

2006-2007 No Child Left Behind - Blue Ribbon Schools Program
U.S. Department of Education

Cover Sheet Type of School: Elementary Middle High K-12 Charter

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

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

School Mailing Address 28600 Grays Shop Road
(If address is P.O. Box, also include street address.)

Newsoms _____ VA _____ 23874-2904
City _____ State _____ Zip Code+ (9 digits total)

County Southampton State School Code Number* 020

Telephone (757) 654-6461 Fax (757) 654-6028

Web site/URL www.southampton.k12.va.us E-mail swright@southampton.k12.va.us

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

(Principal's Signature) Date _____

Name of Superintendent* Mr. Charles E. Turner
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Southampton County Public Schools Tel. (757) 653-2692

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. Russell C. Schools

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

(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

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
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

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

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

 6 TOTAL
2. District Per Pupil Expenditure: \$2,783

 Average State Per Pupil Expenditure: \$8,552

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 5 Number of years the principal has been in her/his position at this school.
 N/A If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	12	6	18	7			
K	23	26	49	8			
1	20	18	38	9			
2	26	28	54	10			
3	21	27	48	11			
4	21	16	37	12			
5	20	20	40	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							284

6. Racial/ethnic composition of the school:
- | | |
|------------|----------------------------------|
| <u>45</u> | % White |
| <u>53</u> | % Black or African American |
| <u>2</u> | % Hispanic or Latino |
| <u>0</u> | % Asian/Pacific Islander |
| <u>0</u> | % 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: 8%

[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	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	17
(3)	Total of all transferred students [sum of rows (1) and (2)]	23
(4)	Total number of students in the school as of October 1	277
(5)	Total transferred students in row (3) divided by total students in row (4)	.08
(6)	Amount in row (5) multiplied by 100	8

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: 184

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: 19 %
54 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>3</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>30</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>0</u>
Special resource teachers/specialists	<u>8</u>	<u>6</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff	<u>6</u>	<u>16</u>
 Total number	 <u>40</u>	 <u>22</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	94%	95%	95%	94%	94%
Daily teacher attendance	93%	91%	93%	95%	94%
Teacher turnover rate	*13%	4%	4%	4%	N/A%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%
(*High Teacher Turnover Rate – Increase Due To Retirement)					

PART III - SUMMARY

Meherrin Elementary School is located in rural Southampton County, Virginia. This school serves pre-k through fifth grade students with an enrollment of 310 students. This school serves students from several districts, Boykins, Branchville, Newsoms, Courtland, Capron and Franklin. There are several mobile home parks and a public housing apartment complex. Adequate housing continues to be one of the communities' major concerns. Most of the families live in a single-family dwelling.

Meherrin Elementary is a Title I school that has 62% of its school population receiving free and reduced meals. This school does provide a breakfast program. Minorities account for 58% of the schools population. The major employers in the area are the Southampton County Department of Corrections and the International Paper Company, located in Isle of Wight County. There are also numerous families that farm in the area.

Meherrin Elementary School opened its doors for the very first time in September 2001. Since it's first day in session the faculty and staff have been dedicated and committed to providing a safe, nurturing environment for the students to learn. Our vision and mission of the faculty, staff and administration of Meherrin Elementary School with the combined efforts of our families and community is to establish a community of lifelong learners by providing a solid foundation for each student through education, social and cultural experiences which will enable the student to develop to his/her maximum potential mentally, physically, emotionally and socially. We also strive to make provisions for every student to function as a responsible member in an ever-changing society.

The students that attend Meherrin Elementary in grades pre-kindergarten through fifth grade are afforded opportunities to reach and learn beyond the classroom setting. They take field trips that are aligned with the school curriculum and the Virginia Standards of Learning. The county also brings cultural events to the students such as the Virginia Symphony, and Theatre IV productions. Students also participate in monthly PTA assembly performances – a grade level is assigned each month, once a year.

The students at Meherrin Elementary are also involved in learning outside of the classroom setting through Odyssey of the Mind competitions, chorus, and new this year, elementary band for fifth grade students.

