

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

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

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

School Mailing Address 205 Crescent Rd.
(If address is P.O. Box, also include street address)

Beckley West Virginia 25801-3322
City State Zip Code+4 (9 digits total)

County Raleigh School Code Number* 074208

Telephone (304) 256-4576 Fax (304) 256-4585

Website/URL http://crescent.rale.k12.wv.us E-mail dpetry@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* Dr. Charlotte Hutchens
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Raleigh County Schools Tel. (304) 256-4500

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. Kim Cooper
(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

[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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 19 Elementary schools
 5 Middle schools
 _____ Junior high schools
 4 High schools
 2 Other
 30 TOTAL
2. District Per Pupil Expenditure: \$7,347
 Average State Per Pupil Expenditure: \$7,300

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 15 Number of years the principal has been in her/his position at this school.
 _____ 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	20	27	47	8			
1	24	20	44	9			
2	21	29	50	10			
3	28	28	56	11			
4	20	19	39	12			
5	29	19	48	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							284

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

6. Racial/ethnic composition of the students in the school: **80%** White
17% Black or African American
2% Hispanic or Latino
1% Asian/Pacific Islander
0% American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 24%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	33
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	34
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	67
(4)	Total number of students in the school as of October 1.	274
(5)	Subtotal in row (3) divided by total in row (4)	24
(6)	Amount in row (5) multiplied by 100	2400

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: 62%
 Total number students who qualify: 176

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: 20 %
56 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> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 1 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 12 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 35 </u> Speech or Language Impairment
<u> 7 </u> Mental Retardation	<u> 1 </u> Emotional Disturbed
<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> 15 </u>	<u> </u>
Special resource teachers/specialists	<u> 6 </u>	<u> 3 </u>
Paraprofessionals	<u> </u>	<u> </u>
Support staff	<u> 8 </u>	<u> 1 </u>
Total number	<u> 31 </u>	<u> 2 </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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95 %	94 %	95 %	95 %	95 %
Daily teacher attendance	97%	97%	98%	97%	99%
Teacher turnover rate	5%	10%	11%	11%	11%
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

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

Nestled in the Appalachian Mountains, atop the Allegheny Plateau, in southern West Virginia along the I-64 and I-77 corridors one can find Beckley, West Virginia, population 18,000, “a city with a mine of its own.” Beckley is home to the Beckley Exhibition Coal Mine, Tamarack – *a showcase for our state's most outstanding artisans*, Mountain State University, and **Crescent Elementary School**.

Crescent Elementary, built in 1954, is located in a well established, previously perceived by most, as an affluent neighborhood within the city of Beckley. A beautiful “environmentally friendly” landscape surrounds our secluded playground and single-level brick structure. Crescent's 19 classrooms and multipurpose gymnasium/lunchroom, accommodates grades K-5. Our educational staff includes 21 teachers with 578 combined years of experience and 8 service personnel employees. Crescent's 284 students, of which 62% are now of low socioeconomic backgrounds, receive a superior education. Regular and special education programs can be found at Crescent. Our demographics continue to evolve; yet our commitment to quality education remains constant.

Our mission is to prepare our students for the 21st Century by providing a high quality educational program, which emphasizes academics, technology, and responsibility in a safe, orderly school environment. Additionally, Crescent is a traditional school that stresses discipline, time on task, and “back to the basics.” Our vision is for our students to succeed in the 21st Century using the skills, knowledge, and technology that we have provided them.

Maintaining our commitment to excellence and our belief in the child, coupled with a strong code of conduct, have allowed Crescent Elementary School to garner the respect of the educational community as well as the community at large. Our test scores are consistently among the highest in the county. Our students' performances are award winning in county and state competitions. On two different occasions, Crescent has received the West Virginia Exemplary School Award, and has the distinction of being proclaimed a West Virginia School of Excellence in 1997.

Our educational commitment at Crescent does not solely rest with academic success. We believe it is our mandate to provide the tools, ideas, and ideals vital to the development of our students' success in the challenges facing them today and tomorrow. Working in conjunction with a supportive PTO and our business Partners in Education our students have been provided a variety of cultural experiences and educational field trips.

