

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

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

School Mailing Address 5 Parkway Drive
(If address is P.O. Box, also include street address)

Williamson WV 25661-3428
City State Zip Code+4 (9 digits total)

Tel. (304) 235-2520 Fax (304) 235-2520

Website/URL www.riversidemingovv.com E-mail dtharris@access.k12.wv.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* Mrs. Brenda Skibo
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Mingo County Tel. (304) 235-3333

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. John W. Fullen
(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 of 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 2003-2004 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 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 6 Elementary schools
 6 Middle schools
 _____ Junior high schools
 5 High schools
 _____ Other (Briefly explain)
- 17 TOTAL
2. District Per Pupil Expenditure: \$8,038.79
 Average State Per Pupil Expenditure: \$7,115.34

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. 8 years Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students 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
K	38	22	60	7			
1	28	33	61	8			
2	28	30	58	9			
3	25	27	52	10			
4	34	28	62	11			
5				12			
6				Pre-K	17	8	25
TOTAL STUDENTS IN THE APPLYING SCHOOL →							318

6. Racial/ethnic composition of the students in the school: 87 % White
12 % Black or African American
 % Hispanic or Latino
1 % Asian/Pacific Islander
 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 25 %

(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.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	44
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	36
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	80
(4)	Total number of students in the school as of October 1	322
(5)	Subtotal in row (3) divided by total in row (4)	.25
(6)	Amount in row (5) multiplied by 100	25

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

Number of languages represented: _____

Specify languages:

9. Students eligible for free/reduced-priced meals: 68 %

220 Total Number Students Who Qualify

If this method does not produce 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: 21 %
67 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> 2 </u> Autism	<u> 1 </u> Orthopedic Impairment
<u> </u> Deafness	<u> 7 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 4 </u> Specific Learning Disability
<u> 2 </u> Hearing Impairment	<u> 46 </u> Speech or Language Impairment
<u> 4 </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </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> </u>
Classroom teachers	<u> 19 </u>	<u> 1 </u>
Special resource teachers/specialists	<u> 5 </u>	<u> 1 </u>
Paraprofessionals	<u> 7 </u>	<u> 1 </u>
Support staff	<u> 1 </u>	<u> 3 </u>
Total number	<u> 33 </u>	<u> 6 </u>

12. Average school student-“classroom teacher” ratio: 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.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	94%	97%	95%	94%	94%
Daily teacher attendance	95%	96%	96%	97%	93%
Teacher turnover rate	9%	22%	20%	16%	8%
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

PART III-SUMMARY

Narrative Snapshot of Riverside Elementary

There's an added air of excitement at Riverside Elementary on "Market Day". These are the days that students sell their wares they have made during the previous two weeks as part of their **MicroSociety**. They eagerly count their "Riverside Bucks" which they have earned for the work they have put in on their "jobs", for good behavior, and for faithful attendance. Students spend two hours each week "working" at their jobs that include such vocations as bankers, newspaper reporters, postal workers, and crimestoppers, among others.

Riverside Elementary, built in 1992 on the banks of the Tug Fork River in Williamson, West Virginia, is an exciting center of education for 320 students in grades pre-kindergarten through fourth, with 25 teachers and 13 service personnel. Other professional support staff that provide services at Riverside Elementary are a full-time speech pathologist, full-time nurse, and part-time physical therapist, occupational therapist, and school counselor.

A West Virginia School of Excellence in 2001, West Virginia Blue Ribbon School in 2003, an Exemplary School during the 2002-2003 and 2003-2004 school years and a Title I Distinguished school during the 2003-2004 school year, Riverside Elementary is a shining beacon of education for all of its students, their parents, and the entire community.

Sixty-seven percent of the students live at or below the poverty level. Riverside Elementary has the largest minority population in the county, but the faculty sees the characteristics that might make students "at-risk" as challenges. To meet these challenges, solutions are found, such as MicroSociety, which makes learning mathematics and reading a game to be entered into with enthusiasm and good behavior a goal with tangible rewards that result in buying power on market day.

Academics are presented using various modalities and research-based methods. **Everyday Counts** is a daily program in all classrooms starting in kindergarten with simple calendar skills and progressing through fourth grade with more advanced mathematics concepts. The **Shurley English** program teaches grammar facts and definitions through repetitive skill-building drills, fun jingles, and songs. The **Accelerated Reader** program motivates students to read library books. The **Sanron Writing** program is used daily in the classroom, and a weekly writing workshop builds skills through modeling and writing practice. **Guided Reading**, one component of the **Balanced Literacy Program**, enables the teachers to assess the progress of each student by listening to the students read each day. Students use guided reading strategies to decode words in order to increase fluency and reading levels.

