

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

## U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

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

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

School Mailing Address Route 3 Box 264  
(If address is P.O. Box, also include street address)

Gate City VA 24258-9409  
City State Zip Code+4 (9 digits total)

County Scott State School Code Number\* 084-0790

Telephone 276-386-3109 Fax 276-386-3274

Website/URL http://www.scott.k12.va.us E-mail yesprinc@scott.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\* Mr. James B. Scott  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Scott Tel. 276-386-6118

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mr. Lowell Campbell  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

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

## **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

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:       7   Elementary schools  
   3   Middle schools  
   \_\_\_\_\_ Junior high schools  
   3   High schools  
   \_\_\_\_\_ Other
- 13  TOTAL
2. District Per Pupil Expenditure:      1277
- Average State Per Pupil Expenditure:  4967

**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.   2   Number of years the principal has been in her/his position at this school.  
  9   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				7			
K	12	14	26	8			
1	9	11	20	9			
2	9	15	24	10			
3	18	11	29	11			
4	13	20	33	12			
5	10	11	21	Other			
6	11	9	20				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>173</b>

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

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| 98                | % White                          |
| 2                 | % Black or African American      |
| _____             | % Hispanic or Latino             |
| _____             | % Asian/Pacific Islander         |
| _____             | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

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: 17 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	12
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	29
<b>(4)</b>	Total number of students in the school as of October 1	173
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.17
<b>(6)</b>	Amount in row (5) multiplied by 100	17

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

9. Students eligible for free/reduced-priced meals: 51 %  
 Total number students who qualify: 87

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: 21%  
37 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>14</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </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>1</u>	<u>1</u>
Classroom teachers	<u>11</u>	<u>1</u>
Special resource teachers/specialists	<u>1</u>	<u>6</u>
Paraprofessionals	<u>    </u>	<u>2</u>
Support staff	<u>6</u>	<u>    </u>
Total number	<u>19</u>	<u>10</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	96%	96%	95%	95%	96%
Daily teacher attendance	95%	96%	95%	94%	95%
Teacher turnover rate	14%	7%	29%	21%	0%
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**

Yuma Elementary School is one of seven elementary schools in Scott County, Virginia. The school has 173 students enrolled in kindergarten through sixth grade. The twelve full-time teachers are able to provide comprehensive individualized instruction to students in small classes. The school is located on state route 614 approximately eight miles south of Gate City, Virginia, and one mile north of the Tennessee state line. There has been a school at this site since 1884.

The Yuma community is a rural area with many small family farms. A large majority of the residents are employed in various industries in the nearby Tri-Cities area. Scott County is one of the most economically disadvantaged counties in Virginia. Fifty one percent of the students at Yuma Elementary qualify for free or reduced lunches.

Yuma Elementary School has a mission to enable students to gain outstanding academic achievement as measured by the Virginia State Standards of Learning. The faculty, staff, and parents of Yuma Elementary School believe that we must work cooperatively to create a climate of high expectations. Our mission is to provide the best possible well-rounded educational program at Yuma Elementary School to enable students to succeed academically, socially, and physically. We believe that each student at Yuma Elementary can achieve their maximum potential of his/her ability. Our goal is to maximize students' learning that will result in each student experiencing success. An effective and frequent collaborative partnership among home, school and a strong PTA program support this mission.

Yuma Elementary School provides a full range of educational opportunities to help prepare all students to become active and productive citizens. The focus of our curriculum is on the Standards of Learning (SOL) objectives as approved by the Virginia General Assembly and required by the Standards of Quality. To meet these standards, teachers use a variety of techniques based on Bloom's Taxonomy, such as innovative and creative hands-on learning, and team teaching. Technology is used to enhance the curriculum and the computer lab is used daily for each class.

Another key component for the success of the students has been the remedial program, especially helping those students "at risk" to prepare for and pass the SOL. The special education teacher works with identified special needs students between sixty to one hundred fifty minutes each day based on their Individualized Education Plan. In addition, Yuma Elementary is a targeted assistance Title I school. The Title I teacher works daily with the "at risk" students in grades K-3 in mathematics and reading as needed. Teachers utilize "time on task" and have a strong desire to make every teaching activity pertinent to the improvement of the minds and health of the students. The success of our students is the most important goal in our school. The students are recognized each nine weeks in an awards program to reward academic and behavioral achievements.

Students are encouraged to improve and maintain good health through daily structured fitness activities. Fitness challenges are held throughout the year with awards and incentives. Emphasis on health and fitness is provided for staff members by a county wellness program.