Meherrin Elementary operates on the TEAM approach. The faculty, staff, students, parents, and community are all a part of our school's winning team. Each year we have an SOL Extravaganza where faculty, staff, students, parents, and school board members are invited for a night of fun combined with information packets that include SOL objectives for grades 3, 4, and 5. Parents learn test-taking strategies that students have been taught. A copy of the state released test is given to parents to take home and practice these test-taking strategies with their children.

We feel that communication is the key to our school's success. Parents are informed of students' progress through interim reports, report cards, conferences, monthly calendars, and newsletters. Our students are recognized for their achievements throughout school (showcase displaying pictures of students on principal's list, honor roll and perfect attendance each six weeks). The school has an Honor's Assembly each six weeks where parents and other family members are invited to attend and students are recognized for their achievements. Volunteers, parents, and the community play important roles at Meherrin. This is evident by the large number of volunteers in our Lifesavers For Reading Program, our PTA May Day Activities, Annual Grandparent's Lunch with their grandchildren each December, SOL Extravaganza, SOL Celebration, PTA Santa's Workshop, Fall Carnival, National School Lunch Week, Family Reading Night and PTA programs that feature the students in plays, skits, or musical presentations. Meherrin is a great place for learning where the students, like the eagle (mascot), Soar to Excellence.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Virginia Department of Education established the Standards of Learning (SOL) for Virginia Public Schools, which provides the knowledge criteria for each grade level. The SOL tests are administered in May of each school year at Meherrin Elementary. The tests evaluate the students' knowledge of the objectives taught. The SOL tests are given for each core subject area (reading, math, science, and social studies) for students in the third and fifth grades. Last spring (2006), the fourth grade students were tested in the areas of reading and math. The tests are scored for each individual student by the state assessment company with the scoring as follows: 400 is the minimum passing score, 400-499 is pass/proficient, score of 500-600 is pass/advance proficiency. The pass rate for each grade and subject is determined based on the percentage of students who earn a passing score.

In order to obtain the school's overall SOL pass rate, the scores for each grade level tested are combined. These combined scores have given Meherrin Elementary the great distinction of full accreditation for the past three years. The current combined SOL scores for Meherrin are as follows: English/Reading 92% and Mathematics 94%. The scores for Science are Grade 3 – 97% and Grade 5 – 89%. The scores for Math are Grade 3 – 90% and Grade 5 – 97%.

Meherrin Elementary's state scores have been quite successful at not only meeting, but exceeding state standards. In the spring of 2001, the results were grade 5 English 63% and Math 63%. Performance progressively increased to where in the spring of 2006, grade 5 English was 100% and Math was 97%.

Virginia State Standards and testing for those standards was established well in advance of the No Child Left Behind (NCLB) Legislation. Subgroups that were addressed at that time were different than those of the national standards.

When the national standards were established and those new subgroups were identified, Southampton County Schools did the same as had been done for the state testing. A baseline was established for those subgroups. This past year subgroups scores at Meherrin consisted of Grade 5 English: black 92%, disadvantaged 89%, disabilities 88%, and white 92%. Grade 5 Math: black 95%, disadvantaged 98%, disabilities 100%, and white 98% - placing well above national standards.

Since then Meherrin Elementary has steadily addressed the performance of these subgroups as it relates to instructional performance. For the first time, students in fourth grade were tested in the spring of 2006 in the areas of reading and math. The teachers used the test results of these students from third grade SOL data to identify the strengths and weaknesses of each student. An individualized plan of action was written so that each student would be successful on testing in the spring. These fourth grade students scored 93% passing in English and 76% passing in Math.

Even though we have performed very well in recent years on our state standards, as well as having met national standards, we continue to strive toward exceeding the set standards and improve instruction for our students.

Virginia Department of Education – www.doe.virginia.gov

2. Using Assessment Results:

At Meherrin Elementary School data drives the instruction. The school uses the data it collects from Virginia Standards of Learning test results to differentiate instruction, align our district's curriculum and assessment practices after implementing the strengths and weaknesses. The disaggregation of the data is analyzed to help maximize teacher and student performance.

Meherrin Elementary uses the state report "Student Performance By Questions" to design an instructional plan for each student based on the data provided. Benchmark test results are reported to the teacher by school and county-wide results. Teachers are able to look at the success at another elementary school in the county on a particular questions (or questions) and call or e-mail the teacher to get strategies to use in their classroom so that all students can be successful in a specific area or skill.