Pillars of Character Education, Balanced Literacy, Harmony Week, trips to plays and concerts at the Clay Center in Charleston, West Virginia, and other opportunities for academic, social, and cultural development allow these students to begin growing into adults who will reach their potential as life-long learners and responsible, productive citizens. The staff, parents, and business community of Riverside Elementary School are dedicated to developing an awareness of future opportunities in order to motivate their students to improve their academic achievement, thus increasing their eagerness to learn as they experience success.

PART IV-INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results in Reading and Mathematics Stanford Achievement Test, 9th Edition (SAT-9)

For the past three years, improvement is the word that describes the trend in reading and mathematics at Riverside Elementary according to the scores on the SAT-9. In reading, third grade students improved from a mean percentile score of 60 in 2001 to 70 in 2003 and from 78 percentile to 84 percentile in mathematics.

Third grade reading scores in the lower socio-economic subgroup improved from 48 percentile in 2001 to 61 percentile in 2003 in reading and in mathematics from 70 percentile to 79 percentile.

Riverside Elementary fourth grade students showed even more improvement from 2001 to 2003. The fourth grade students' reading scores in 2001 were 58 percentile and these scores improved to 71 percentile in 2003. Students in the lower socio-economic subgroup in the fourth grade also showed a huge gain of thirteen points--from 49 percentile in 2001 to 64 percentile in 2003.

The mathematics scores of fourth grade students at Riverside Elementary also soared during these years. In 2001, the fourth grade total mathematics score was 71 percentile. In 2003, the total mathematics score increased to 83 percentile. Total mathematics scores for fourth grade students in the lower socio-economic subgroup rose from an average of 67 percentile in 2001 to 80 percentile in 2003. Mathematics scores for students not eligible for free or reduced lunch rose from 86 percentile in 2001 to 91 percentile in 2003.

Everyone is improving at Riverside Elementary, but most noteworthy is the decreasing gap between the scores of those students eligible for free or reduced lunch and those not eligible. An example of this is the difference between the fourth grade mathematics scores. In 2001, there was a difference of 19 points between those students eligible for free or reduced lunch and those not eligible. In 2003, that difference decreased to 11 points.

West Virginia Writing Assessment (Fourth Grade)

The percentage of students scoring at or above the basic level increased from 85 percent in 2001 to 90 percent in 2003. A more dramatic increase was noted for students scoring at or above the proficient level where scores improved from 7 percent in 2001 to 33 percent in 2003. At the advanced level, the scores increased from 1 percent to 4 percent during the same period. In 2003, the percentage of Riverside Elementary students who scored at the advanced level exceeded the state level. Even more noteworthy is the fact that all students who scored at the advanced level in 2003 at Riverside Elementary were students who qualified for free or reduced lunch. Between 2001 and 2003, the mean score of Riverside students improved from 21.15 to 2.30, while the state mean score improved from 2.12 (slightly above basic at 2.0) to 2.21.

PART IV-INDICATORS OF ACADEMIC SUCCESS

2. How the School Uses Assessment Results

The analysis of the assessment results over the past few years explains the content of the curriculum at Riverside Elementary. The mean percentile for total basic skills was well above the national average, but the faculty at Riverside was concerned about those who were not making progress--those who remained in the first and second quartiles.

The concern for continued growth and progress for all students and a decreased gap between the achievement of students from deprived backgrounds and other students led the Riverside faculty to a curriculum based on identified student needs through in-depth test analysis. The SAT-9, the West Virginia Writing Assessment, Developmental Reading Assessment, Individual Reading Inventory, and state informal reading and mathematics assessments showed weaknesses in reaching "at-risk" students. One of the results of the analysis was a revision of the school schedule to provide two hours and fifty minutes of uninterrupted time for reading and mathematics instruction every morning. Nothing is allowed to interrupt that time. Each grade has benchmarks that include Dolch sight words and math facts. The Balanced Literacy Program supplements the county's adopted reading program and allows time for students to read books on their instructional level and to be monitored daily by their teacher for reading problems and progress.

The Shurley Grammar program and Sanron Writing program have led to improved achievement in writing skills for all students. The lowest quartile has decreased steadily and on the 2003 SAT-9 third grade mathematics test, 0 students scored in the lowest quartile.