## **PART IV- INDICATORS OF ACADEMIC SUCCESS**

### **1. School Assessment Results**

In 1995 the Virginia Board of Education adopted the Virginia Standards of Learning to ensure that all students are provided a quality education. The standards emphasize the importance of instruction in the four core areas: English, mathematics, science and social studies. The assessment of the standards informs teachers and parents of the achievements of the students as set forth by the standards and also holds schools accountable for student's achievement.

SOL tests that are administered in the spring are given in grades three, four, five and six. A 600 point scaled score is used to determine levels of achievement. Those students who score 399 or below are not considered proficient, while those students that score 400-499 are in the pass/proficient category. Any student whose score is between 500 and 600 is considered advanced.

Yuma Elementary is a fully accredited Virginia K-6 school. To be fully accredited as an elementary school, a combined adjusted pass rate of at least 75% on the English test in grades three and five is required. Under the requirements of *No Child Left Behind Act of 2001*, the school has achieved academic excellence by reaching the Adequate Yearly Progress (AYP) requirements. Elementary schools must also achieve a combined adjusted pass rate of at least 70% in mathematics for the third and fifth grade. In the third grade, 50% of the students must pass the history and science assessments. The fifth grade science requirement is a 70% pass rate. The history achievement level is 70% for grades four, five, and six.

Yuma Elementary performs well above the required pass rate. This is impressive considering the number of economically disadvantaged students. In 2000, 46.6% of the third graders passed English while 80% passed in 2004. In 2000, 80% of the students passed mathematics compared to 91% in 2004. In 2002, only 62% of the fifth grade passed the English test compared to 83% in 2004. In 2002, the mathematics pass rate was 50% compared to 100% in 2004. The significant gains in student achievement rates are a direct result of Yuma Elementary aligning its curriculum with the Virginia Standards of Learning.

The disaggregated data also shows the disabled students have performed at an outstanding level over the past two years. This performance of disabled students has actually helped improve the overall school test scores because the pass rate has been at or near 100% recently. This is a direct result of making use of testing accommodations offered by the Virginia Department of Education. This group has also benefited from mainstreaming. Collaboration among the teachers helps to ensure that the special needs of these students have been met in the least restrictive manner.

The disaggregated data also shows the economically disadvantaged subgroup at Yuma Elementary continues to perform at a higher academic level than the non-economically disadvantaged population. The most recent data indicates 92% of the economically disadvantaged students passed the SOL tests. The data from these two subgroups should help dispel any myths that disabled and economically disadvantaged students cannot perform well on standardized tests.

At Yuma Elementary the staff and faculty take great pride in the fact that the educational needs of our students are being met. This is a direct result of the hard work of our students, teachers, and parents. Detailed scores may be found at the Virginia Department of Education Web site: [www.pen.k12.va.us/](http://www.pen.k12.va.us/).

## **2. Use of Assessment Data to Improve Student and School Performance**

Yuma Elementary School identifies the importance of assessment and utilizes the results in a variety of ways to improve student performance. The staff of Yuma Elementary uses an assortment of weekly assessments that include tests, quizzes, classroom observations, Advanced Learning System, and Riverdeep Learning Management computer programs. Remedial and classroom teachers give the following pre- and post-evaluations: A+SSESS Reading and Mathematics, Standardized Test for the Assessment of Reading (S.T.A.R), Algebra Readiness Diagnostic Test (ARDT), and the Phonological Awareness Literacy Screening (PALS). These pre-test scores are used as a means to format curriculum content and to differentiate instruction based on students' individual needs.

All assessment scores are used to align curriculum and instruction for the Virginia Standards of Learning. Data is used to identify at-risk students for the Title I program, after school reading and mathematics instruction, SOL remediation, and the summer enrichment program. Regular classroom teachers collaborate with the remedial instructors to ensure that each student's weaknesses are identified and improved upon throughout the year. This use of assessment has proven successful.

Data obtained from the Virginia SOL testing program is analyzed on a question-by-question basis to insure that all students have mastered all of the standards. This analysis also shows the teachers where changes need to be made in the curriculum. This detailed use of data is especially beneficial to teachers who teach the same subject and grade level each year.

