

**2002-2003 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**

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

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

School Mailing Address 100 Mount Airy Elementary Circle  
(If address is P.O. Box, also include street address)

Gretna, Virginia, 24557-4750  
City State Zip Code+4 (9 digits total)

Tel. ( 434 ) 335-5291 Fax ( 434 ) 335-5585

Website/URL http://www.pcs.k12.va.us Email mdiggs@pcs.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 March 25, 2003

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

Name of Superintendent Dr. Jerry E. Webb  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Pittsylvania County Schools Tel. ( 434 ) 432-2761

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. Richard Drazenovich  
(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 \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

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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 of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
4. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
5. 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.
6. 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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### DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:     9 Elementary schools  
   5 Middle schools  
   0 Junior high schools  
   4 High schools

18 TOTAL

2. District Per Pupil Expenditure:       \$6,353.00

Average State Per Pupil Expenditure: \$7,657.00

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

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

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>	12	14	<b>26</b>	<b>7</b>			
<b>1</b>	13	16	<b>29</b>	<b>8</b>			
<b>2</b>	12	14	<b>26</b>	<b>9</b>			
<b>3</b>	14	13	<b>27</b>	<b>10</b>			
<b>4</b>	20	22	<b>42</b>	<b>11</b>			
<b>5</b>	19	17	<b>36</b>	<b>12</b>			
<b>Pre-K</b>	5	10	<b>15</b>	Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>201</b>

6. Racial/ethnic composition of the students in the school: 41 % White  
59 % Black or African American  
0 % Hispanic or Latino  
0 % Asian/Pacific Islander  
0 % American Indian/Alaskan Native

**100% Total**

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

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	8
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	15
<b>(4)</b>	Total number of students in the school as of October 1	217
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.07
<b>(6)</b>	Amount in row (5) multiplied by 100	7

8. Limited English Proficient students in the school: 0 %

0 Total Number Limited English Proficient

Number of languages represented: 1  
Specify languages: English

9. Students eligible for free/reduced-priced meals: 59%

119 Total Number Students Who Qualify

If this method is not a reasonably 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:

15 %

33 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>16</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

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>0</u>
Classroom teachers	<u>15</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>3</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>12</u>	<u>2</u>
Total number	<u>37</u>	<u>5</u>

12. Student-“classroom teacher” ratio: 1:12

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.**

	2001-2002	2000-2001	1999-2000	1998-1999	<sup>1</sup> 1997-1998
Daily student attendance	96%	96%	97%	96%	95%
Daily teacher attendance	95%	95%	95%	96%	95%
Teacher turnover rate	0%	2%	1%	3%	2%
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

14. (**High Schools Only**) Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size \_\_\_\_\_

Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other (travel, staying home, etc.)	_____%
Unknown	_____%
<b>Total</b>	<b>100 %</b>

### PART III – SUMMARY

*Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.*

Mt. Airy Elementary School is located in Gretna, Virginia. Its mission is to educate and instill in each student the desire to meet all of life's challenges in a manner that reflects our school motto – **If I Think I Can – I Can!** Mt. Airy Elementary is the smallest of the nine elementary schools in Pittsylvania County with an enrollment of 201 students and 20 full-time teachers. It was the first school in the division to become fully accredited by the state and has maintained its full accreditation for the past two consecutive years. The Southern Association of Schools has recently renewed its accreditation status.

Mt. Airy Elementary is a rural Pre K-5 school with 60% of its population receiving free/reduced lunches. A closer look at the enrollment reveals there are 59% black students and 41% white students. A number of students are reared by single parents or extended families. The impact of a depressed agricultural and industrial economy places an additional challenge on the school and community.

Mt. Airy Elementary has maintained an excellent attendance rate, averaging in the 96<sup>th</sup> percentile, with few discipline problems and a small rate of transfer students. Its staff of dedicated teachers is committed to the pursuit of setting high standards and high expectations for each and every student including Special Education and Gifted. Funds have been utilized by the collaborative efforts of the school community and Central Office to enhance student achievement. An on-going assessment and evaluation of student performance and progress are thoroughly analyzed on a consistent basis to update and implement instructional techniques, programs, and approaches in the curriculum that will better maximize student success.

Mt. Airy Elementary School's curriculum reflects the Standards of Learning Objectives as set forth by the Virginia State Department of Education and the **No Child Left Behind Act (NCLB)** signed by President Bush. County teachers have carefully selected the basal texts for the four core areas of English, Math, Science, and History/Social Science on the basis of adherence to the Standards of Learning Objectives, and the **No Child Left Behind Act (NCLB)**.

Mt. Airy Elementary teachers have participated in developing a County Curriculum Alignment Guide and Pacing Guide for each core area. Revisions are made yearly based upon the analyzed results of the SOL Tests. Teacher Resource Guides, provided by the State Department of Education, offer additional material to enhance the curriculum in the four core areas. Teachers and students to enhance the curriculum and student performance use the Internet-capable computer lab. Programs such as Accelerated Reader, EDU-TEST, and SOLAR are utilized to reinforce skill areas and test-taking strategies.