PART IV – INDICATORS OF ACADEMIC SUCCESS

3. How the School Communicates Student Performance to Parents, Students, and the Community

Report cards, assignment folders, conferences, positive postcards, telephone conversations with parents, *The Riverside Review*, “Back to School Night”, “Parents Night”, and *The Williamson Daily News* are some of the ways that the faculty of Riverside Elementary communicates with parents, students, and the community.

The SAT-9 scores and the West Virginia Writing Assessment scores are sent to parents. The classroom teacher or the counselor is always available to discuss these results and their implications with parents and students.

Report cards are sent to parents every six weeks, but there are many opportunities for teachers and parents to communicate within those six-week periods. Teachers are available by phones in their classrooms and arrive forty minutes before school begins each morning in order to be available to parents at that time.

Riverside Elementary schedules a “Back to School Night” at the beginning of each year in order for parents to become informed about the schedules, routines, and expectations for the new school year. “Parents Nights” are held several times during the year to showcase students’ talents in plays and programs and in order for parents to meet with teachers to discuss any concerns they may have about their children.

A daily assignment folder is sent home with each student. In this folder communication is established between the home and the school.

The Riverside Review, the school newsletter, is sent to each student’s home monthly so that each family is kept up-to-date with the events at Riverside Elementary. Students from Riverside Elementary appear frequently in the local newspaper, *The Williamson Daily News*, for everything from attaining perfect attendance, making the honor roll, being named “student of the month” to winning the spelling bee, an essay contest or some other honor.

PART IV-INDICATORS OF SUCCESS

4. How the School will Share Its Successes with Other Schools

The teachers at Riverside Elementary have visited numerous other schools as well as attended presentations and workshops at regional, state, and national conferences in order to become familiar with the best educational practices. The faculty is also eager to share successful ideas that have been developed at Riverside. Staff members have conducted countywide workshops in writing and mathematics. Riverside serves as a training site for teachers who are implementing the **Balanced Literacy Program**. Several members of the faculty are part of the county cadre for training the county teaching staff in the implementation of the **Informal Reading and Mathematics Assessment** and the **WV Content Standards**.

Riverside teachers serve on committees to help develop county programs and choose textbooks. They also serve as lead teachers for the Marshall University student teacher program. Riverside serves as an observation site for schools interested in implementing **MicroSociety**. Teachers and the principal of Riverside Elementary have served as presenters and trainers for the **MicroSociety Program** for various schools, other counties, and statewide workshops.

The principal of Riverside Elementary is a member of the County School Improvement Support Team that assists schools that do not meet Adequate Yearly Progress based on state accreditation standards. The principal and several teachers from Riverside have also served as presenters at several workshops sponsored by the State Board of Education in order to guide other schools through the application process for certification as Schools of Excellence and West Virginia Blue Ribbon Schools.

PART V – CURRICULUM AND INSTRUCTION

1. A Description of the Curriculum at Riverside Elementary

There is a lot more than “reading, writing, and ‘rithmetic” going on at Riverside Elementary, but the faculty knows that everything that is going on requires skills from those three subjects. That is why there is a block of one hour and fifty minutes every morning devoted to reading and another hour devoted to mathematics instruction. No interruptions are allowed during this time for any reason. Special school events are planned for other periods of the day—never for the time dedicated to reading and mathematics. The West Virginia Content Standard and Objectives guide the mathematics and reading goals and expectations. The methods for achieving these goals are based on research-based instruction and the analysis of formal and informal assessments.

The heart of the reading program at Riverside is **Guided Reading**, a component of the **Balanced Literacy Program**. **Guided Reading** enables students to practice reading strategies with teacher support, which leads to independent reading. The students progress to more difficult texts as they move through these strategies. Once these strategies have been mastered, students form **Literature Circles**. While in guided reading, students “*Learn to Read*”, in literature circles, students “*Read to Learn*”. In literature circles, the role of the teacher evolves from coach to facilitator as students become involved in independent project-based learning. Informal reading assessments serve as benchmarks to ensure that students are progressing at a satisfactory rate.

Benchmarks are also used in mathematics to ensure individual progress. First and second grade students work on addition and subtraction facts, and third and fourth grade students learn multiplication facts. Everyone is expected to reach the benchmark for his or her grade in addition, subtraction, and multiplication. Students take home practice sheets so that parents can help their children prepare for timed tests. Every classroom uses “**Everyday Counts**”, an interactive bulletin board, which teaches skills from number recognition to graphs. Students also practice mathematics using the computer program **Compass Learning** software program.

