Norfolk International Airport). Many field trips and assemblies (Young Audiences, Opera, etc.) offer support and reinforce the importance of exposure to and participation in the arts.

Kilby Shores Elementary School’s positive atmosphere is felt throughout the building and is exemplified through positive role models and relationships between the administrators, staff, students, families, and community. Model students have opportunities for leadership in grades three, four, and five by assisting teachers, peer tutoring, working in the School Store and serving

as flag guards, Pride Patrols, and bookworms. Specific grade levels also take part in being responsible for our yearly Salvation Army, Toys for Tots, and canned food collections. Students demonstrate their awareness and caring by becoming more aware of the special needs of others through their involvement with Disability Awareness Activities, Beanie Baby Event for fire victims, raising money each month (via crew hops) for needy organizations – i.e. United Way, March of Dimes, Operation Smile, Suffolk Education Foundation, Tsunami Victims, Hurricane Katrina Relief, and Jump Rope For Heart. The positive environment and atmosphere modeled throughout the day at Kilby Shores is considered - *A Way of Life – A State of Excellence*.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Virginia Department of Education established the Standards of Learning (SOL) for Virginia Public Schools, which provides the criteria of knowledge for each grade level. The SOL assessment is given in May of each school year at Kilby Shores. The SOL tests evaluate students' knowledge on the SOL. SOL assessments are given for each subject for grades three and five. Fourth grade students were tested in history. Beginning in May 2006, students in fourth grade will be tested in all core subjects. Four hundred is the minimum passing score. A score between 400 and 499 is pass/proficient; a score between 500 and 600 is pass/advance. The pass rate for each grade and subject is calculated based on the percentage of students who earn a passing score.

Scores for each grade level (third, fourth, fifth) are combined to obtain the school's overall SOL pass rate. Combined scores have yielded full accreditation for Kilby Shores for the past six years. Current combined SOL scores for Kilby Shores are as follows: English/reading 78%; mathematics 89%; science 76%; and history 70%. Third and fifth grade English/Reading scores have improved over the past five years. Third grade English/Reading scores have increased by 18 percentage points. Fifth grade mathematics scores have increased from 83% - 95%.

The gaps in achievement between subgroups consistently lessen as students matriculate through Kilby Shores. Third-grade Black students in 2003 received a pass rate of 55% in English/reading. Relatively the same group, in 2005 obtained a pass rate of 84% in English/reading. Third-grade White students in 2003 received a pass rate of 79% in English/reading. Reasonably the same group, in 2005 earned a pass rate of 100% in English/reading. The gap in achievement for Black and White students in the area of English/reading decreased from 24 percentage points in 2003 to 9 percentage points in 2005. Similarly, third-grade Black students in 2003 received a pass rate of 70% in Math. Reasonably the same group, in 2005 achieved a pass rate of 91% in mathematics. Third grade White students in 2003 received a pass rate of 92% in mathematics. Relatively the same group, in 2005 received a pass rate of 100% in mathematics. The achievement gap for Black and White students in the area of mathematics reduced from 22 percentage points in 2003 to 8 percentage points in 2005.

Kilby Shores is a Title I school with 51% students who receive free or reduced lunch. The disparities between non-economically disadvantaged students and economically disadvantaged have improved. Third grade non-economically disadvantaged students in 2003 received a pass

rate of 80% in English/reading. Relatively the same group, in 2005 earned a pass rate of 89% in English/reading. Third grade economically disadvantaged students in 2003 received a pass rate of 52% in English/reading. Reasonably the same group, in 2005 received a pass rate of 89% in English/reading. The gap in achievement for non-economically and economically disadvantaged students in the area of English/reading decreased from 27 percentage points in 2003 to .2 percentage points in 2005. Similarly, third grade non-economically disadvantaged students in 2003 received a pass rate of 95% in mathematics. The same group, in 2005 received a pass rate of 95% in mathematics. Third grade economically disadvantaged students in 2003 received a pass rate of 65% in mathematics. Comparatively the same group, in 2005 earned a pass rate of 95% in mathematics. The achievement gap for non-economically disadvantaged and economically disadvantaged students in the area of mathematics reduced from 31 percentage points in 2003 to .5 percentage points in 2005.

The Web site utilized to complete this document is www.pen.k12.va.us/.