There have been many interrelated components that have combined to enable Mt. Airy Elementary School to achieve student success. The strong administrator's vision and leadership set a course to steer our school along its path to obtain the academic success it has achieved and continues to maintain.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

### 1. *Narrative summary of assessment results.*

Mt. Airy Elementary students have participated in the Virginia Standards of Learning (SOL) Assessment Program for the past five consecutive years (1997-2002). According to the disaggregated data, the grade three **English** assessment results show a dramatic improvement from 10 percent (1998) to 79 percent (2002). The statewide passing rate in 1998 was 55 percent and increased to 72 percent in 2002. African-American students' scores increased from 65 percent (2000) to 84 percent (2002). White students' scores increased from 70 percent (2000) to 73 percent (2002).

Grade three **Math** assessment results show a dramatic improvement from 32 percent (1998) to 82 percent (2002). The statewide passing rate in 1998 was 63 percent and increased to 80 percent in 2002. African-American students' scores remained stable from 2000-2002. White students' scores increased from 75 percent (2000) to 86 percent (2002).

According to the disaggregated data, the grade five **Writing** assessment results show a dramatic improvement from 57 percent (1998) to 94 percent (2002). The statewide passing rate in 1998 was 65 percent and increased to 84 percent (2002). African-American students' scores increased from 41 percent (2000) to 88 percent (2002). White students' scores remained steady from 2000 to 2002.

Grade five **Reading** assessment results show improvement from 72 percent (1998) to 79 percent (2002). The statewide passing rate in 1998 was 68 percent and increased to 78 percent in 2002. African-American students' scored 22 percent (2000) and increased to 81 percent in (2002). White students' scores increased from 33 percent (2000) to 79 percent (2002).

According to the disaggregated data, grade five **Math** assessment results show a dramatic improvement from 50 percent (1998) to 79 percent (2002). The statewide passing rate in 1998 was 47 percent and increased to 71 percent (2002). African-American students' scores increased from 4 percent (2000) to 88 percent (2002). White students' scores increased from 33 percent (2000) to 74 percent (2002).

Over the past five years, Mt. Airy's SOL test scores have shown an improvement. All students, including disadvantaged students, have met and exceeded high academic standards. This is due, in part, to effective and successful programs such as **Words Their Way**, **SAXON** math, and **Step Up to Writing**. The Central Office has given Mt. Airy Elementary's administration and faculty the autonomy to make instructional decisions. These interrelated components have combined to enable Mt. Airy Elementary School to achieve its high student success. With the administrator's keen insight and strong instructional leadership, Mt. Airy Elementary School has exceeded its expectations and goals.

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

*2. Show in one-half page how the school uses assessment data to understand and improve student and school performance.*

Mt. Airy Elementary School uses data from the Virginia Standards of Learning (SOL) Assessment to understand and improve student and school performance. A yearly School Improvement Plan is based on SOL test results in the core areas of Reading, Mathematics, Science, and History/Social Science. Individual strand scores of the test are assessed yearly to determine the percentage of students that score at or below the cut scale score in each reporting category. Teachers also verify the percentage of students that score two points above the cut scale score. Teachers work on committees to develop strategies that will improve the scores of the identified areas of deficiencies.

Strands that have a high percentage of identified students scoring two points above and any below the cut scale score are examined. Committee members discuss instructional strategies that the school's faculty should implement in order to assure that a greater percentage of students are successful in meeting the standards mandated by the state. Implementation of strategies is documented through verbal and written forms of communication.

The School Improvement Plan is brought before the school's faculty for discussion and revision. Upon finalization of the plan, each faculty member is given a copy to utilize when planning for instruction.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Various mediums provide effective on-going communication between the school, parents, students, and the community. There is direct communication between school and parents regarding student performance through the use of student interim reports, student report cards, and parent/teacher conferences. Parents receive and sign students' work each week. Individual standardized test results for both state and national tests are provided to the parents of tested students. A Virginia School Performance Report Card is mailed to parents each year. This report shows school accreditation status, pass rates, and the percentage of students passing SOL tests in the four core areas by school, division, and state.

A school newspaper, *The Panther News*, includes examples of student work, details of school events, and academic achievements of students. County residents receive *The Lamplighter*, a newspaper published by Pittsylvania County Schools' Community Education Program. Test results, accreditation ratings, as well as student and school achievements are reported in this newspaper. Mt. Airy Elementary School has a website that provides information on the school's accreditation status and successes.

Central Office personnel, school board members, and state government officials have spoken to the community regarding the achievements of Mt. Airy students. Local television stations and newspapers have reported on the successes of Mt. Airy students. Parents, students, and the community are kept well informed about student and school performance.