We have implemented comprehensive programs to address character development, citizenship, responsibility, diversity, and volunteerism. One component of our Character Education program is the “Word of the Week” which introduces character building on a weekly basis using concrete examples. The CAPS (Community Awareness of People and Services) program targets a local non-profit organization each month to benefit from contributions made by students. Our recycling program and partnership with WV State Department of Natural Resources have proved beneficial in providing an awareness of the critical need to be kind to our environment for the entire staff, students and their families. The objective to build a better today has come with rewarding results.

Crescent Elementary has earned a reputation that challenges us daily. Our desire to see every child achieve, and not be left behind, has become our self-fulfilling prophecy. We are dedicated to the challenge, and poised to assure that no child is left behind.

PART IV – INDICATORS OF ACADEMIC SUCCESS

- 1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them. Explain disparities among subgroups. If the school participates in the state assessment system, briefly explain the state performance levels and the performance level that demonstrates meeting the standard. Provide the website where information on the state assessment system may be found.**

For the past six years, Crescent Elementary School assessed our students using the Stanford Achievement Test, 9th Edition (SAT-9). In mathematics and reading/language arts more than 75% of our students scored above the 50th percentile and fewer than 10% scored in the first quartile.

Last year, for the first time, Crescent Elementary School participated in the WESTEST assessment, a newly developed norm-referenced criterion test. The West Virginia Educational Standards Test (WESTEST) is a customized test aligned to West Virginia's Content Standards and Objectives. Our students in grades 3, 4, and 5 took this test in the spring of 2004. Each school was provided a report that analyzed student performance in content areas, grade levels, mastery data, and mastery of content standards by sub-groups. The performance levels included *distinguished*, *above mastery*, *mastery*, *partial mastery*, and *novice*. The assessment further delineated the school's performance by race/ethnicity, special education students, and economically disadvantaged students.

In mathematics our overall participation rate was 100 percent. The percentage of students proficient in the areas of mathematics was 87.70. The percentage of white students proficient in math was 90.52. The percentage of black students proficient in math was 79.52. The percentage of special education students proficient in math was 68.18. The percentage of low socio-economic students proficient in math was 81.69. Thus, students' performances in mathematics were *mastery*, *above mastery*, or *distinguished*.

In reading/language arts, our overall participation rate was 100 percent. The percentage of students proficient in the areas of reading/language arts was 80.32. The percentage of white students proficient in reading/language arts was 83.15. The percentage of black students proficient in reading/language arts was 70.83. The percentage of special education students proficient in reading/language arts was 45.45. The percentage of low socio-economic students proficient in reading/language arts was 74.84. Thus, students' performance level in reading/language arts was high in the subgroups of white, black, and economically disadvantaged.

Crescent Elementary School met the Adequate Yearly Progress criteria in the areas of mathematics and reading/language arts for the subgroup standards. Our black and special education students didn't constitute classification as subgroups for our school due to the low numbers.

This information may be obtained from the West Virginia Department of Education website at www.wvde.state.us under the subheading WESTEST.

2. Show in one-half page (approximately 300 words) how the school uses assessment data to understand and improve student and school performance.

The WESTEST assessment data was crucial in assisting our staff in planning a solid educational foundation for each and every student at Crescent Elementary School. During our staff development sessions, particularly at the beginning of the year, our staff looked at each component of the WESTEST and corresponded it with the correct content standards. Individual and classroom *right response reports* identified these standards as either strengths or weaknesses. Particular attention was given to those scores below the 60th percentile. Currently and throughout the year, each of those content standards is being stressed daily in classroom instruction. Our teachers focus instruction to maximize student learning and initiate instructional strategies for addressing these weaknesses.

WESTEST serves as a framework for the curriculum. Our textbooks and supplemental materials are all guided by test results, content standard objectives, and the academic needs of our students. Other assessment data is collected through the West Virginia Informal Reading and Math Assessments in grades kindergarten through second grade, the Compass Learning Basic Skills programs, the West Virginia Writing Assessment, Children's Skills Test, and the S.T.A.R.'s Reading Program. Through these programs, further curricular improvements are determined. Furthermore, these assessments greatly assist our school in meeting the needs of at-risk students.

By understanding which individual student or student subgroups are performing below or above mastery level, teachers can provide needed enrichment, extension activities, or adjust instruction to address student needs. Assessment data directs the school in how to best utilize Title I/NCLB (No Child Left Behind) and special education teachers to improve student and school performance.

Crescent has very high expectations for our students' test performance. Examining the levels of proficiency gives us a good evaluation of student achievement. It further allows for determining the specific content areas in need of improvement.