2. Using Assessment Results

Kilby Shores Elementary School employs various assessment tools to monitor and evaluate student progress and achievement. Assessment data is used to enhance curriculum and redirect instruction. Expectations for student achievement are defined by the Standards of Learning (SOL) developed by the Virginia Department of Education. Kilby Shores administers the SOL tests in grades three, four (Virginia Studies) and five each year. Third and fifth grade students take SOL assessments in the four core areas. Fourth grade students previously completed only the History SOL test. This year, fourth graders will be tested in all core areas. In addition, Suffolk Public Schools requires local cumulative assessments in grades one and two at the end of the year.

Throughout the year, ongoing assessments at the end of each nine weeks are given for all grade levels. Local assessment data is collected via the Standards of Learning Online (SOLO) record keeping program provided by Suffolk Public Schools. Every student is given three opportunities to take the locally-developed SOL assessment to show mastery of each SOL objective. Teachers re-teach objectives based on individual student performance. Various testing tools and programs are utilized throughout the school year, such as the Phonological Awareness and Literacy Screening K-3 (PALS), STAR (Standardized Test to Assess Reading) Reading Testing (which evaluates independent instructional reading levels and reading zones), and STAR Math Testing (which evaluates independent instructional math levels). Reports are generated and distributed to parents and administrators on a nine-weeks schedule.

Disaggregated state SOL test scores are organized by grade level, race, disability, and other subgroups. Kilby Shores uses the data to develop yearly school improvement plans. Data is used to identify students who are eligible to receive Title I, SOL tutoring, PALS tutoring support services as well as development of individual education plans in special education programs.

3. Communicating Assessment Results

Kilby Shores Elementary communicates student performance and progress in numerous ways. Students are given a student handbook, a daily planner, the Elementary Weekly Communicator as well as access to the Infoline, all of which are essential for successful communication between school and home. Student feedback consists of daily assignments, Accelerated Reader, Accelerated Math, Math Facts in a Flash, and the SOLO report. Benchmarks test and PALS are also a means to communicate student performance. The guidance counselors meet with all classes once a month to share successful strategies on test-taking skills. Teachers are available for conferences with students and parents. Parents are aware of student goals through the Curriculum Reference Guide for Parents, which was sent home at the beginning of the school year.

We promote student progress through the Honor Roll Tree, Hats Off to You Crew (Kindergarten Honor Roll), Star Reader display, the Shoreline Newsletter, interim reports, report cards, two parent-teacher conferences, a school Web site, the local newspaper and cable channel, incentives from our business partners, PTA programs and school assemblies.

Parents, students and the community are kept informed of state assessments through the newspaper, the Virginia school report card, assessment reports, and the Suffolk Public Schools Web site. The School Improvement Team, Student Advisory Team, instructional resource meetings and staff meetings serve as an ongoing means for sharing strategies to increase student achievement.

4. Sharing Success

The Kilby Shores Staff are leaders and lifelong learners who continuously improve and expand their professional skills. Many staff members have been able to share their expertise at the district and state level through various professional growth programs. Staff members have taught graduate courses through the University of Virginia, which focused on comprehension strategies and early reading development and provided taped lessons for the local Cable station, School Connection. Several staff members are currently participating in our district-wide Professional Development Academy topics such as comprehension strategies, substance abuse and the adolescent brain, and hands on mathematics and language arts centers are shared. Our Guidance Department staff has conducted district- and state-level workshops focusing on test-taking skills and presented numerous parent workshops. Our Music and Art Department has written several original screenplays, which enhanced learning of specific grade-level History/Social Science Standards of Learning. These resources were shared at district-wide Grade Level Meetings.

Kilby Shores Elementary also welcomes visitors from various schools who are interested in new approaches that our staff members have found to be successful, such as STAR mathematics and writing activities. Our students also have many opportunities to share their successes with other schools, at both district and state levels, through events such as the Science Fair, Young Authors, and the PTA Reflection Contest. Our students have consistently won the most city-wide awards for writing. In 2005 our fifth-grade writing SOL score was 97%, the highest in our district. Both our talented music and art students also participate in various community events throughout the year.

Sharing success is a hallmark of the Kilby Shores Elementary School culture. Both our staff and students welcome the opportunity to share their successes with others.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

The faculty at Kilby Shores Elementary School demonstrates their mission of establishing a strong foundation with an interdisciplinary curriculum. The elementary curriculum for English, mathematics, science and history/social science is based on the curriculum framework for each grade level from the Virginia Department of Education. Kilby Shores implements our local division's pacing guide and assessments for each content area to assist teachers' instructional planning to meet the diverse needs of our student population.