Data from the Virginia Standards of Learning is used to assist Meherrin Elementary School Improvement Plan Committee assess the needs of the school and outline strategies to improve overall performance.

3. Communicating Assessment Results:

Meherrin Elementary communicates the student performance and progress in several ways. When test results are received the Report to Parents is mailed to each parent during the summer or early fall. These results are reviewed by the school staff and invitations are sent home or mailed to the parents of the students that were tested the previous year. At Meherrin we call this our SOL Celebration. At this celebration parents, students, school board members, and community leaders learn how well the students did on the SOL tests. Students are recognized for their success on the tests with certificated, pictures taken, and congratulatory remarks from the Divisions Superintendent, school board members and staff. After the presentations, door prizes are given and everyone enjoys dinner before the evening ends.

Parents, students and the community are informed of the state assessment results via the local newspaper, the Virginia School Report Card, and the Southampton County Public Schools web site www.schools.southampton.k12.va.us.

4. Sharing Success:

Meherrin Elementary School staff is always proud to share it's success with other schools, parents and the community. By attending the state conference, the faculty and principal have been able to share "what works" with other localities and learn from their successes as well.

Since the first year that our school received full accreditation, we wanted a way to show the parents, students, community, school board and staff how much we appreciation the TEAM effort that was vital to our success by hosting an SOL Celebration night. The students, parents and school board members are all invited to the school to help celebrate the school's success. Congratulatory remarks are given by the superintendent, school board members, principal and teachers. Student are awarded certificates for their achievements, pictures are taken and displayed throughout the building. Door prizes are given away and everyone enjoys a delicious meal before going home.

This year (2006) the principal personally went to the middle school to invite the 6th grade students from Meherrin Elementary to the celebration. This year these students were also awarded SOL Star t-shirts for passing the SOL tests at the pass/proficient level and SOL Super Star t-shirts to those students that passed at the advance proficiency level. The success of the school is also shared through the local newspaper, newsletters to parents and the school's website www.schools.southampton.k12.va.us.

This celebration has received rave reviews from everyone that has attended and will continue to be a part of us celebrating our success. As we review and compare benchmark tests results each six weeks, the staff looks at areas where Meherrin Elementary students excelled and shares strategies. The TEAM approach from our local school board office to the teachers, students, parents and community continues to be our road map to success.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum for Meherrin Elementary School, as well as for all elementary schools in Southampton County is based on the Standards of Learning in the state of Virginia. The schools use pacing guides that were developed by the division's curriculum specialist and classroom teachers. These pacing guides are compiled by using the blueprints and crosswalk materials received from the Virginia Department of Education.

The reading/language arts curriculum consists of instruction and assessment in all the areas outlined in the National Reading First panel, which includes phonemic awareness, fluency, comprehension, phonics and vocabulary.

The math curriculum allows the students to be actively engaged in a variety of problem solving activities and a wide range of skills. Some activities that the students are involved in are Touch Math, Holey Cards, AIMS, Accelerated Math and Saxon Math. The students use manipulatives, rhymes, chants, and cheers to increase retention of some mathematical concepts. Students in grades two through five receive help from the Math Resource teacher as determined by benchmark assessments and teacher recommendation. In science the students are involved in many hands-on activities. Many of the classroom teachers go out and purchase materials for experiments, projects, and etc. to help students understand the scientific process through meaningful hands on activities. The students take field trips to the Virginia Science Museum and The Children's Museum. Through the PTA and local grant funding the students have also participated in the Science By Van program through the Virginia Science Museum.

Meherrin Elementary School's social studies curriculum is based on the development of knowledge and skills in history, geography, civics and economics. Virginia Studies is taught to the students in fourth and fifth grades. In fourth grade the students participate in a field trip to the Jamestown Settlement. The Jamestown-Yorktown Foundation visits the fourth and fifth grade students annually by showing them different tools, artifacts, and resources. The chief of the local Native American Tribe – Cheronawha – has visited Meherrin Elementary to give the students an up close and personal presentation on the Native Americans role in Virginia History. The students in fifth grade also participate and receive recognition for their participation in the Daughters of the American Revolution society (DAR) writing contest.

