

2005-2006 No Child Left Behind – Blue Ribbon Schools Program
U.S. Department of Education

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

Name of Principal Mr. J.R. Simpson, III
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

School Mailing Address 100 Sharon School Circle
(If address is a P.O. Box, also include street address)

Clifton Forge VA 24422
City State Zip Code+4 (9 digits total)

County Alleghany State School Code Number* 0090

Telephone (540) 863-1712 Fax (540) 863-1717

Web site/URL <http://www.alleghany.k12.va.us/Sharon/index.htm> Email jrsimpson@alleghany.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 the information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Robert P. Grimesey, Jr.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Alleghany Tel. (540) 863-1811

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. Michael L. Whitehead

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 statement below concerning the school's eligibility and compliance with the U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as “persistently dangerous” within the last two years. To meet final eligibility, the school must meet the state’s adequate yearly progress requirement in the 2005-2006 school year.
3. If the school indicates grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as 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 the 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 (Question 1-2 not applicable to private schools)

1. Number of schools in the district: 5 Elementary schools
 1 Middle School
 0 Junior high schools
 1 High school
 0 Other
- 7 Total
2. District Per Pupil Expenditure \$9,255
 Average State Per Pupil Expenditure \$10,748

School (To be completed by all schools)

3. Category the 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. 7 Number or years the principal has been in her/his position at the school.
 ___ If fewer than three years, how long was the previous principal at the 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	6	2	8	7			
K	16	13	29	8			
1	12	18	30	9			
2	18	14	32	10			
3	20	19	39	11			
4	23	13	36	12			
5	19	21	40	Other			
6							
Total Students In The Applying School →							214

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

6. Racial/ethnic composition of the students in the school
- | | |
|-------------|--------------------------------|
| 99% | White |
| 1% | Black or African America |
| 0% | Hispanic or Latino |
| 0% | 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: 9 %

[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.	13
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)]	23
(4)	Total of students in the school as of October 1	234
(5)	Total transferred students in row (3) divided by total students in row (4)	.09
(6)	Amount in row (5) multiplied by 100	9

8. Limited English Proficient students in the school: N/A %
N/A % Total Number Limited English Proficient
 Number of Languages represented: N/A
 Specify Languages:

9. Students eligible for free/reduced-priced meals: 38 %
 Total number students who qualify: 81

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: $\frac{12}{26}$ %
26 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>2</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>2</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>13</u>	<u>4</u>
Special resource teachers/specialists	<u>4</u>	<u>1</u>
Paraprofessional	<u>8</u>	<u>0</u>
Administrator(s)	<u>1</u>	<u>0</u>
Total	<u>27</u>	<u>5</u>

12. Average school student-“classroom teacher” ratio, that is, the number of Students in the school divided by the FTE of classroom teachers: 16 : 1

13. Show the attendance patterns of teachers and students as a percentage. The 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 drop-off rates.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	95%	95%	95%	95%	95%
Daily teacher attendance	96%	96%	96%	96%	%
Teacher turnover rate	0%	13%	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%

* DATA NOT AVAILABLE

PART III – SUMMARY

Sharon Elementary School is a JK-5 school that presently has 210 students ranging in ages 5-13. Sharon is a rural school located in the eastern end of Alleghany County, approximately four miles east of Clifton Forge, Virginia. The majority of our students come from homes with modest to low incomes. Currently 38% of our students are on free or reduced meals.

Our teaching staff includes 17 full-time teachers and 4 part-time teachers. All of our teachers are highly qualified. Our staff is well-experienced with most of our staff having been in the classroom in excess of 15 years. Our teacher turnover rate is low. We have very few, if any, requests for transfers. The teacher turnover rate information recorded in the chart on page 5 is due to retirements and the relocation of families.

We have 12 full-time teacher assistants who are also highly qualified. Our teacher assistants work with our special education students, Title I students, and students in the JK-1 classrooms. We have a strong belief in and commitment to our reading program in the early grades at Sharon. Therefore, our teacher assistants not designated for special education or Title I spend 100% of their time in grades JK-1. We believe that the early years of a child's education must be enjoyable and successful.

Our parents and community support our school and instructional programs. We have a strong group of parent volunteers and a dedicated group of parents who are actively involved in our Parent Teacher Organization. Parent and community volunteers are involved in our school in a variety of ways, including working individually with students, reading to classes, helping with field trips, and raising additional funds to support our instructional programs. Our parents and community believe in our school and instructional programs, but most importantly, they believe in our teachers. We have a total of 32 students who attend our school but do not reside in the school's district. Many of the parents of these students are former Sharon students or know parents of students who attend Sharon and are impressed with the school. We have a long-standing reputation as being a school that promotes student learning and takes great pride in giving individual attention to all students.