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

Communication is the key to success for our school. Report cards, mid-six weeks reports, assignment agendas, study guides, telephone calls to parents, PTO meetings, parent teacher conferences, newspaper articles, and "Back to School Night" are ways that Crescent Elementary School communicates with our parents, students, and the community at large. At Crescent Elementary School, we have an *Open Door Policy* that welcomes parents to visit classrooms, eat lunch, and confer with the teacher as needed.

Report cards are sent home to our parents every six weeks with specific grades and comments in all academic subject areas, attendance, and deportment. Every three weeks, mid-six week's reports are issued to students in academic difficulty with specific guidelines stressing improvement strategies.

Agendas or folders are issued to all students at the beginning of the year. In these agenda/folders students write down their daily assignments. Nightly, parents review these assignments with their child. The assignment logs are a wonderful organizational tool for the students as well as a communication device for all parents.

The WESTEST scores and the West Virginia Writing Assessment scores are sent to the parents. The school counselor meets with each child individually and interprets the results. In addition, our counselor opens her office during parent teacher conferences and "Back to School Night" to assist parents in understanding the specific scores of the test. Every parent receives a copy of the West Virginia Report Card issued by the West Virginia Department of Education. This document compares our school's test scores, attendance, and teacher qualifications with every other school in the county and state. Results are printed in the local newspaper.

Crescent Elementary School developed a website which can be viewed by parents and students concerning upcoming events, classroom assignments, and special achievements of students and teachers. A school calendar and weekly newsletter are sent home. Parent teacher conferences are scheduled for parents to discuss concerns. Parents are invited with encouragement to participate in the Student Assistance Team meetings.

These methods of communication at Crescent have proven to be effective tools for our parents, students, and our community.

4. Describe in one-half page how the school has shared and will continue to share its successes with other schools.

Both our county and our state recognize Crescent Elementary School's reputation of academic excellence and high expectations. In 1997, our school was recognized as the recipient of the "West Virginia School of Excellence" award. Our school has been recognized by the West Virginia State Department of Education for achieving Exemplary School status and making Adequate Yearly Progress for the past two years.

Professionals throughout Raleigh County visit our school to learn about specific programs in practice. They confer with teachers regarding successful instructional strategies. Students from nearby Concord College, Bluefield State College, and Marshall University are frequently placed at our school for field experiences as well as student teaching assignments.

Our staff's expertise and achievements have been acknowledged through frequent requests for presentations on the national, state, and local level. Our School of Excellence application has served as a model and helped provide assistance to others seeking the honor. Grade level teachers from our school meet others from throughout the county to share successes. Specialty trained faculty formulated, designed, and compiled for distribution grade level standardized test preparation booklets. Additionally, many articles have been published in the *School-Zone*, a county school newspaper that is distributed to all other Boards of Education in the state and with the West Virginia Department of Education, sharing our successes.

Our "high expectations" approach in educating our students is one concept that the staff of Crescent Elementary School will share with everyone. Our staff is proud of our school and more than willing to share the successes of those programs that have truly made an academic difference in the lives of our students.

PART V – CURRICULUM AND INSTRUCTION

- 1. Describe in one page the school’s curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the core curriculum is an eligibility requirement in grades seven and higher).**

The state of West Virginia has developed Content Standards and Objectives (CSO’s) for each curriculum area in every grade level (K-12). The CSO’s are the core of every subject taught. They provide the framework to work toward the success of each student at Crescent Elementary School. With each subject and grade level, the CSO’s outline a scope and sequence of learning. Learning is scaffolded with accelerating levels of difficulty according to Bloom’s Taxonomy. Our curriculum is driven by West Virginia Content Standard Objectives.

The Harcourt Reading Program centers on vital reading strategies bridged to Bloom's Taxonomy theory. Focused Learning strategies engage students with significant content. The use of graphic organizers, vocabulary in the context area, and mapping skills are daily extension activities used by the staff. The heart of Crescent Elementary School’s reading program is phonics aligned with Guided Reading, components of a balanced literacy program in progress. Readers Theater is utilized to establish and build fluency. The Saxon Phonics program is a supplemental program to help the students develop sounding and blending, comprehension, and spelling processes.