## **3. Communication of Student Performance:**

Communication about student performance to parents, students, and the community is very important to the staff of Yuma Elementary. Teachers use a variety of methods to accomplish this objective. Parents receive communication of student progress through the use of mid-nine week reports, nine-week report cards, parent/teacher conferences, two open houses, telephone calls, weekly papers, and written communication from the teacher. Parents also receive information of student progress from state test results (PALS and SOL), along with reading scores for S.T.A.R. (Standardized Test for the Assessment of Reading) tests and reading and mathematics scores for Advanced Learning System's A+SSESS tests. In addition, teachers communicate with parents and students through the use of the school Web site, homework hotline, daily or weekly homework assignment folders, and Accelerated Reader progress reports.

The school offers kindergarten orientation before each school year to acquaint parents and students with school guidelines, achievement standards, and curriculum. Parents are provided information to help prepare their child for kindergarten and academic life.



To recognize the performance of the students, Yuma Elementary has an awards program each nine weeks. Students are recognized for first and second honor roll, perfect attendance, improvement in subject areas, citizenship, and Accelerated Reader. Students who meet set goals in Accelerated Reader are recognized and awarded with a special activity each nine weeks and at the end of the school year. Student achievements are recognized through daily intercom announcements, notices on the school marquee, nine-weeks awards, as well as with displays of student work throughout the school.

Communication and recognition are essential to our students' success. Yuma Elementary continues to provide this to our students, parents, and community. Student success is shared with students, parents, and the community through PTA meetings and programs, newspaper articles, and the Virginia School Report Card.

#### **4. Sharing School Success**

The faculty and staff of Yuma Elementary are dedicated to sharing success not only within the school, but also throughout the community, the local school division, and other school divisions. Teachers from our school conduct workshops intended to share with other teachers the innovative methods that have led to the improvement of student performance. The staff also takes an active role in the professional development meetings held by the Scott County School System. These meetings are used to share creative teaching practices that have been successful. Yuma's teachers look forward to these meetings that occur on a continuing basis.

Some of the topics that have been presented by Yuma staff are *Word Study for Diagnostic Reading*, *Riverdeep: A Computer Approach to Individual SOL Skills*, *Understanding the Parts of an IEP*, *Special Education-Understanding the Referral and Eligibility Process*, *Sharing Goals Between Mainstream and Special Education*, *504-Understand the Plan*.

Yuma Elementary has had the opportunity to train a host of future teachers. Members of our faculty serve as mentors to new teachers within our school, as well as, local college students pursuing a career in education. The importance of these services cannot be overemphasized. Yuma teachers are gracious when asked to share their secret for success. Yuma Elementary teachers are always anxious to share their knowledge and innovative approaches to education.

Yuma Elementary staff realizes the importance of involving parents in the school activities. Students exemplify their knowledge by participating in PTA meetings. These programs highlight a different curriculum skill or area each month.

## **PART V- CURRICULUM AND INSTRUCTION**

### **1. Curriculum Outline**

The Commonwealth of Virginia sets the standards of curriculum in all Virginia Public Schools with Standards of Learning (SOL), Standards of Quality (SOQ), and accreditation standards. Classroom teachers use SOL Blueprints and pacing guides to incorporate all of the standards for each grade. Using this foundation for classroom instruction, curriculum is addressed in a way to insure that the needs of all students are met in the least restrictive manner.

Yuma Elementary School uses a four-core curriculum plan to meet the Standards of Learning. The four core areas are reading, mathematics, science and social studies. Art, music, physical education, technology and library media are integrated into each of the four core subjects throughout the school year.

The reading/language arts curriculum uses an assortment of programs and materials to meet the individual needs of students. The program begins in kindergarten and first grade with the daily use of Sing, Spell, Read, and Write. This program from Pearson Learning Company provides phonics, music, and leveled readers to teach students to read, spell, and write. As students progress in grades two through six they participate in the Four Square Writing program. Students participate in direct instruction, corrective reading, remedial assistance, novel studies, and computer-based instruction.

The mathematics curriculum presents the sequential development of skills. Individual development needs are determined by assessment and are met by the use of hands-on activities, cooperative learning, guided practice, direct instruction, and remedial assistance. Art, physical education, music, and technology are integrated into the mathematics curriculum to help students be successful in mathematics.

The emphasis in the science curriculum is on understanding of the scientific method. A hands-on approach is encouraged and students enjoy collecting nature items for school. Students participate in an annual Kids in the Creek day at a local farm presented by several local, state, and federal agencies, area businesses, and educators. The school campus is large and provides opportunities for nature study. Eastman Chemical Company, a local chemical plant, offers guest presenters for science classrooms and provides tours for upper grade students. Teachers use a variety of community resources to reinforce scientific principles.