Reading is at the core of all learning at Kilby Shores. One hundred twenty minutes a day is devoted to reading/language arts instruction. Teachers employ different methods such as the *Reading Renaissance*, guided reading, novel and author studies, Newspaper in Education, Book Buddies, Phonics to Music, and Young Writers in conjunction with the *Scott Foresman* reading program. Guest readers come from the surrounding community to emphasize the importance of reading to our children. Two Title I reading specialists provide small group instruction in the reading lab and classrooms. Standards of Learning (SOL) tutors and a Phonological Awareness and Literacy Screening (PALS) assistant help to reinforce instruction. Data analysis derived from district-produced SOL Benchmark test, STAR (Standardized Test to Assess Reading) Reading test, PALS testing and Virginia's SOL testing provides information that may be utilized to modify instruction and remediation methods.

In mathematics, the school district developed its curriculum based on the Virginia Standards of Learning. Teachers follow a pacing guide developed and implemented by the school district that builds mathematics concepts. The Standards of Learning are taught using innovative methods in the *Houghton Mifflin Math* integrated with technology and manipulatives, such as STAR math testing, Math Renaissance, Math Facts in a Flash, Math Their Way and AIMS (Activities Integrating Math and Science).

The science curriculum is based on the objectives set forth by the Virginia Standards of Learning (SOL) and the National Science Education Standards. From these objectives, our science curriculum integrates meaningful experiences and understanding of the scientific process in the *Harcourt Science* text, learning centers, and AIMS. Each step of the scientific process is incorporated in Science Circus. After-school clubs combine grades three to five in making scientific explorations with engineering activities in the CHROME (Cooperating Hampton Roads Organizations for Minorities in Engineering), science, technology, gardening and ecology. All students participate in the annual Science Fair.

The social studies curriculum includes geography, history, civics and economics in every grade. The curriculum involves students in making interactive notebooks with emphasis on the Essential Knowledge for the Standards of Learning. Grade levels participate in Bank Day, Indian Day, Colonial Day, Egypt and China Day, and All Star Virginia Day. Hallways further display social studies content for students. Onsite docents and field trips reinforce the curriculum.

Our curriculum is not limited to the formal classroom setting. Students have opportunities to be actively involved in the learning process through physical education, music, media, technology, and art classes. Resource teachers work hand-in-hand with classroom teachers to ensure that the curriculum is aligned with what the students are learning in the classroom. In physical education, students develop hand-eye coordination, following directions, and strengthen physical development through sports and Crew Hop dances. Our music and art programs have received grants that enhance the curricula. Our music program provides students with the opportunity to communicate through performances for parents and community partners. Music is taken into the classroom with our Phonics to Music program. Original songs and programs are also taught to reinforce the language, mathematics, science, and social studies standards. The visual arts curriculum emphasizes the social studies and science curricula through student's art displayed in the school and community.

2. Reading

Reading is the name of the road each child must travel to become a successful student at Kilby Shores. We follow systematic instruction, which includes both phonics and comprehension skills, supplemented with guided reading instruction. Phonological Awareness Literacy Screening (PALS), which evaluates phonemic awareness, explicit-phonics, fluency and comprehension abilities, is assessed and used for an individualized curriculum for each student. Our Musical Phonics Specialist reinforces phonics skills through music with all K-3 students.

Reading achievement is assessed by SOL test results, PALS, STAR (Standardized Test to Assess Reading) from Renaissance Learning, the Accelerated Reader program, and curriculum-based assessments.

We also have Title I/Reading specialists who co-teach and help plan many hands-on and small group activities. They provide extra small group instruction for our "at-promise" students. They constantly assess and reassess students during groups to target areas of need.

Parents are encouraged to read with their students and participate in Accelerated Reading activities incorporated with PTA activities.

3. Mathematics, Science, Art, Etc.

Applying mathematics skills to life enhances our mathematics curriculum in order that our students understand fundamental concepts and develop proficiency in arithmetic, measurement, geometry, probability, data analysis, statistics and algebra, as required by the SOL. Teachers use researched-based instructional strategies developed by Robert Marzano, AIMS (Activities Integrating Math and Science), Accelerated Math, Math in a Flash, Math Facts to Music and

information from the National Council of Teachers of Mathematics (NCTM) to enrich the Houghton Mifflin curriculum used by our district.