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

*4. Describe in one-half page how the school will share its successes with other schools.*

Mt. Airy Elementary School shares its successes and practices with other schools within the district. Schools have been made aware of Mt. Airy's accomplishments through the publication of SOL test results on the Pittsylvania County Schools' website and in local newspapers. SOL test results and accreditation ratings are disseminated to each school in the county for discussion. *The Lamplighter*, which publishes test results, is distributed to each Pittsylvania County School employee.

Principals meet monthly to participate in the collegial sharing of successful instructional techniques. Lead teachers for each of the four core areas periodically meet with lead teachers from other schools to share ideas and concerns.

A number of Mt. Airy teachers have held workshops within the division to demonstrate strategies that have helped improve student performance. Mt. Airy teachers have shared instructional strategies at numerous on-site and off-site workshops. Teachers attend horizontal articulation meetings, which afford them the opportunity to share with colleagues.

E-mail accounts give teachers the opportunity to communicate ideas and accomplishments with colleagues throughout the division. Technology has made communication among schools more efficient means of sharing Mt. Airy Elementary School's successes.

## PART V-CURRICULUM AND INSTRUCTION

- 1. Describe in one page the school's curriculum, and show how all students are engaged with significant content, based on high standards.*

Mt. Airy Elementary School consists of grades PreK-5. The Standards of Learning for Virginia Public Schools and the **No Child Left Behind Act (NCLB)** guide instruction, and outline the basic knowledge and skills that Virginia public school students are expected to master.

Teachers use a variety of resources to plan for instruction. Each classroom teacher uses basal texts in Reading, Math, Science, and History/Social Science. Teachers also use supplementary programs to enhance instruction.

The Reading curriculum provides continuity in the effective use of oral and written language. The goal of instruction is to ensure that all students are reading on grade level by the end of grade three. With that in mind, the cornerstone of the Reading curriculum is early intervention. The key components include the use of assessment data to guide instruction, developmental spelling, differentiated instruction/grouping, and leveled-reading texts. Resource and support teachers assist with small group instruction by reducing the teacher/student ratio. As a result, students will communicate effectively in their personal, professional, and educational endeavors.

The mathematical curriculum at Mt. Airy Elementary strives to develop a basic understanding of the fundamental processes of computation that enable students to be successful problem solvers and communicators of the all aspects of mathematics in a diverse, technological society. Instructional methods correlate a strong transition from concrete to abstract learning. Mathematical concepts are spiraled through instruction, activities, and assessment to guide students to mathematical success. The incremental development and continual review of previously introduced concepts lay the foundation upon which further mathematical skills can be taught.

The goal of the science curriculum is to enable all students to apply scientific concepts, skills, and processes to everyday experiences using a hands-on approach to learning. Investigation is encouraged through the scientific method.

The History/Social Science curriculum focuses on the strong ties between the land, its people, and historical events. A heavy emphasis is placed upon features that support the connection between past and present people, places, and events. This elevates the study of History/Social Science from the rote memorization of facts to an understanding that history is a living subject.

Mt. Airy Elementary School teachers incorporate students of all abilities (Special Education and Gifted) in the curriculum. The Standards of Learning set forth by the state of Virginia provide the foundation upon which the curriculum content is based. **The No Child Left Behind Act (NCLB)** has called for an even greater emphasis upon high expectations and standards for all students.

## PART V-CURRICULUM AND INSTRUCTION

2. *Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.*

The teachers at Mt. Airy Elementary School use a basal text for reading instruction in grades K-5. This program, **Scott Foresman Reading for Virginia**, uses leveled texts to provide direct instruction to small groups of students on the same reading level. There is an active student engagement in a variety of reading-based activities, which connect to the five essential components of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Text Comprehension. The Scott Foresman reading series also ensures an uninterrupted block of at least 90 minutes per day for reading instruction. **Scott Foresman Reading for Virginia** also includes assessment strategies for diagnosing student needs and measuring progress.

Mt. Airy teachers chose this particular program because they felt it reflected President Bush's vision as outlined in the document, **Putting Reading First**. **Scott Foresman Reading for Virginia** is a scientifically research-based program that focuses on the five critical components cited in **Putting Reading First**. It also entails other elements of a quality reading program: Oral Language, Alphabetic Knowledge, Decodable Text, Listening Comprehension, Informal Text, and On-going Assessment.

The teachers at Mt. Airy Elementary School also use **Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction**. The teachers felt it provided a practical way to study words with students. This program is also research-based on invented and developmental spelling. The instruction is ordered in a developmental format. **Words Their Way** complements the use of existing phonics, spelling, and vocabulary curricula. Another supplementary program used by many teachers at Mt. Airy is **Step Up to Writing** created by Maureen E. Auman. This program empowers teachers to help all students meet state standards in reading, writing, and the content areas.