The county adopted math series focuses on problem solving, procedures, and higher level thinking skills. Confidence is built by providing strategies for success in mathematics. Used as a supplement, the Excel Math program allows a daily review of previously taught concepts and the introduction of a new skill. It helps our students build confidence and teaches them to think both deductively and abstractly while providing individualized instruction. In the primary grades, Touch Math uses a "system of points" through a visual-tactile approach. Students learn basic math skill in addition and subtraction. This program increases the students' speed and accuracy.

In science, our students are given instruction in MARS, AIMS, GEMS, and participate in the County Science Fair. MARS (Mathematics Achievement: Recognizing Success) is a program to supply higher-level cognitive skills in math. AIMS (Achievement Integration in Mathematics and Science) integrates our math and science program by providing "hands-on" activities for our students with innovative activities. GEMS (Great Explorations in Math and Science) introduces key principles and concepts by engaging students in cooperation, hands-on science and math exploration, while introducing key principles and concepts. In social studies, students participate in various activities that are utilized to make the subject matter "come alive". These student-centered activities include Writing with the Bill of Rights, Mock Session of Congress, Passport to the World, Spotlighting our Senior Citizens’ Project, Geography Bee, and the County Social Studies Fair.

Crescent Elementary School provides multicultural instruction and art enrichment programs throughout the entire year for our students. World Tourist Day focuses on different countries, their geographic locations, and their cultures and customs. Additionally, grants such as WV Reads, WV Math, and WV Science have allowed the school to extend students’ learning through summer programs. The Beckley Area Foundation has awarded several teacher grants for innovative ideas to be used throughout our school. Crescent's after-school tutoring program enriches student learning. These programs assist our students in expanding their knowledge of the world around them and meeting high expectations to succeed.

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

The reading curriculum for Crescent Elementary School is based on the West Virginia Content Standards and Objectives for reading. Developmentally appropriate CSO's are employed at each grade level. It is Crescent Elementary School's belief that every student can master these objectives when given appropriate instruction and support. Therefore, teachers use research-based program approaches, materials, and strategies, which are designed to meet students' needs for reading achievement.

Research shows that early phonemic awareness is an accurate prognostic indicator of later reading success. A Guided Reading approach has shown to improve student reading ability. Therefore, the basis of our reading curriculum is a phonetic approach coupled with Guided Reading.

The county adopted reading series (Harcourt - Collections), supplemental programs (Saxon Phonics and *LANGUAGE!*), and computer based learning materials (Accelerated Reading and Compass Learning) are used in grades K-5. Title I/NCLB and special education teachers assist with traditional "pull-out" programs and team teaching/inclusion to maximize learning experiences for remediation and re-teach.

Crescent's staff has received training on Guided Reading, Compass Learning computer training, and professional development for reading strategies. This training is incorporated in our teaching on a daily basis.

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

Crescent Elementary School's mission is to prepare our students to function successfully in the 21st Century. To this end we are dedicated to developing the curriculum to maximize student achievement in all areas. Math is a vital component of daily life in every area of society; therefore, it is a curriculum area of high priority with our staff. Basic knowledge of numbers and number operations, problem solving abilities, computation proficiency, and higher order thinking skills are necessary for success now, and in the future.

The county adopted Scott Foresman-Addison Wesley Math Series, along with supplemental Excel Math and Compass Learning (computer basic skills program), are key components of the math curriculum. Each grade provides a step on the ladder to connect math readiness to higher order thinking skills. Every class provides enrichment to supplement and extend learning opportunities. One such program is Excel Math. Excel Math complements the math series, offering daily review of concepts, and practice to build proficiency. Also, Compass Learning incorporates the use of technology in a skill-based program for all grades.

Additionally, each grade level (K-5) uses supplemental research based programs. Several programs used by many teachers are Touch Math, Mountain Math, and Mad Minute Math. Project Merit, a five-year math pilot program, uses manipulatives, graphic organizers, models, hands-on and kinesthetic activities, and games. Students participate in onsite banking (partnering with BB&T), St. Jude's Math-a-thon, Math Field Day, Real Life Math, Consumer Math, and Calculator Math activities. All grades employ graphic organizers, hands-on activities, math games, and role-playing.

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

The staff at Crescent Elementary School appreciates that each child has his own learning style, along with different strengths and weaknesses. To ensure academic success, a variety of research-based strategies are used to develop the curriculum to better meet students' needs. Staff members are always receptive to innovative research-based strategies to address multiple intelligences and their learning styles.