Each day begins with a two-minute Math Facts Drill to ensure mastery and retention and encourage mental math. Being recognized for success during morning announcements is a strong motivator. Students strive for mastery and use hands-on activities and manipulatives to reinforce learning that meets individual needs and learning styles. Additionally, music and art, provides opportunities to put skills to use. We offer instruction in recorder, guitar, bell plates, drums as well as vocal music. Artistic compositions, such as design, collages, and printing necessitates the application of measurement knowledge.

4. Instructional Methods

Instruction at Kilby Shores is guided by sound principles of learning and supports the school's mission of success by meeting high expectations. Having a solid curriculum, teachers utilize varied instructional approaches, management techniques, materials and resources to meet the needs of a diverse population with multi-sensory and multiple intelligence methods. Marzano's nine researched-based strategies for instruction are used across the curriculum. Collaborative planning among teachers enables correlation of instruction as students attend resource classes, such as library, music, art, physical education, Title I reading, special education resource classes, and tutoring.

Regularly scheduled classroom teaching assistants for the general population and inclusion teachers and assistants for students with special needs offer a strong support system to meet individual needs. Self-contained classes for students with learning disabilities, Educable Mentally Retarded (EMR) students and pre-school students are also available.

Clear guidelines are established for the provision of homework, including frequency and amounts of time for different grade levels. Varied classroom instructional practices include guided reading, literacy circles, interactive notebooks, learning centers, and cooperative learning. Active learning enhances content and process understandings, allowing for students' varied learning styles and needs. This is accomplished through the use of manipulatives, displays, incorporation of music and art in all areas of the curriculum, field trips, visiting experts and performers, programs, and shared student demonstrations and role-playing based on historical information.

Technology is used to engage students both individually and collectively. Renaissance Learning's Accelerated Reader and Accelerated Math programs, use of a Smart Board for graphic and/or interactive presentations, and a scheduled computer lab instructional time each week carries learners beyond endeavors at word processing and computer generated learning games.

Explicit instruction promotes student awareness of the correlation between effort and success. Recognition and reward for effort and achievement provide incentives and satisfaction for students.

5. Professional Development

At Kilby Shores Elementary School, the administration provides and supports opportunities for its faculty to attend workshops and conferences that promote student learning achievement. Funding and professional leave are available for staff development offered within the system and at other locations. Time is provided within the building for grade level networking, sharing of materials, successes, information, and group planning. Teachers are also provided time to observe and learn about various instructional strategies and interventions at other sites.

Several staff members at Kilby Shores Elementary have served as presenters at state and at division-wide professional meetings to share their expertise. Topics include Testing Tips and Strategies, Mathematics Curriculum Strategies, Substance Abuse, Winning the Homework War, and Parenting Tips on Confidence Building. Our art teacher has developed a Virtual Virginia Tour, which is a CD presentation that highlights the fourth-grade SOL specifically. The Virtual Virginia Tour was presented at the Virginia Art Education Association Conference. Staff members at Kilby Shores Elementary both individually and as a wider group devote significant amounts of time to increasing their skills and understanding of new research and its impact on student achievement. Opportunities for observations and internships for college students pursuing teaching careers are also offered at Kilby Shores Elementary. High School students serve as positive role models by providing learning activities such as sign language and Spanish.

The School Division's Professional Development Academy offers an array of Professional Development options. Teachers choose topics that meet the academic needs of their students and their professional needs.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: English
Grade: 3
Test: Virginia State Standards of Learning

Edition/Publication Year: 2002-2004
Publisher: Virginia Department of Education

	2004-2005	2003-2004	2002-2003
Testing month	May	May	May
SCHOOL SCORES*			
% At or Above Meets State Standards*	68	63	64
% At Exceeds State Standards*	12	14	6
Number of students tested	119	104	101
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Black			
% At or Above Meets State Standards	57	46	56
% At Exceeds State Standards	4	4	0
Number of students tested	70	56	62
2. White			
% At or Above Meets State Standards	83	81	76
% At Exceeds State Standards	23	27	13
Number of students tested	47	48	38