Everyday is an art show at Riverside as classroom teachers integrate art across the curriculum resulting in corridors and classrooms filled with student’s work that may illustrate a reading, social studies, or science lesson. Special music programs are always ready for Christmas Programs, PTA meetings, Veterans’ Day and other celebratory times throughout the year. All students have the opportunity to attend musical programs and plays at the Clay Center in Charleston, West Virginia.

Technology plays an important part in the curriculum primarily through computer assisted learning in reading, writing, and mathematics. Each student is scheduled in the 24-station computer lab at least two hours per week. Students also have access to computers in the individual classrooms.

PART V –CURRICULUM AND INSTRUCTION

2. The Reading Curriculum at Riverside Elementary

The reading scores on the SAT-9, the West Virginia annual norm-referenced assessment, have consistently been above the national average for Riverside Elementary. However, because of concern for the “at-risk” students and concern for those who were in the first quartile, the faculty at Riverside adopted the **Guided Reading Program** as a supplement to the county’s adopted reading program. The reading program at Riverside begins in Pre-school with **Phonemic Awareness** and progresses through fourth grade using **Guided Reading** in a **Balanced Literacy Program** that avoids teaching skills in isolation but does not fall into the “hit or miss” of using only literature to teach all skills. **Guided Reading** enables students to practice reading strategies with teacher support that leads to independent reading. The students progress to more difficult texts as they move through these strategies. Once these strategies have been mastered, students form **Literature Circles**. In these circles, the teacher becomes the facilitator as students participate in project-based literature activities. As students evolve to the level of the independent learner, they become more positive and excited about reading. **Literature Circle** activities also include writing sequels, writing postcards to favorite characters, writing highlights from a novel, and writing comprehension questions to be answered within the group.

Word Walls are made up of sight word and high-frequency word lists that are used as **Benchmarks** at each level to ensure that students are progressing at a satisfactory rate. These words are sent home at the beginning of the year so that parents are aware of the expectations for their children. Students also work with these words in centers and use them in writing activities.

Accelerated Reader is a computer software program that keeps records of students’ comprehension scores on library books read. Points earned on these tests are used to award students for their reading achievement. Students also use the computer program **Compass Learning** to reinforce reading and mathematics skills.

PART V – CURRICULUM AND INSTRUCTION

3. Another Curricular Area at Riverside Elementary

“The students at Riverside Elementary will master basic skills and achieve skills to enable them to be gainfully employed after graduation and/or be successful in post secondary education.”

This vision statement of Riverside Elementary is met by a part of the curriculum that is difficult to classify. MicroSociety could be mathematics; it could be reading; it could be art, possibly music, maybe science, and, of course, social studies. Sometimes students must learn the most basic skills in order to do their “jobs”, and sometimes the skills are of the “higher-order” type.

MicroSociety is a simulated economic, social, and community oriented program. Students work at job related fields, interact cooperatively, and exhibit business acumen. The highlight of several weeks of effort is the marketplace where students sell, purchase, and participate in activities such as video musical performances and dine at the Micro Cafe. Students quickly learn that in order to participate in marketplace, they must develop and market their product.

Students participate in banking, postal service, video production, legislation, peer tutoring, business ownership and management, unemployment office, restaurant, crimestoppers (police), and newspaper. Students gain and use mathematics skills, reading and writing skills, and learn firsthand about social organizations that they would only read about in their social studies books without the experience of MicroSociety.

PART V – CURRICULUM AND INSTRUCTION

4. *Instructional Methods used at Riverside Elementary*

The faculty at Riverside Elementary understands that each student has different strengths and weaknesses. Because of these differences, students need the opportunity to understand and practice concepts in a variety of ways. In response to this need, students at Riverside are grouped heterogeneously in the classroom. The teachers develop strategies to maximize learning for all students.

All students are taught **inclusively** in the regular education classroom during the reading and mathematics blocks. The Title I and Special Education teachers work with their students in **small groups** to give the students a double and triple dose of individual guided reading. During this time, the teachers, through use of their coaching prompts, cue the students. While the teachers are working with small groups, the rest of the classroom is involved in **learning centers** or **literature circles**. These methods enable children to work **independently** with **graphic organizers**, manipulatives, **technology**, and **hands-on activities**.

Each classroom uses **whole group instruction** as they participate in shared reading. This method helps students work with the teacher through **cooperative learning**. Throughout the lesson, **active participation** is encouraged. The teachers constantly **check for understanding** by use of **questioning skills**. **Word Wall** work is used daily, thus increasing sight-word and high frequency word recognition, vocabulary, and dictionary skills.

After the reading and mathematics block, students are **pulled out** of the classroom by the support professionals and specialists to reinforce the objectives that the children learned in the morning lessons. **Praise** is abundant in the classroom, and students are given **feedback** quickly.