The music and art teachers correlate their lessons and curriculum with the classroom SOL instruction. The music curriculum enhances the academics through movement, songs, rhythm, and expression. Meherrin Elementary's music program includes a school chorus made up of students from the third, fourth and fifth grade. This school year for the very first time, all of the fifth grade elementary students in Southampton County have an opportunity to participate in a band program. The students have their first county-wide concert this past December. The program is going very well and helps the students academically as well.

2a. Reading:

The reading curriculum is based on the balanced literacy approach to reading and writing. Teachers use a multitude of strategies that implement a combination of approaches in a flexible format including differentiated instruction, which allow all children a chance to read successfully.

Teachers use the researched base Scott Foresman reading series as the core-reading program with additional supplements with leveled books from the teacher resource room. Teachers implement a two-hour Reading/Language Arts block daily. All of the classrooms incorporate a Word Wall to reinforce vocabulary across the curriculum and classroom libraries are used for independent reading.

The teacher uses the Balanced Reading Program that incorporates the seven basic processes – independent reading, interactive reading and writing experience. Qualitative Reading Inventory (QRI) is administered on a regular basis for students in grades 1-5. The (PALS) Phonological Awareness Literacy Screening assessment drives the reading instruction in PreK – 3. Teachers also teach the five research based components of the National Reading Panel, which include: phonemic awareness fluency, comprehension, phonics and vocabulary. All students are involved in the Accelerated Reader Program under the direction of the classroom teachers. Parents also take part in the program through PTA/Family Reading Nights held at Meherrin each month. Teachers also encourage the students to read at home by providing opportunities for them to purchase books at low cost through the scholastic book clubs.

Reading Specialists (Title I) help classroom teachers analyze reading assessments and data to drive, direct, and differentiate instruction.

3. Additional Curriculum Area:

In Southampton County Public Schools, the social studies curriculum (Virginia Studies) is taught in fourth and fifth grade. In fourth grade students are taught the Standards of Learning Objectives VS.1-5. In fifth grade a reviewing of these objectives and new objectives VS.6-10 are taught.

Students in fourth and fifth grade are taught Virginia Studies through hands-on activities, such as the making of salt maps displaying the regions of the state, creating time lines in history, Social studies handbooks (who, what, when, why) with illustrations, and Venn diagrams. Each classroom does a word wall with vocabulary words for students to use in daily lessons and assignments. The students also subscribe to The Virginia Studies Weekly newspaper, which highlights Virginia history through events past and present, natural resources, puzzles and news articles.

Virginia Studies come alive for the students through the Jamestown/Yorktown Foundation when representatives come out to Meherrin to do hands on activities and provide exhibits to the class. Students also take a field trip to Jamestown, Yorktown, and Williamsburg to capture the history of Virginia. These things have been instrumental to the continued success of Meherrin Elementary in the area of Social Studies (Virginia Studies). The students learn from past history the impact it plays on today's ever-changing society.

4. Instructional Methods:

All schools in Southampton County continuously strive to provide opportunities for all students to experience success. Meherrin Elementary's staff has high expectations for its students. This is shown by the thorough planning and use of assessment data to drive the instructional program.

The assessment data helps to also drive Meherrin's remediation program. At each grade level remediation is included in the teacher's daily plans. This remediation is done in the classroom through Title I reading specialists, math resource teachers, special education staff, and support staff. Collaboration and inclusion help to provide students of all learning abilities the opportunity to succeed by working together. Special education and general education students are involved in Kagan Structures used on a daily basis in the classrooms. These structures are based on cooperative learning groups in each class. This has proven to be an effective tool in helping each student experience some degree of success on a daily basis.

Students with special needs are included in the general classroom population to provide the greatest access to the general curriculum. There is at least one special education teacher and general education teacher at each grade level so that all of the students are included with their peers.