STATE CRITERION-REFERENCED TESTS

Subject: Math
Grade: 3
Test: Virginia State Standards of Learning

Edition/Publication Year: 2002-2004
Publisher: Virginia Department of Education

	2004-2005	2003-2004	2002-2003
Testing month	May	May	May
SCHOOL SCORES*			
% At or Above Meets State Standards*	84	85	80
% At Exceeds State Standards*	31	38	37
Number of students tested	115	108	94
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1.Black			
% At or Above Meets State Standards	76	76	72
% At Exceeds State Standards	15	19	19
Number of students tested	67	59	57
2.White			
% At or Above Meets State Standards	96	96	92
% At Exceeds State Standards	52	63	64
Number of students tested	46	48	36

STATE CRITERION-REFERENCED TESTS

Subject: English
Grade: 5
Test: Virginia State Standards of Learning

Edition/Publication Year: 2002-2004
Publisher: Virginia Department of Education

	2004-2005	2003-2004	2002-2003
Testing month	May	May	May
SCHOOL SCORES*			
% At or Above Meets State Standards*	90	89	90
% At Exceeds State Standards*	23	26	15
Number of students tested	96	96	99
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1.Black			
% At or Above Meets State Standards	84	83	88
% At Exceeds State Standards	14	17	12
Number of students tested	44	46	49
2.White			
% At or Above Meets State Standards	94	94	94
% At Exceeds State Standards	33	36	17
Number of students tested	49	47	48

STATE CRITERION-REFERENCED TESTS

Subject: Math
Grade: 5
Test: Virginia State Standards of Learning

Edition/Publication Year: 2002-2004
Publisher: Virginia Department of Education

	2004-2005	2003-2004	2002-2003
Testing month	May	May	May
SCHOOL SCORES*			
% At or Above Meets State Standards*	96	84	89
% At Exceeds State Standards*	22	9	15
Number of students tested	97	95	97
Percent of total students tested	100	100	100
Number of students alternatively assessed			
Percent of students alternatively assessed			
SUBGROUP SCORES			
1. Black	91	72	83
% At or Above Meets State Standards	9	4	10
% At Exceeds State Standards	45	46	48
Number of students tested			
2. White			
% At or Above Meets State Standards	100	96	94
% At Exceeds State Standards	35	15	19
Number of students tested	49	47	47

ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Subject Reading Grade 4 Test Stanford Achievement Test Series

Edition/Publication Year 9th/1996 Publisher Harcourt, Inc.

Scores are reported here as (check one): NCEs **X** Scaled scores Percentiles

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	N/A	September	September	September	September
SCHOOL SCORES	N/A				
Total Score	N/A	36.1	36.0	36.5	35.6
Number of students tested	N/A	95	92	97	101
Percent of total students tested	N/A	90	95	91	94
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
SUBGROUP SCORES	N/A				
1. Disabled	N/A	33.3	32.4	33.6	33.0
Number of students tested	N/A	4	9	8	3
2. African American	N/A	34.2	33.7	33.8	34.7
Number of students tested	N/A	53	43	53	53
3. Caucasian	N/A	38.6	38.0	39.7	39.3
Number of students tested	N/A	42	49	41	46
4. Female	N/A	36.5	36.2	37.3	37.8
Number of students tested	N/A	40	51	54	53
5. Male	N/A	35.9	35.8	35.4	36.2
Number of students tested	N/A	55	41	43	47

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE	N/A	48.6	48.6	50.0	51.4
NATIONAL STANDARD DEVIATION	N/A	14.0	16.6	17.0	16.6

ASSESSMENT REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 4 Test Stanford Achievement Test Series

Edition/Publication Year 9th/1996 Publisher Harcourt, Inc.

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	N/A	September	September	September	September
SCHOOL SCORES	N/A				
Total Score	N/A	35.4	36.2	34.6	35.6
Number of students tested	N/A	101	91	99	104
Percent of total students tested	N/A	96	94	93	97
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
SUBGROUP SCORES	N/A				
1. Disabled	N/A	33.9	31.8	34.0	32.3
Number of students tested	N/A	7	6	8	3
2. African American	N/A	33.8	34.4	32.7	33.9
Number of students tested	N/A	56	42	55	55
3. Caucasian	N/A	37.4	37.8	37.1	37.5
Number of students tested	N/A	45	49	41	47
4. Female	N/A	35.6	36.4	34.2	36.3
Number of students tested	N/A	43	51	55	53
5. Male	N/A	35.3	36.1	35.0	34.8
Number of students tested	N/A	58	40	44	50

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE	N/A	54.4	55.7	51.9	54.6
NATIONAL STANDARD DEVIATION	N/A	15.7	13.6	13.9	14.8