Teachers use team-teaching, peer tutoring, cooperative learning groups, and modeling. The Title I / NCLB and special education teachers work with students in "pull out programs", which provides a small group setting to individualize student learning. These support professionals and specialists reinforce the objectives and provide strategies students can use across each content area. Focused Learning strategies include graphic organizers, mind mapping, word walls, technology, and manipulatives to provide hands-on approaches. Teachers use re-teaching as a research based tool to help struggling students master the content standards and objectives.

The staff carefully balances daily instruction to meet the diverse needs of the students. Evaluating student achievement in a five-point rating scale (*novice, partial mastery, mastery, above mastery, distinguished*) in each curriculum area positively motivates students toward higher standards of performance.

5. Describe in one-half page the school’s professional development program and its impact on improving learning.

At the onset of each school year, Crescent teachers attend county workshops on innovative teaching strategies to improve students learning. Additionally, site-based meetings with the principal supply the faculty with vital assessment results to evaluate and determine student weaknesses.

State and county in-service opportunities, during the summer, provide our teachers training in programs including **Guided Reading, In-Step, Phase 9, Reinvent Education, and Vocabulary Development**. Throughout the school year, our colleagues offer in-services to our staff on the implementation of these programs.

For the past ten years, the staff at Crescent Elementary School has conducted a mid-summer site-based meeting titled “Planning for a Successful School Year.” Decisions are made concerning the various programs and activities for the upcoming school term. Grade level curriculum meetings are held to discuss special programs and incentives.

Our staff continues to embrace the use of technology for the development of instructional strategies and motivational activities for our students. Recent workshops have included **Phase 9**, a technology integration program. A tutorial for the application of technology into the curriculum, this program provided teaching strategies, learning activities and student evaluation techniques. Lesson plans completed by our teachers were posted on the Phase 9 website. **Reinvent Education** emphasized creating web pages and homepages, along with providing helpful instructional websites. Several evening workshops were conducted on **In-Step**. This program allows teachers to research higher level thinking skills incorporating various math activities such as estimation, probability, and graphing. The sessions demonstrated how these activities could be used to create graphs using Excel programs on the computers.

On a bi-monthly basis, during our county mandated (ISE) “Instructional Support and Enhancement Day,” the staff has been provided in-services pertaining to various programs implemented by our staff. Technology continues to be a number one priority during these trainings. Topics addressed have included the use of the Internet, home page development, and power point presentations for teacher and students.

PART VII - ASSESSMENT RESULTS

CRESCENT ELEMENTARY SCHOOL
West Virginia State Criterion – Referenced Tests
West Virginia Fourth Grade Writing Assessment

The West Virginia Writing Assessment is administered to all fourth grade students at the elementary level in West Virginia.

Grade 4
Scale: 0 – 4

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

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
SCHOOL SCORES			
School Mean Score	2.27	2.31	2.24
% At or Above Basic	80%	84%	77%
% At or Above Proficient	21%	19%	19%
% At Advanced	7%	6%	2%
Number of students tested	44	48	43
Percent of total students tested	98%	100%	100%
Number of students excluded	1 *	0	0
Percent of students excluded	2%	0%	0%
SUBGROUP SCORES			
1. Students eligible for free/reduced meals	28	19	20
% At or Above Basic	77%	74%	80%
% At or Above Proficient	19%	16%	15%
% At Advanced	4%	11%	0%
Number of students tested	27	19	20
2. Students not eligible for free/reduced meals	17	29	23
% At or Above Basic	88%	90%	74%
% At or Above Proficient	24%	21%	22%
% At Advanced	6%	3%	4%
Number of students tested	27	29	23
STATE SCORES			
State Mean Score	2.18	2.18	2.21
% At or Above Basic	81%	82%	84%

* One child was alternatively assessed.

CRESCENT ELEMENTARY SCHOOL

West Virginia State Criterion – Referenced Tests

West Virginia Educational Standards Test (WESTEST)

The West Virginia Educational Standards Test (WESTEST) was administered to West Virginia Students for the first time in April 2004. It replaced the SAT – 9 which had been used for several years.

Test: West Virginia Educational Standards Test (WESTEST)
Edition/publication Year N/A 2004 Publisher: CTB McGraw Hill

Key: Novice, Partial Mastery, Mastery, Above Mastery, Distinguished
The numbers and percentages below refer to those students who scored mastery and above.