5. Professional Development:

Meherrin Elementary School has a staff of life-long learners. The teachers are always willing (and asking) to attend staff development workshops or seminars as they become available. As they attend these workshops they willingly come back to share what they've learned. Teachers have attended workshops at Longwood College and Virginia State University on teaching Economics in the classroom. Kindergarten and first grade teachers have attended state sponsored conferences for their grade levels. The Title I Reading Specialist have attended the Virginia State Reading Conference, Virginia Association of Federal Education Program Administration (VAFEPA) conference and reading workshops hosted locally. These specialists are an invaluable resource for the school as they share information with the staff by hosting mini-workshops to share strategies and ideas.

In August, 2006 Southampton County provided a week-long workshop for all teachers on the use of Kagan Structures. This is a detailed and comprehensive program promoting the use of Cooperative Learning groups in the classroom. This training has been a huge asset to the success of the students as shown in daily observations in the classrooms and assessment scores.

Each school in Southampton County has a group of Lead Teachers for each content area. There is also a lead teacher for technology and a part-time technology resource teacher. These teachers work closely with the district's curriculum specialists to constantly review and update the curriculum, pacing guides, and benchmark tests.

The school administrator is ultimately responsible for making sure that professional development opportunities are ongoing and relevant.

PART VII - ASSESSMENT RESULTS

**Virginia's Reporting Form for NCLB Blue Ribbon Data
Reading Grade 3 SOL Test
Harcourt Assessment, Inc.
2001-2006**

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month MAY					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	87	84	56	66	55
% "Exceeding" State Standards	45	21	5	4	8
Number of students tested	33	38	41	53	38
Percent of total students tested	100	100	100	100	90
Number of students alternatively assessed	2				
Percent of students alternatively assessed	5				
SUBGROUP SCORES					
1.Economically Disadvantaged					
% "Meeting" plus "Exceeding" State Standards	84	68	54	60	
% "Exceeding" State Standards	40	0	8	5	
Number of students tested	25	19	13	20	
2.Black					
% "Meeting" plus "Exceeding" State Standards	88	71	45	64	
% "Exceeding" State Standards	38	0	0	0	
Number of students tested	16	17	22	33	

**Virginia's Reporting Form for NCLB Blue Ribbon Data
Math Grade 3 SOL Test
Harcourt Assessment, Inc.
2001-2006**

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month MAY					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	96	86	93	66	46
% "Exceeding" State Standards	43	59	43	26	8
Number of students tested	28	29	30	53	39
Percent of total students tested	100	100	100	100	93
Number of students alternatively assessed	1				
Percent of students alternatively assessed	3				
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus "Exceeding" State Standards	96	66	100	50	
% "Exceeding" State Standards	41	33	43	15	
Number of students tested	22	12	17	20	
2. Black					
% "Meeting" plus "Exceeding" State Standards	100	67	86	57	
% "Exceeding" State Standards	15	25	13	15	
Number of students tested	13	12	15	33	

Virginia's Reporting Form for NCLB Blue Ribbon Data
Reading Grade 5 SOL Test
Harcourt Assessment, Inc.
2001-2006

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month MAY					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	100	83	86	69	54
% "Exceeding" State Standards	47	25	22	11	2
Number of students tested	43	52	36	53	44
Percent of total students tested	100	100	100	98	80
Number of students alternatively assessed	2				
Percent of students alternatively assessed	5				
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus "Exceeding" State Standards	100	79	77	70	
% "Exceeding" State Standards	44	10	8	7	
Number of students tested	16	29	13	27	
2. Black					
% "Meeting" plus "Exceeding" State Standards	100	79	78	60	
% "Exceeding" State Standards	28	15	13	3	
Number of students tested	18	33	23	37	

**Virginia's Reporting Form for NCLB Blue Ribbon Data
Math Grade 5 SOL Test
Harcourt Assessment, Inc.
2001-2006**

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month MAY					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	97	93	97	67	37
% "Exceeding" State Standards	56	30	20	11	2
Number of students tested	34	40	30	55	48
Percent of total students tested	100	100	100	100	87
Number of students alternatively assessed	4				
Percent of students alternatively assessed	9				
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus "Exceeding" State Standards	100	89	90	61	
% "Exceeding" State Standards	78	21	9	7	
Number of students tested	19	19	11	28	
2. Black					
% "Meeting" plus "Exceeding" State Standards	92	88	94	60	
% "Exceeding" State Standards	46	17	5	5	
Number of students tested	13	24	19	38	