The social studies curriculum includes history, geography, civics, and economics. Regional Appalachian heritage is presented to students in all grades by special activities. Native American Heritage Day and a special visit by the Jamestown-Yorktown Foundation highlight the study of early Virginia history. An annual trip to Thomas Jefferson's home by third graders reinforces third grade history standards. Other historical areas are reviewed by video field trips and streaming videos. Computer-based activities are an integral part of reinforcement of the social studies curriculum. Resource teachers in art, music, and library media correlate activities to the social studies curriculum throughout the school year.

## 2a. The Reading Curriculum

The Virginia Standards of Learning (SOL) for English are organized into three related strands to teach all students to read and comprehend a variety of materials, to write effectively, and to speak correctly. Yuma Elementary teachers strongly believe reading is the core of all learning. Teachers use a wide variety of resources to motivate students and to augment reading comprehension skills. Students receive instruction in comprehension, phonemic awareness, explicit phonics, fluency, vocabulary, and test-taking strategies. Students are taught by using a broad assortment of teaching techniques, such as shared and guided reading. Houghton Mifflin is the adopted reading textbook series for the school division. Instructors choose additional materials, including novels, to motivate and instill a life-long love for reading.

The *Accelerated Reader* (Renaissance Learning Company's computer-based comprehension program) is utilized school wide. A points reward system is utilized to encourage independent reading. Teachers create their own open-book tests to accompany reading stories. These tests are constructed to familiarize students with the SOL testing format, and coordinated to reinforce the skills being taught. Yuma's emphasis on content-area reading and writing includes school-wide use of *S. T. A. R.*, the *A+vanced Learning System*, and *Riverdeep Learning Management* computer programs.

Classroom teachers meet regularly with the remediation instructors (special education teacher, Title I instructor, and remediation teachers) to closely monitor students' progress at each grade level. Teachers collectively plan and actively reinforce the reading curriculum. Students experiencing reading difficulties are closely monitored and provided with extra instruction based on the student's individual needs. Teachers use this approach to reading instruction because it has proven successful.

## 3. The Mathematics Curriculum

The Virginia Standards of Learning require that students meet five fundamental goals for mathematics. These goals include becoming mathematical problem solvers, communicating and reasoning mathematically, making mathematical connections, and using mathematical representation to model and interpret practical situations. Teachers at Yuma Elementary School participate in professional development opportunities, use a wide variety of teaching strategies, and utilize various resources to help students successfully achieve these goals.

Teachers at Yuma Elementary School have taken courses by Diana Freeman, Mathematics Coordinator for the Center for Teaching Excellence at the University of Virginia at Wise. Teachers have also participated in conferences and workshops by Dinah Zike, Spence Rogers, Richard Hawks, and the National Council of Teachers of Mathematics.

To accommodate different learning styles, mathematics teachers use cooperative learning, hands-on activities, peer tutoring, group projects, and technology. Mathematical resources include Daily Mathematics Review, SOL Coach books, Drop in the Bucket, and the Frog System. The use of manipulatives is an integral part of the mathematics curriculum. These manipulatives include base ten blocks, Cuisenaire rods, Geoboards, pattern blocks, flash cards, dice, and calculators.

Teachers work closely together to solidify students' understanding of mathematical skills, concepts, and problem solving strategies. Art, physical education, music, and technology are integrated into the mathematics curriculum to insure that mathematical connections are made. Students also have the opportunity to participate in an after school mathematics program to reinforce mathematics skills. Students who reach school wide mathematics goals are recognized with trophies, medals, and prizes at awards ceremonies.

#### **4. Instructional Methods to Improve Student Achievement**

Yuma Elementary School strives to meet the individual needs of all students by incorporating a variety of instructional methods with everyday learning. At the beginning of each school year, the A+SSESS test and S.T.A.R. test are administered to students in grades one through six. Teachers identify the individual level of each student in the areas of reading, language arts, and mathematics. These data are used to target areas of weakness, personalize instruction, and monitor individual progress.

Each grade level uses direct instruction, cooperative learning, peer tutoring, and guided practice on a daily basis. Music and movement is regularly used in the Sing, Spell, Read, and Write, a reading program in grades K - 1. The rhythm and repetition actively engages each student and is especially beneficial to the special education students. Kindergartners learn sign language for alphabet review.