## PART V-CURRICULUM AND INSTRUCTION

3. *Describe in one-half page one other curriculum area of the school's choice and how it relates to essential skills and knowledge based on the schools' mission.*

Learning styles vary from student to student. With this premise in mind, Mt. Airy Elementary School employs the countywide adopted mathematical program, **Silver Burdett Ginn**, to help students develop a strong foundation in mathematical concepts. Each phase of this program includes lessons and exercises to guide students to mathematical success. Skill lessons are designed to bridge the gap between concrete and abstract learning, allowing students the opportunity to extend and apply the skill to other areas of the curriculum.

To further enhance the mathematical experience offered to each student, Mt. Airy supplements the **Silver Burdett Ginn** mathematical program with **SAXON Math**, a success-oriented program that builds on prior learning. The application of incremental development and continual review encourages authentic learning of the skill, as well as the ability to apply learned concepts to new situations. Skill lessons and exercises increase in complexity with each lesson, affording sufficient time for students to become acquainted and comfortable with the skill, therefore making the application of the skill deliberate and uncomplicated.

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

4. *Describe in one-half page the different instructional methods the school uses to improve student learning.*

The Mt. Airy Elementary teachers believe that learning involves a process of acquiring distinct pieces of information and certain observable skills. The teacher's first responsibility is to transfer knowledge to the students; the student's primary responsibility is to receive and store that knowledge. Learning can be measured by tests of the student's mastery of knowledge and skills. In this process, Mt. Airy Elementary teachers feel that scaffolding instruction is crucial for learners to function at their highest level of assisted performance. Gradually, the level of assistance decreases as the learner takes more responsibility for performance of the task.

As the support decreases, the teachers become facilitators, coaches, and fellow learners. The students take on a more active role in the learning process. The students are encouraged to explore and discover. Writing is viewed as a means of learning and emerges naturally from other activities. One such student-centered activity is cooperative learning. The students and teachers feel that this method helps foster responsibility. Students learn to be patient, less critical, and more compassionate. Other instructional methods used by teachers include brainstorming, role-playing, and value clarification.

Whatever the lessons dictate, the teachers at Mt. Airy Elementary work together as a team to improve student learning. Title I Reading and Math resource teachers provide a support system for classroom instruction. Also, the State Remedial Reading teacher assists in reducing the size of reading groups and assists with writing instruction.

## PART V-CURRICULUM AND INSTRUCTION

5. *Describe in one-half page the school's professional development program and its impact on improving student achievement.*

Mt. Airy Elementary teachers are very fortunate that the county administration supports each teacher's professional development. Each school is allotted a sum of money for professional development. The principal announces and posts up-coming conferences and workshops. Interested teachers may request funds and professional leave to attend these professional development programs.

Textbook companies continue to provide training to help teachers implement their programs to foster the highest student achievement possible. Periodically, teachers will meet with other teachers of the same grade level to share information and ideas. Several of Mt. Airy Elementary teachers have visited other schools to share strategies that improve student achievement and, in turn, teachers have conducted workshops here at this school.

The division provides tuition assistance for teachers to renew their teaching certificates. Sometimes, these classes are offered at no cost to the teachers. The technology department in Pittsylvania County has also provided free training for teachers. As a result, the entire faculty is technology certified.

The teachers at Mt. Airy Elementary have lead teachers in the core subjects. Lead teachers meet periodically to discuss concerns, new trends, and tested strategies. They are liaisons between the school and Central Office to plan and implement future professional growth and development programs.

**State Criterion-Referenced Test  
Virginia Standards of Learning**

**Grade 3 Reading**

**Spring 2000**

Publisher: Harcourt Brace

During the **Spring 2000**, all enrolled students participated in the Virginia Standards of Learning Assessment.

Number of students that did not attempt: 0

Percent of students that did not attempt: 0%

**Grade 3 Reading**

**Spring 2001**

Publisher: Harcourt Brace

During the **Spring 2001**, all enrolled students participated in the Virginia Standards of Learning Assessment.

Number of students that did not attempt: 0

Percent of students that did not attempt: 0%

**Grade 3 Reading**

**Spring 2002**

Publisher: Harcourt Brace

During the **Spring 2002**, the student that did not attempt the test passed it in a previous administration.

Number of students that did not attempt: 1

Percent of students that did not attempt: 2%

Each student who takes the Virginia Standards of Learning Assessment receives a scaled score ranging from 0-600. A scaled score of 400 or greater is required to pass the test. A scaled score of 500 or greater is required for a designation of advanced proficiency. A mean scaled score of 400 or higher signifies that the average score of the students in this group was passing or above. A mean scaled score of 500 or higher means that the average score of the students in this group was at the advanced level. A mean scaled score of 399 or lower means that the average score of the students in this group was below the score required to pass the test.