MATH

	Grade 3	Grade 4	Grade 5
	2003 – 2004	2003 - 2004	2003 – 2004
Testing month	April	April	April
SCHOOL SCORES			
Total score	89	84	88
Number of students tested	35	45	51
Percent of students tested	100%	100%	100%
Number of students alternatively assessed	0	1*	0
Percent of students alternatively assessed	0%	2%	0%
SUBGROUP SCORES			
1. Economically Disadvantaged Students	81	81	80
Number of students tested	21	26	25
STATE SCORES			
1. All Students	72	69	71
2. Economic Disadvantaged Students	64	61	63

* One-fourth grade student took the alternate assessment and scored at the mastery level.

CRESCENT ELEMENTARY SCHOOL

West Virginia State Criterion – Referenced Tests

West Virginia Educational Standards Test (WESTEST)

The West Virginia Educational Standards Test (WESTEST) was administered to West Virginia Students for the first time in April 2004. It replaced the SAT – 9 which had been used for several years.

Test: West Virginia Educational Standards Test (WESTEST)
Edition/publication Year: NA / 2004 Publisher: CTB McGraw Hill

Key: Novice, Partial Mastery, Mastery, Above Mastery, Distinguished
The numbers and percentages below refer to those students who scored mastery and above.

READING/LANGUAGE ARTS

	Grade 3	Grade 4	Grade5
	2003 – 2004	2003 – 2004	2003 - 2004
Testing month	April	April	April
SCHOOL SCORES			
Total Score	77	78	84
Number of students tested	35	45	51
Percent of students tested	100%	100%	100%
Number of students alternatively assessed	0	1*	0
Percent of students alternatively assessed	0%	2%	0%
SUBGROUP SCORES			
1. Economically Disadvantaged Students	71	73	76
Number of students tested	21	26	25
STATE SCORES			
1. All Students	77	73	76
2. Economically Disadvantaged Students	69	65	67

- One-fourth grade student took the alternate assessment and scored at the mastery level.

CRESCENT ELEMENTARY SCHOOL

West Virginia State Criterion – Referenced Test

Subject: **MATH** Grade: **6** Test: Stanford Achievement Test

Edition/Publication Year: Ninth Edition 1996 Publisher: Harcourt Brace and Company

Scores are reported as (check one): NCE's Scaled scores Percentiles **X**

	2001 – 2002	2000 - 2001	1999 - 2000
Testing month	April	April	April
SCHOOL SCORES			
Total Score	94	78	75
Number of students tested	52	49	40
Percent of total students tested	100%	100%	97%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged Students	80	69	66
Number of students tested	25	16	12
STATE SCORES			
1. All Students	70	71	72

NOTE: THE SIXTH GRADE STUDENTS IN RALEIGH COUNTY MOVED TO THE MIDDLE SCHOOL CONCEPT. THEREFORE, SIXTH GRADE TEST SCORES ARE NOT AVAILABLE FOR THE MOST RECENT YEARS.

CRESCENT ELEMENTARY SCHOOL

West Virginia State Criterion – Referenced Test

Subject: READING Grade: 6 Test: Stanford Achievement Test

Edition/Publication Year: Ninth Edition 1996 Publisher: Harcourt Brace and Company

Scores are reported as (check one): NCE's _____ Scaled scores _____ Percentiles X

	2001 – 2002	2000 - 2001	1999 - 2000
Testing month	April	April	April
SCHOOL SCORES			
Total Score	80	73	68
Number of students tested	52	49	41
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged Students	85	69	50
Number of students tested	13	16	12
STATE SCORES			
1. All Students	61	61	62

NOTE: THE SIXTH GRADE STUDENTS IN RALEIGH COUNTY MOVED TO THE MIDDLE SCHOOL CONCEPT. THEREFORE, TEST SCORES ARE NOT AVAILABLE FOR THE MOST RECENT YEARS.