Our school's mission and philosophy are based on the accepted fact that all students can learn, and our teachers, administration, and support staff are dedicated to providing appropriate opportunities for all students. Students at our school are challenged but never placed under extreme or unfair pressure to perform beyond reasonable expectations. We believe that children must not only experience the discipline and demands required in gaining an education, but they must also be allowed to enjoy the excitement and enthusiasm of youth. With this in mind, we at Sharon Elementary School are determined that all children will be successful learners and that no child will be left behind.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Sharon Elementary School participates in the Virginia Standards of Learning Testing Program. All students at Sharon in grades 3, 4, and 5 participate in the testing program. These Standards of Learning tests (SOL) represent a broad consensus of what parents, classroom teachers, school administrators, academics, and business and community leaders believe schools should teach and students should learn. Students having an IEP (Individualized Education Plan) due to a learning disability or a 504 plan due to a medical or handicapping condition may be eligible to be tested with testing accommodations or through the use of alternate testing programs.

Third grade students are tested in the areas of English/reading, mathematics, history/social studies, and science. Fourth grade students are tested in the areas of English/reading and mathematics. Fifth grade students are tested in the areas of English/reading, mathematics, history/social studies, and science. In addition to the four core subject tests, students in grade 5 are given a two-part writing test consisting of multiple choice questions and a direct writing component.

Schools receive scores for the individual student as well as for the school population. Each student receives a scaled score for each of the subject areas tested. The scaled scores range from 0 – 600. To pass an SOL test, a student must receive a total test scaled score of 400 or more. A scaled score of 399 or less is considered a failing grade, and a scaled score of 500 – 600 means the student passed the test on the advanced level.

Each SOL test is divided into smaller reporting categories that show various areas tested within a specific subject. By looking at the reporting category, we are able to see a student's specific areas of strength and weakness. Reporting category scores are on a scale of 0 – 50. If a child scores 30 or more in a reporting category, he or she is considered to be strong in that area. However, if a child scores 29 or less in a reporting category, the area is not considered to be a strength, and additional help may be required.

In order for an individual school to meet the benchmarks of the SOL testing program, a minimum of 70% of the students tested must pass the SOL tests in math, science, and social studies, and a minimum of 75% of tested students must pass the SOL test in reading. In the spring of 2004, our 3rd grade students had an 87% pass rate in reading, and 18% of them scored passed-advanced. By the spring of 2006, our scores in 3rd grade reading were a 97% pass rate with 68% in the passed-advanced category. The 3rd grade pass rate for math in the spring of 2004 was 87% with 51% scoring passed-advanced. By the spring of 2006, our 3rd grade pass rate in math was 100%, and we had 74% of 3rd graders score passed-advanced.

Our 5th grade pass rate for reading in the spring of 2004 was 93%, and 28% scored in the passed-advanced category. In the spring of 2006, the 5th grade pass rate for reading was 100% with 70% of our 5th graders scoring passed-advanced. Our 5th grade pass rate in math for the spring of 2004 was 97% with 31% scoring passed-advanced. During the

spring of 2006, our pass rate for 5th grade math was 100%, and 88% scored passed-advanced.

As you can see, our test scores for our sub groups have made substantial gains. Please note the growth of our sub group test scores from 2003 to 2006. (See test data charts on pages 15–18.)

Testing information for our school and our school division may be found at the Virginia Department of Education Web site at <http://www.pen.k12.va.us/VDOE/src/index.shtml>.

2. Using Assessments Results: A major part of our annual school improvement plan is to increase student learning. Teacher assessment of student performance is instrumental in providing the data we need to increase student learning and to remediate students when needed.

Scores from our Compass Learning Lab, Phonological Awareness Literacy Screening (PALS) test, and SOL tests, as well as teacher evaluations of student performance, serve as indicators for determining our instructional strategies for our students. Students attend our Compass Learning Lab for 20 minutes each day, receiving instruction in math and reading. At the end of each six weeks grading period, students are given a bench mark test that covers the information that he or she has practiced in the Compass Learning Lab that six weeks. The test results are used by our teachers in planning daily classroom instruction, as well as to refer students with deficits for additional help in our math/remediation classroom.

Our PALS test is an early intervention testing program. All students in grades JK-3 are given this test. It gives us data we can use to plan classroom instruction and to seek additional help in reading for our students using the services of our Title I reading program.

SOL test results are a valuable tool that we use for planning individual and group instruction. Using SOL test data, teachers are able to make adjustments in the amount of time spent on a specific objective, finding appropriate materials and resources to teach the objective, and obtaining remedial instruction for individual students.