Students in grades two through six are benefited by the use of the Four Square Writing technique. The gradual progression from year-to-year produces consistent writing experiences for all students.

Collaboration among faculty is an important component in differentiating instruction. By integrating physical education, art, and music classes, each student receives positive reinforcement in their learning experience.

Yuma Elementary uses technology to enhance the curriculum. The Accelerated Reader program is used to increase reading achievement by allowing students to work on different levels. The computer lab enables students to take virtual field trips, watch video clips, and to access and research information. A remediation teacher works with the classroom teacher to meet the individual needs of students in a small group setting. Collaboratively, Yuma Elementary is able to differentiate instruction to ensure the success of all students.

#### **5. Professional Development**

Professional development workshops are available throughout the year coordinated by central office supervisors and local school personnel. Teachers choose the ones that will be beneficial for them. Teachers then share what they learned with other staff members.

Teachers participate in workshops offered in our area by the National Council of Teachers of Mathematics (NCTM) and the Appalachian Mathematics and Science Partnership (AMSP). AMSP engages in several initiatives designed to improve mathematics and science education in

the central Appalachian region. The partnership uses the expertise of personnel from nine institutions of higher education and fifty-one school districts in Kentucky, Tennessee, and Virginia. The University of Virginia at Wise and the Southwest Virginia Higher Education Center provide several content area workshops for teachers. Yuma teachers actively participate in professional development opportunities provided by *Putting Children First* (a local business education partnership sponsored by Eastman Chemical Company). These workshops give teachers many ideas for presenting classroom topics and include early childhood topics.

The faculty of Yuma Elementary School provides several workshops throughout the year. Topics addressed include data analysis and usage, changes in the Standards of Learning, specific needs for special education students, classroom management, time management, classroom safety, instructional methods, strategies for teaching the SOL content, and using technology in the classroom.

Local school workshops give opportunities to familiarize teachers with new technology utilization. Some examples of school-based professional development are: Educational Insights' Classroom Jeopardy, Kidz SOLutions' SOL to Go covering all topics of the Virginia SOL and Crystal M. Tenney's Race to the Governor's House, a Virginia social studies program, and Accelerated Reader. Technology workshops sponsored by Blue Ridge Public Television provide professional development opportunities to our teachers. The Newspaper in Education program sponsored by *Times-News* provides educational ideas and student newspaper subscriptions.

Motivational professional development activities offered to teachers at Yuma Elementary are provided to implement the curriculum standards and to improve effectiveness in preparing students to achieve on the Virginia SOL tests. Professional development activities are provided to teachers upon request. Additionally, the school system generously allows teachers to attend seminars and workshops outside of the immediate area to improve the school curriculum. Yuma Elementary teachers use available professional development activities as a regular part of career development.

Virginia's Reporting Form for NCLB  
Blue Ribbon Data  
English 3<sup>rd</sup> Grade  
Yuma Elementary

	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 <sup>1</sup> for Virginia's schools <sup>2</sup> .			This is data that is reported on the Website for 2000 and 2001 <sup>3</sup> . Also see footnote <sup>4</sup> .	
<b>SCHOOL SCORES</b>					
% At or Above Proficient	96	79	75		
% At Advanced	28	9	19		
Number of students tested	25	33	16		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	8 5	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Economically Disadvantaged</b>					
% At or Above Proficient	100	75	71		
% At Advanced	20	15	0		
Number of students tested	<	20	<		
<b>2. White</b>					
% At or Above Proficient	96	79	75		
% At Advanced	28	11	19		
Number of students tested	25	28	16		
<b>3. Disabled</b>					
% At or Above Proficient	100	67	25		
% At Advanced	17	33	0		
Number of students tested	<	<	<		
<b>STATE SCORES<sup>5</sup></b>					
% At or Above Proficient		71	72	72	65
% Above Proficient		14	19	17	

<sup>1</sup> <http://www.pen.k12.va.us/VDOE/src/index.shtml>

<sup>2</sup> <http://www.pen.k12.va.us/VDOE/src-July05/school-SOL-results-02-04.xls>

<sup>3</sup> Use 2000 data <http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls>

<sup>4</sup> This data was reported prior to the implementation of NCLB in Virginia. It does include re-takes on all SOL assessments. No subgroup data is available for either of these years.