CRESCENT ELEMENTARY SCHOOL

West Virginia State Criterion – Referenced Test

Subject: **MATH** Grade: **5** Test: **Stanford Achievement Test**

Edition/Publication Year: **Ninth Edition 1996** Publisher: **Harcourt Brace and Company**

Scores are reported as (check one): NCE's Scaled scores Percentiles **X**

	2002 – 2003	2001 - 2002	2000 - 2001
Testing month	April	April	April
SCHOOL SCORES			
Total Score	75	77	88
Number of students tested	48	46	49
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged Students	71	71	67
Number of students tested	24	24	12
STATE SCORES			
1. All Students	62	68	67

CRESCENT ELEMENTARY SCHOOL

West Virginia State Criterion – Referenced Test

Subject: READING Grade: 5 Test: Stanford Achievement Test

Edition/Publication Year: Ninth Edition 1996 Publisher: Harcourt Brace and Company

Scores are reported as (check one): NCE's Scaled scores Percentiles

	2002 – 2003	2001 - 2002	2000 – 2001
Testing month	April	April	April
SCHOOL SCORES			
Total Score	65	64	84
Number of students tested	48	44	49
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged Students	58	50	83
Number of students tested	24	22	12
STATE SCORES			
1. All Students	56	61	59

CRESCENT ELEMENTARY SCHOOL

West Virginia State Criterion – Referenced Test

Subject: **MATH** Grade: **4** Test: **Stanford Achievement Test**

Edition/Publication Year: **Ninth Edition 1996** Publisher: **Harcourt Brace and Company**

Scores are reported as (check one): NCE's Scaled scores Percentiles **X**

	2002 – 2003	2001 - 2002	2000 - 2001
Testing month	April	April	April
SCHOOL SCORES			
Total Score	82	72	75
Number of students tested	49	44	44
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged Students	67	75	64
Number of students tested	24	20	25
STATE SCORES			
1. All Students	64	68	68

CRESCENT ELEMENTARY SCHOOL

West Virginia State Criterion – Referenced Test

Subject: **READING** Grade: **4** Test: Stanford Achievement Test

Edition/Publication Year: Ninth Edition 1996 Publisher: Harcourt Brace and Company

Scores are reported as (check one): NCE's Scaled scores Percentiles **X**

	2002 – 2003	2001 - 2002	2000 - 2001
Testing month	April	April	April
SCHOOL SCORES			
Total Score	65	58	64
Number of students tested	49	43	44
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged Students	54	42	52
Number of students tested	24	19	25
STATE SCORES			
1. All students	58	61	61

CRESCENT ELEMENTARY SCHOOL

West Virginia State Criterion – Referenced Test

Subject: **MATH** Grade: **3** Test: Stanford Achievement Test

Edition/Publication Year: Ninth Edition 1996 Publisher: Harcourt Brace and Company

Scores are reported as (check one): NCE's Scaled scores Percentiles **X**

	2002 – 2003	2001 - 2002	2000 - 2001
Testing month	April	April	April
SCHOOL SCORES			
Total Score	78	83	82
Number of students tested	36	49	45
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged Students	79	72	89
Number of students tested	19	21	19
STATE SCORES			
1. All students	69	72	71

CRESCENT ELEMENTARY SCHOOL

West Virginia State Criterion – Referenced Test

Subject: **READING** Grade: **3** Test: Stanford Achievement Test

Edition/Publication Year: Ninth Edition 1996 Publisher: Harcourt Brace and Company

Scores are reported as (check one): NCE's Scaled scores Percentiles **X**

	2002 – 2003	2001 - 2002	2000 - 2001
Testing month	April	April	April
SCHOOL SCORES			
Total Score	78	72	80
Number of students tested	36	49	45
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged Students	79	52	79
Number of students tested	19	21	19
STATE SCORES			
1. All Students	58	60	59

CRESCENT ELEMENTARY SCHOOL

West Virginia State Criterion – Referenced Test

Subject: English Grades: 3,4,5, & 6 Test: Stanford Achievement Test

Edition/Publication Year: Ninth Edition 1996 Publisher: Harcourt Brace and Company

Scores are reported as (check one): NCE's _____ Scaled Scores _____ Percentiles X

Note: English scores are not disaggregated in West Virginia or Raleigh County on the SAT 9.

Grade 3

	2002 – 2003	2001 – 2002	2000 - 2001
School Score	79	76	80
State Score	63	65	64

Grade 4

School Score	74	71	64
State Score	63	66	65

Grade 5

School Score	72	66	74
State Score	59	64	63

Grade 6

School Score	71	85	84
State Score	59	66	66

STATE CONTACT

Mr. Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
1900 Kanawha Boulevard East,
Building 6, Room 264
Charleston, WV 25395
Ph: (304) 558-2702
Fax: (304) 558-0882
tsmedley@access.k12.wv.us