**State Criterion-Referenced Test  
Virginia Standards of Learning**

**Grade 3 Reading**

	2000	2001	2002
<b>TESTING WINDOW</b>	Spring	Spring	Spring
<b>SCHOOL SCORES</b>			
<i><b>TOTAL</b> Passing Rate</i>	68%	70%	78%
FAIL	32%	30%	22%
AT OR ABOVE PROFICIENT	60%	54%	68%
AT ADVANCED	8%	16%	10%
Number of students tested	40	46	42
Percent of total students tested	100%	100%	98%
Number of students that <b>DID NOT ATTEMPT (DNA)</b>	0	0	1
Percent of students that <b>DID NOT ATTEMPT (DNA)</b>	0%	0%	2%
<b>SUBGROUP SCORES</b>			
1. Black Passing Rate	65%	64%	84%
FAIL	35%	36%	16%
AT OR ABOVE PROFICIENT	60%	52%	79%
AT ADVANCED	0%	12%	0%
2. White Passing Rate	70%	76%	73%
FAIL	30%	24%	27%
AT OR ABOVE PROFICIENT	60%	37%	59%
AT ADVANCED	10%	19%	14%
3. Free/Reduced Lunch Passing Rate	65%	62%	62%
FAIL	35%	38%	38%
AT OR ABOVE PROFICIENT	65%	50%	62%
AT ADVANCED	0%	12%	0%
4. Full Pay Lunch Passing Rate	85%	80%	95%
FAIL	15%	20%	5%
AT OR ABOVE PROFICIENT	70%	60%	76%
AT ADVANCED	15%	20%	19%
<b>STATE SCORES</b>			
<i><b>TOTAL</b> Passing Rate</i>	61%	65%	71%
FAIL	39%	35%	28%
AT OR ABOVE PROFICIENT	51%	53%	55%
AT ADVANCED	10%	11%	16%

**State Criterion-Referenced Test  
Virginia Standards of Learning**

***Grade 3 Mathematics***

**Spring 2000**

Publisher: Harcourt Brace

During the **Spring 2000**, all enrolled students participated in the Virginia Standards of Learning Assessment.

Number of students that did not attempt: 0

Percent of students that did not attempt: 0%

**Grade 3 Mathematics**

**Spring 2001**

Publisher: Harcourt Brace

During the **Spring 2001**, all enrolled students participated in the Virginia Standards of Learning Assessment.

Number of students that did not attempt: 0

Percent of students that did not attempt: 0%

***Grade 3 Mathematics***

**Spring 2002**

Publisher: Harcourt Brace

During the **Spring 2002**, all enrolled students participated in the Virginia Standards of Learning Assessment.

Number of students that did not attempt: 0

Percent of students that did not attempt: 0%

Each student who takes the Virginia Standards of Learning Assessment receives a scaled score ranging from 0-600. A scaled score of 400 or greater is required to pass the test. A scaled score of 500 or greater is required for a designation of advanced proficiency. A mean scaled score of 400 or higher signifies that the average score of the students in this group was passing or above. A mean scaled score of 500 or higher means that the average score of the students in this group was at the advanced level. A mean scaled score of 399 or lower means that the average score of the students in this group was below the score required to pass the test.

**State Criterion-Referenced Test  
Virginia Standards of Learning**

**Grade 3 Mathematics**

	2000	2001	2002
<b>TESTING WINDOW</b>	Spring	Spring	Spring
<b>SCHOOL SCORES</b>			
<i><b>TOTAL</b> Passing Rate</i>	75%	82%	82%
FAIL	25%	18%	18%
AT OR ABOVE PROFICIENT	48%	45%	53%
AT ADVANCED	28%	36%	29%
Number of students tested	40	44	38
Percent of total students tested	100%	100%	100%
Number of students that <b>DID NOT ATTEMPT (DNA)</b>	0	0	0
Percent of students that <b>DID NOT ATTEMPT (DNA)</b>	0%	0%	0%
<b>SUBGROUP SCORES</b>			
1. Black Passing Rate	75%	78%	75%
FAIL	25%	22%	25%
AT OR ABOVE PROFICIENT	55%	57%	69%
AT ADVANCED	20%	22%	6%
2. White Passing Rate	65%	86%	87%
FAIL	25%	14%	13%
AT OR ABOVE PROFICIENT	40%	33%	41%
AT ADVANCED	35%	53%	46%
3. Free/Reduced Lunch Passing Rate	65%	75%	65%
FAIL	35%	25%	35%
AT OR ABOVE PROFICIENT	45%	54%	53%
AT ADVANCED	20%	21%	12%
4. Full Pay Lunch Passing Rate	85%	84%	96%
FAIL	15%	16%	4%
AT OR ABOVE PROFICIENT	50%	31%	55%
AT ADVANCED	35%	53%	41%
<b>STATE SCORES</b>			
<i><b>TOTAL</b> Passing Rate</i>	61%	65%	71%
FAIL	39%	35%	28%
AT OR ABOVE PROFICIENT	51%	53%	55%
AT ADVANCED	10%	11%	16%

**State Criterion-Referenced Test  
Virginia Standards of Learning**

***Grade 5 English: Reading, Literature & Research***

**Spring 2000**

Publisher: Harcourt Brace

During the **Spring 2000**, students with disabilities did not attempt the test. Assessments were administered according to each student's Individualized Educational Plan (IEP).