<sup>5</sup> 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](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 and 1999-2000 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 5<sup>th</sup> Grade  
Yuma Elementary

	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 <sup>6</sup> for Virginia's schools <sup>7</sup> .			This is data that is reported on the Website for 2000 and 2001 <sup>8</sup> . Also see footnote <sup>9</sup> .	
<b>SCHOOL SCORES</b>					
% At or Above Proficient	100	83	83		
% At Advanced	44	28	17		
Number of students tested	18	18	23		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Economically Disadvantaged</b>					
% At or Above Proficient	100	88	70		
% At Advanced	55	38	30		
Number of students tested	11	<	<		
<b>2. White</b>					
% At or Above Proficient	100	88	86		
% At Advanced	44	29	19		
Number of students tested	18	17	21		
<b>3. Disabled</b>					
% At or Above Proficient	100	100	33		
% At Advanced	75	40	0		
Number of students tested	<	<	<		
<b>STATE SCORES<sup>10</sup></b>					
% At or Above Proficient		85	83	78	73
% Above Proficient		31	19	17	

<sup>6</sup> <http://www.pen.k12.va.us/VDOE/src/index.shtml>

<sup>7</sup> <http://pen.k12.va.us/VDOE/src-July05/school-SOL-results-02-04.xls>

<sup>8</sup> Use 2000 data <http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls>

<sup>9</sup> This data was reported prior to the implementation of NCLB in Virginia. It does include re-takes on all SOL assessments. No subgroup data is available for either of these years.

<sup>10</sup> 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](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 and 1999-2000 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 3<sup>rd</sup> Grade  
Yuma Elementary

	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 <sup>11</sup> for Virginia's schools <sup>12</sup> .			This is data that is reported on the Website for 2000 and 2001 <sup>13</sup> . Also see footnote <sup>14</sup> .	
<b>SCHOOL SCORES</b>					
% At or Above Proficient	100	94	75		
% At Advanced	56	42	44		
Number of students tested	25	33	16		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Economically Disadvantaged</b>					
% At or Above Proficient	100	90	71		
% At Advanced	60	45	29		
Number of students tested	<	20	<		
<b>2. White</b>					
% At or Above Proficient	100	93	75		
% At Advanced	56	39	44		
Number of students tested	25	28	16		
<b>3. Disabled</b>					
% At or Above Proficient	100	67	25		
% At Advanced	67	0	0		
Number of students tested	<	<	<		
<b>STATE SCORES<sup>15</sup></b>					
% At or Above Proficient		87	83	80	77
% Above Proficient		49	47	40	

<sup>11</sup> <http://www.pen.k12.va.us/VDOE/src/index.shtml>

<sup>12</sup> <http://www.pen.k12.va.us/VDOE/src-July-05/school-SOL-results-02-04.xls>

<sup>13</sup> Use 2000 data <http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls>

<sup>14</sup> This data was reported prior to the implementation of NCLB in Virginia. It does include re-takes on all SOL assessments. No subgroup data is available for either of these years.

<sup>15</sup> 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](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 and 1999-2000 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 5<sup>th</sup> Grade  
Yuma Elementary

	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 <sup>16</sup> for Virginia's schools <sup>17</sup> .			This is data that is reported on the Website for 2000 and 2001 <sup>18</sup> . Also see footnote <sup>19</sup> .	
<b>SCHOOL SCORES</b>					
% At or Above Proficient	100	100	95		
% At Advanced	78	65	24		
Number of students tested	18	17	21		
Percent of total students tested	100	94	91		
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Economically Disadvantaged</b>					
% At or Above Proficient	100	100	70		
% At Advanced	73	75	30		
Number of students tested	11	<	<		
<b>2. White</b>					
% At or Above Proficient	100	100	95		
% At Advanced	78	65	24		
Number of students tested	18	17	21		
<b>3. Disabled</b>					
% At or Above Proficient	100	100	0		
% At Advanced	100	80	0		
Number of students tested	<	<	<		
<b>STATE SCORES<sup>20</sup></b>					
% At or Above Proficient		78	74	71	67
% Above Proficient		20	18	16	

<sup>16</sup> <http://www.pen.k12.va.us/VDOE/src/index.shtml>.

<sup>17</sup> <http://www.pen.k12.va.us/VDOE/src-July05/school-SOL-results-02-04.xls>.

<sup>18</sup> Use 2000 data <http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls>.

<sup>19</sup> This data was reported prior to the implementation of NCLB in Virginia. It does include re-takes on all SOL assessments. No subgroup data is available for either of these years.

<sup>20</sup> 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](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 and 1999-2000 see <http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls>.