One of our best indicators for assessing student performance is the teacher evaluation. Our teachers do an excellent job of identifying strengths and weaknesses in our students. Based on frequent assessment, our lesson plans, teaching strategies, and materials are adjusted to meet the needs of our students.

3. Communicating Assessment Results: Assessment results are shared with our parents by providing each parent with a copy of the test results. Parents are mailed a copy of their children's SOL test results that includes a letter inviting them to call or visit the school for additional information. Test results from our Compass Learning Lab and PALS testing program are shared with our parents through individual conferences, letters sent home in report cards, or in student assignment books. Our principal's newsletters,

parent advisory meetings, and PTO meetings also serve as good resources for communicating assessment data to parents. On the division level, our monthly school board meetings and our local newspaper serve as resources for informing the public on student assessment and performance. Parents may also visit the web sites of the Virginia Department of Education, Alleghany County Public Schools, or Sharon Elementary School for more information.

4. Sharing Successes: Our school has an open-door policy that affords parents, student teachers, visiting teachers, and administrators the opportunity to visit our school and observe in our classrooms. At our district level meetings and workshops, our teachers share ideas and exchange methods and strategies for improving instruction. Our teachers attend state conferences and workshops sharing innovative teaching methods and various teaching strategies to ensure the continued success of our students, and we plan to continue doing so.

We appreciate and will continue to accept opportunities to share our successes with the public as well as with others in the educational field. We recently hosted Dr. Thomas M. Brewster, member of the Virginia Board of Education. The purpose of Dr. Brewster's visit was to read to our children, to recognize our students and teachers for their hard work and their successful 2006 SOL test performance, and to encourage students to continue to do their best in school and on this year's SOL tests. Teachers were invited to share with Dr. Brewster some of the strategies we are using in our classrooms and why we feel we have achieved so much success with our students. We let Dr. Brewster know how much we appreciated his visit, and we asked him to let the other board members know that we would be more than happy to have them visit our school as well.

Over the past several years, teachers from other schools in our division have observed in many of our classrooms. These individuals were impressed with the quality of instruction in our school. We strongly feel that each teacher left our school with new ideas, methods, and strategies that he or she could implement in his or her own classroom. We look forward to continuing this practice and for our teachers to visit other schools seeking additional instructional strategies that will help us improve our methods of instruction.

We believe at Sharon Elementary that the sharing and exchange of instructional strategies and information are keys to a school's success. Therefore, we will continue to open our doors to anyone interested in knowing what we do and how we do it so well at our school.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: The Standards of Learning were adopted by the Virginia State Board of Education in 1995. These objectives are the backbone for building our curriculum. Our curriculum allows for creativity and the use of multiple materials. There is no one textbook that will cover all that we teach. The use of many manipulatives, materials, software, and the Internet, as well as the use of instructional groupings and differentiated instruction, are encouraged. Our curriculum is revised yearly, making changes as needed based on current assessment results. Our curriculum provides a basis for instruction; it is a workable outline. Teachers are encouraged to introduce new objectives, strategies, activities, and materials. A major component of our curriculum is our pacing guide. This document provides our teachers with an instrument that sets forth a time frame for the introduction of a specific objective, the learning strand, examples of resources, and possible types of assessment.

1a. Reading/Language Arts (English)

Reading is given the highest priority for learning. At each grade level, the content is developmentally appropriate providing our students with the necessary skills to move to the next level of instruction. At all grade levels, the following skills are developed: phonics, vocabulary, spelling, grammar, fluent reading, reading comprehension, writing, listening, oral presentation, and reading literature.

1b. Math

Our math curriculum is designed to prepare students to successfully progress to the next level of instruction. Concepts are introduced and developed at appropriate levels, including numbers, number patterns, number sense, word problems, estimation, measurement, telling time, monetary values, addition, subtraction, multiplication, division, graphs and charts, fractions, decimals, percentages, probability, statistics, equations, pre-algebra, geometry, mathematical communication, reasoning, and problem-solving.

1c. Science

The learning goals in science vary from grade to grade. At all grade levels, emphasis is placed on students being able to investigate, process information, and apply science concepts to daily life. At each grade level, students study life science, physical science, and earth science. Specifically, students in JK and K learn about living things, weather, ecology, and physical matter. In grades 1 and 2, students study force and motion, solids and liquids, insects, plants, and weather. Students in grades 3, 4, and 5 learn about electricity and magnetism, sound, the human body, structures of living things, force, motion, heat and light, ecosystems, cells, astronomy, and geology.