Number of students that did not attempt: 4

Percent of students that did not attempt: 12%

***Grade 5 English: Reading, Literature & Research***

**Spring 2001**

Publisher: Harcourt Brace

During the **Spring 2001**, all enrolled students participated in the Virginia Standards of Learning Assessment.

Number of students that did not attempt: 0

Percent of students that did not attempt: 0%

***Grade 5 English: Reading, Literature & Research***

**Spring 2002**

Publisher: Harcourt Brace

During the **Spring 2002**, the student that did not attempt the test passed it in a previous administration.

Number of students that did not attempt: 1

Percent of students that did not attempt: 3%

Each student who takes the Virginia Standards of Learning Assessment receives a scaled score ranging from 0-600. A scaled score of 400 or greater is required to pass the test. A scaled score of 500 or greater is required for a designation of advanced proficiency. A mean scaled score of 400 or higher signifies that the average score of the students in this group was passing or above. A mean scaled score of 500 or higher means that the average score of the students in this group was at the advanced level. A mean scaled score of 399 or lower means that the average score of the students in this group was below the score required to pass the test.

**State Criterion-Referenced Test  
Virginia Standards of Learning**

**Grade 5 English: Reading, Literature & Research**

	2000	2001	2002
<b>TESTING WINDOW</b>	Spring	Spring	Spring
<b>SCHOOL SCORES</b>			
<i><b>TOTAL</b> Passing Rate</i>	24%	75%	80%
FAIL	76%	25%	20%
AT OR ABOVE PROFICIENT	24%	66%	66%
AT ADVANCED	0%	9%	14%
Number of students tested	29	35	36
Percent of total students tested	100%	100%	97%
Number of students that <b>DID NOT ATTEMPT (DNA)</b>	0	0	1
Percent of students that <b>DID NOT ATTEMPT (DNA)</b>	0%	0%	3%
<b>SUBGROUP SCORES</b>			
1. Black Passing Rate	22%	69%	82%
FAIL	78%	31%	18%
AT OR ABOVE PROFICIENT	22%	69%	69%
AT ADVANCED	0%	0%	13%
2. White Passing Rate	33%	89%	79%
FAIL	67%	11%	21%
AT OR ABOVE PROFICIENT	33%	56%	63%
AT ADVANCED	0%	33%	16%
3. Free/Reduced Lunch Passing Rate	19%	70%	77%
FAIL	81%	30%	23%
AT OR ABOVE PROFICIENT	19%	70%	68%
AT ADVANCED	0%	0%	9%
4. Full Pay Lunch Passing Rate	38%	80%	92%
FAIL	62%	20%	7%
AT OR ABOVE PROFICIENT	38%	60%	71%
AT ADVANCED	0%	20%	21%
<b>STATE SCORES</b>			
<i><b>TOTAL</b> Passing Rate</i>	68%	72%	77%
FAIL	32%	27%	22%
AT OR ABOVE PROFICIENT	52%	60%	61%
AT ADVANCED	16%	13%	17%

**State Criterion-Referenced Test  
Virginia Standards of Learning**

***Grade 5 Mathematics***

**Spring 2000**

Publisher: Harcourt Brace

During the **Spring 2000**, students with disabilities did not attempt the test. Assessments were administered according to each student's Individualized Educational Plan (IEP).

Number of students that did not attempt: 4    Percent of students that did not attempt: 12%

**Grade 5 Mathematics**

**Spring 2001**

Publisher: Harcourt Brace

During the **Spring 2001**, all enrolled students participated in the Virginia Standards of Learning Assessment.

Number of students that did not attempt: 0    Percent of students that did not attempt: 0%

***Grade 5 Mathematics***

**Spring 2002**

Publisher: Harcourt Brace

During the **Spring 2002**, all enrolled students participated in the Virginia Standards of Learning Assessment.

Number of students that did not attempt: 0    Percent of students that did not attempt: 0%

Each student who takes the Virginia Standards of Learning Assessment receives a scaled score ranging from 0-600. A scaled score of 400 or greater is required to pass the test. A scaled score of 500 or greater is required for a designation of advanced proficiency. A mean scaled score of 400 or higher signifies that the average score of the students in this group was passing or above. A mean scaled score of 500 or higher means that the average score of the students in this group was at the advanced level. A mean scaled score of 399 or lower means that the average score of the students in this group was below the score required to pass the test.