Each classroom teacher maintains a **portfolio** on each student. These portfolios highlight the work of the students throughout the year and show the improvements that the students make. **Student work** is also proudly **displayed** in the classrooms and hallways for all to see.

PART V – CURRICULUM AND INSTRUCTION

5. Professional development and its impact on learning

The school year begins at Riverside with a test analysis workshop in which the county testing coordinator supplies the school with disaggregated data and analysis of previous year's assessment results. The school staff also looks at other school data such as attendance rate, students with excessive absenteeism, discipline referrals and Student Assistance Team referrals. All data is analyzed to identify factors that may impede student achievement. These needs become the basis of the Unified School Improvement Plan. Professional Development is then designed to enhance and support improvement activities. The following year the data is reviewed to see if professional development had an impact on student achievement.

For the past few years, Riverside Elementary has implemented the **Balanced Literacy Program**. The county reading consultant presented a five-day summer reading academy and conducted bi-monthly classroom observations and after-school workshops. The Riverside Elementary staff received training in Guided Reading, Bridging Phase I, Bridging Phase II, Literature Circles, and word strategies.

A majority of the faculty attends the county's annual **Summer Teachers' Academy**, a five day intensive training based on the needs of the school and the teacher. Teachers can select from reading/writing, mathematics, and technology workshops.

The curriculum team along with the Title I teachers attend state workshops on topics such as curriculum development, technology and reading research. Staff members including the principal have attended national conferences on **MicroSociety, Society for Developmental Education, Reading Renaissance, and International and State Reading Conferences**.

Teachers have received professional development on writing methods by authors Cheryl Ware and Barry Lane. The professional development program at Riverside Elementary has also included training in **Compass Learning** and technology. Pre-K and kindergarten teachers and the Speech Pathologists have received **Phonemic Awareness** training provided by the county.

In the past three years, improvement in student achievement in reading, writing, and mathematics is a direct result of a continuous and systematic professional development program for the staff of Riverside.

Riverside Elementary School
West Virginia State Criterion--Referenced Tests
West Virginia Writing Assessment

Grade 4
Scale: 0--4

Basic: 2.0 or higher
Proficient: 3.0 or higher
Advanced: 4.0

	2002-2003	2001-2002	2000-2001
Testing month	March	March	March
SCHOOL SCORES			
School Mean Score	2.39	2.63	2.15
% At or Above Basic	90%	90%	85%
% At or Above Proficient	33%	39%	7%
% At Advanced	4%	7%	1%
Number of students tested	49	53	54
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. Students eligible for free/reduced meals			
% At or Above Basic	86%	84%	85%
% At or Above Proficient	26%	38%	8%
% At Advanced	6%	3%	1%
Number of students tested	35	32	40
2. Students not eligible for free/reduced meals			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	50%	43%	7%
% At Advanced	0%	14%	0%
Number of students tested	14	21	14
STATE SCORES			
State Mean Score	2.21	2.22	2.12
% At or Above Basic	82%	84%	83%
% At or Above Proficient	19%	18%	13%
% At Advanced	3%	2%	1%

Riverside Elementary School

Publisher: Harcourt--Brace

Edition/publication year 1995--1996

Test Month: April

What groups were excluded from testing? None

Why and how were they assessed? None

SCHOOL SCORES	2002-2003	2001-2002	2000-2001
Grade 3 Reading Scores			
Number of students tested/Percentage	58/100%	53/100%	54/100%
Number of students excluded	0	0	0
Total Score	70	53	60
Scores for students eligible for free/reduced meals	61	47	48
Scores for students not eligible for free/reduced meals	79	76	75
Grade 4 Reading Scores			
Number of students tested/Percentage	49/100%	54/100%	52/100%
Number of students excluded	0	0	0
Total Score	71	63	58
Scores for students eligible for free/reduced meals	64	57	49
Scores for students not eligible for free/reduced meals	87	74	84

Grade 3 Math Scores			
Number of students tested/Percentage	58/100%	53/100%	54/100%
Number of students excluded	0	0	0
Total Score	84	77	78
Scores for students eligible for free/reduced meals	79	71	70
Scores for students not eligible for free/reduced meals	93	95	89
Grade 4 Math Scores			
Number of students tested/Percentage	49/100%	54/100%	52/100%
Number of students excluded	0	0	0
Total Score	83	81	72
Scores for students eligible for free/reduced meals	80	74	67
Scores for students not eligible for free/reduced meals	91	90	86