**State Criterion-Referenced Test  
Virginia Standards of Learning**

**Grade 5 Mathematics**

	2000	2001	2002
<b>TESTING WINDOW</b>	Spring	Spring	Spring
<b>SCHOOL SCORES</b>			
<i><b>TOTAL</b> Passing Rate</i>	10%	63%	81%
FAIL	90%	37%	19%
AT OR ABOVE PROFICIENT	10%	54%	72%
AT ADVANCED	0%	9%	9%
Number of students tested	29	35	37
Percent of total students tested	88%	100%	100%
Number of students that <b>DID NOT ATTEMPT (DNA)</b>	4	0	0
Percent of students that <b>DID NOT ATTEMPT (DNA)</b>	12%	0%	0%
<b>SUBGROUP SCORES</b>			
1. Black Passing Rate	4%	54%	88%
FAIL	96%	46%	12%
AT OR ABOVE PROFICIENT	4%	54%	82%
AT ADVANCED	0%	0%	6%
2. White Passing Rate	33%	89%	74%
FAIL	67%	11%	26%
AT OR ABOVE PROFICIENT	33%	56%	63%
AT ADVANCED	0%	33%	11%
3. Free/Reduced Lunch Passing Rate	14%	48%	77%
FAIL	86%	52%	23%
AT OR ABOVE PROFICIENT	14%	48%	73%
AT ADVANCED	0%	0%	4%
4. Full Pay Lunch Passing Rate	0%	86%	80%
FAIL	100%	14%	20%
AT OR ABOVE PROFICIENT	0%	57%	67%
AT ADVANCED	0%	29%	13%
<b>STATE SCORES</b>			
<i><b>TOTAL</b> Passing Rate</i>	63%	66%	71%
FAIL	37%	33%	29%
AT OR ABOVE PROFICIENT	53%	52%	55%
AT ADVANCED	11%	14%	16%

**State Criterion-Referenced Test  
Virginia Standards of Learning**

***Grade 5 English: Writing***

**Spring 2000**

Publisher: Harcourt Brace

During the **Spring 2000**, students with disabilities did not attempt the test. Assessments were administered according to each student's Individualized Educational Plan (IEP).

Number of students that did not attempt: 4

Percent of students that did not attempt: 18%

***Grade 5 English: Writing***

**Spring 2001**

Publisher: Harcourt Brace

During the **Spring 2001**, all enrolled students participated in the Virginia Standards of Learning Assessment.

Number of students that did not attempt: 0

Percent of students that did not attempt: 0%

***Grade 5 English: Writing***

**Spring 2002**

Publisher: Harcourt Brace

During the **Spring 2002**, the student that did not attempt the test passed it in a previous administration.

Number of students that did not attempt: 1

Percent of students that did not attempt: 3%

Each student who takes the Virginia Standards of Learning Assessment receives a scaled score ranging from 0-600. A scaled score of 400 or greater is required to pass the test. A scaled score of 500 or greater is required for a designation of advanced proficiency. A mean scaled score of 400 or higher signifies that the average score of the students in this group was passing or above. A mean scaled score of 500 or higher means that the average score of the students in this group was at the advanced level. A mean scaled score of 399 or lower means that the average score of the students in this group was below the score required to pass the test.

## Grade 5 English: Writing

	2000	2001	2002
<b>TESTING WINDOW</b>	Spring	Spring	Spring
<b>SCHOOL SCORES</b>			
<i><b>TOTAL</b> Passing Rate</i>	50%	94%	85%
FAIL	50%	6%	14%
AT OR ABOVE PROFICIENT	50%	86%	71%
AT ADVANCED	0%	8%	15%
Number of students tested	28	36	34
Percent of total students tested	82%	100%	97%
Number of students that <b>DID NOT ATTEMPT (DNA)</b>	4	0	1
Percent of students that <b>DID NOT ATTEMPT (DNA)</b>	18%	0%	3%
<b>SUBGROUP SCORES</b>			
1. Black Passing Rate	41%	93%	87%
FAIL	59%	7%	13%
AT OR ABOVE PROFICIENT	41%	89%	81%
AT ADVANCED	0%	4%	6%
2. White Passing Rate	83%	100%	83%
FAIL	17%	0%	17%
AT OR ABOVE PROFICIENT	83%	78%	61%
AT ADVANCED	0%	22%	22%
3. Free/Reduced Lunch Passing Rate	48%	95%	82%
FAIL	52%	5%	18%
AT OR ABOVE PROFICIENT	48%	90%	68%
AT ADVANCED	0%	5%	14%
4. Full Pay Lunch Passing Rate	57%	93%	100%
FAIL	43%	7%	0%
AT OR ABOVE PROFICIENT	57%	80%	67%
AT ADVANCED	0%	13%	33%
<b>STATE SCORES</b>			
<i><b>TOTAL</b> Passing Rate</i>	81%	84%	84%
FAIL	43%	7%	0%
AT OR ABOVE PROFICIENT	57%	80%	67%
AT ADVANCED	0%	13%	33%

**National Norms  
Stanford Achievement Test**

Grade 4

Test Stanford - 9

Edition/publication year 1996

Publisher Harcourt Brace

A total reading score was not available for the students who did not complete all subtests. Students were assessed on the completed subtests.

Scores are reported as percentiles.

Each student who takes the Stanford Achievement Test receives Percentile Rank Scores that compare the student's performance with scores of students in the same grade from across the nation. Percentile Ranks range from a low of 1 to a high of 99. For example, a Percentile Rank of 70 means that this student obtained a score that is equal to or higher than 70 percent of the students in the comparison group.

***Grade 4 Reading***

Testing Window	Fall 1999	Fall 2000	Fall 2001
<b>SCHOOL SCORES</b>			
Total Score	P35	P45	P68
Number of students tested	42	37	28
Percent of total students tested	98%	97%	93%
Number of students who did not attempt (DNA)	1	1	2
Percent of students who did not attempt (DNA)	2%	3%	7%
<b>SUBGROUP SCORES</b>			
1. Black	P30	P44	P55
2. White	P56	P46	P83
3. Free/reduced Lunch	P20	P45	P48
<b>STATE SCORES</b>			
Total Score	P52	P53	P54

**National Norms  
Stanford Achievement Test**

Grade 4

Test Stanford - 9

Edition/publication year 1996

Publisher Harcourt Brace

A total mathematics score was not available for the students who did not complete all subtests. Students were assessed on the completed subtests.

Scores are reported as percentiles.

Each student who takes the Stanford Achievement Test receives Percentile Rank Scores that compare the student's performance with scores of students in the same grade from across the nation. Percentile Ranks range from a low of 1 to a high of 99. For example, a Percentile Rank of 70 means that this student obtained a score that is equal to or higher than 70 percent of the students in the comparison group.

***Grade 4 Mathematics***

Testing Window	Fall 1999	Fall 2000	Fall 2001
<b>SCHOOL SCORES</b>			
Total Score	P47	P55	P71
Number of students tested	43	35	29
Percent of total students tested	100%	92%	97%
Number of students who did not attempt (DNA)	0	3	1
Percent of students who did not attempt (DNA)	0%	8%	3%
<b>SUBGROUP SCORES</b>			
1. Black	P49	P61	P72
2. White	P51	P48	P69
3. Free/reduced Lunch	P26	P51	P66
<b>STATE SCORES</b>			
Total Score	P57	P60	P61

## **Summary of Mt. Airy Elementary School's Performance**

The following is a brief summary of Mt. Airy students' performance on the **Virginia Standards of Learning Assessments** from **Spring 2000** to **Spring 2002**.

### **Grade 3 English: Reading/Literature and Research + Writing**

- Mt. Airy Elementary's scores exceeded the state's scores each year.
- Black students' scores reflect a 19 percent increase.
- White students' scored an average of 73 percent over the three-year period while surpassing the state's average of 66 percent.
- Free/reduced lunch students' average score was within 3 percent of the state's average score for the three-year period.

### **Grade 3 Mathematics**

- Mt. Airy Elementary's scores exceeded the state's scores each year.
- Black students' scores were at or above the state's scores.
- White students' scores increased from 65 percent to 87 percent.

### **Grade 5 English: Reading/Literature and Research**

- Mt. Airy Elementary's scores exceeded the state's scores in 2001 and 2002.
- Black students' scores increased by 60 percent while surpassing the state's scores in 2002.
- White students' scores increased 46 percent while surpassing the state's scores in 2001 and 2002.
- Free/reduced lunch students' scores increased by 58 percent.

### **Grade 5 English: Writing**

- Mt. Airy Elementary's scores exceeded the state's scores in 2001 and 2002.
- Black students' scores were above the state's scores for 2001 and 2002 while increasing from 41 percent to 87 percent for the three-year period.
- White students' scored an average of 86 percent over the three-year period while surpassing the state's average of 83 percent.

### **Grade 5 Mathematics**

- Mt. Airy Elementary's scores surpassed the state's scores in 2002, increasing from 10 percent to 81 percent.
- Black students' scores increased by 84 percent, surpassing the state's scores in 2002.
- White students' scores were above the state's scores in 2001 and 2002.
- Free/reduced lunch students' scores increased by 63 percent, surpassing the state's scores in 2002.

The following is a brief summary of Mt. Airy students' performance on the **Stanford Achievement Tests** for grade 4 from **Fall 1999** to **Fall 2001**.

- In grade four, achievement was above the state and national averages in both reading and math in 2001.
- All subgroups scored above the national average for Total Math in 2001.