1d. Social Studies

In social studies, the objectives and content vary from grade to grade. The curriculum includes the study of civics, economics, geography, and history. In JK-3, emphasis is placed on the study of families, communities, ancient civilizations, civics, and economics. In grades 4 and 5, emphasis is placed on the study of Virginia history.

1e. Humanities

Our curriculum would not be complete if our students were not afforded the opportunities and experiences that are provided by our physical education, music, art, library, computer, and guidance classes. These classes allow students to research, explore, be creative, and learn to be members of a team. We do not specifically teach computer skills, but students are taught to use computers for research, remediation and advancing skills, creative classroom projects, and some activities just for fun. Students use computers daily in our Compass Learning Lab and when accessing our Accelerated Reader program.

2. Reading Curriculum: Our teachers have adopted a well-know slogan for our reading program – “We learn to read so we can read to learn.” Reading is a top priority in our K-3 classrooms. It is our goal that by the end of 3rd grade, all students are reading on grade level.

Our reading program is literature-based using selections from a reading text which serves as a starting point for the beginning skills and strategies that every student needs to become a successful reader. This program begins in kindergarten with the recognition of upper and lower case letters. Students then begin to develop phonemic awareness of sounds, followed by print concepts, such as left/right progression and word-by-word matching. Then language patterns and comprehension skills, such as sequencing and predicting, are taught, followed by strategies to help students build vocabularies and problem-solve to decipher unfamiliar words.

This is just the tip of the iceberg, but with a steady diet of practice and learning to read strategies, our students learn to read. Our goal is for all students to become independent readers and to select books to read for information and pleasure, thus developing a life-long enjoyment of reading. We use this program simply because we believe in it, it works, and all of our teachers are able to adapt this program to his or her individual style of teaching.

3. Mathematics: At Sharon, like every school, for a math program to be successful, it is imperative that appropriate teaching strategies are used in the classroom. Due to the nature of the skills and the fact that math concepts build upon one another, it is critical that the teacher is able to diagnose and intervene quickly to prevent deficits in his or her students’ development and learning. Whether it begins in kindergarten with the learning of shapes and patterns or in pre-algebra concepts in 5th grade, the teacher must be able to select appropriate strategies that focus on effective mastery and the learning of the desired objectives and skills.

Our math program is aligned with the Virginia Standards of Learning, and we use a text book for supplemental purposes. We incorporate the following into our daily instruction: explicit instruction, practice, use of manipulatives, math lab, visual aids, technology, questioning strategies, intervention in the classroom, and additional support for our students in our math remediation classroom as needed. We believe that effective instruction, early diagnosis of deficits in learning, reteaching, and differentiated instruction are not only essential to a student's success in the classroom, but they are also essential for building confidence in our students to allow them to be successful in life.

4. Instructional Methods: Our curriculum and high expectations of learning are major components in choosing our instructional methods. Our mission and obligation to our students is to address the needs and goals of all students at all levels of learning. These needs and goals may be met in the special education classroom using the skills and knowledge of our special education teachers, with the help of a teacher assistant, or in the regular classroom using teacher assistants and parent volunteers to aid our classroom teachers. In addition, we have found the inclusion model to be the most effective for our special education students. Allowing these students to remain in the classroom with their peers provides not only a comfort zone for them, but it also allows them to receive their instruction from the core teacher.

Choosing the appropriate and most effective method of instruction is essential for successful student learning at all grade levels. Therefore, instructional methods may vary from one grade to another. However, we feel that there is one thing that must remain consistent no matter what the grade level or method of instruction – teachers must establish clear goals, and these goals must be communicated and understood by all students. By having a tried and tested curriculum in place, teachers are afforded the opportunity of presenting instruction using some of the following: hands-on activities/manipulatives, student-led learning, modeling, team teaching, cooperative learning, one-on-one instruction, peer instruction, large and small group instruction, and individual or group projects. We have found that a variety of all of the above provides for a good balance and effective instruction. It is also necessary to provide feedback at regular intervals in the form of corrective instruction and to reward and celebrate progresses made by students.

Classroom instruction and student learning cannot be limited to the classroom. Our library, Compass Learning Lab, physical education classes, art and music classrooms, Accelerated Reader program, field trips, D.A.R.E. program, and guest speakers provide our students with a large array of instruction provided in a number of methods and styles of learning.

5. Professional Development: Professional development for our teachers in our school and in our school division is driven by what is needed to improve instruction for our students, as well as to improve the quality of instruction being delivered by our teachers. Our teacher in-service days are utilized to provide our teachers with the best resources, methods, and strategies to be used in the classroom and, at the same time, help our teachers to be able to deliver the instruction in the most effective manner.

In the past three years, the concerns of our school and our school division have been in the areas of finding methods and strategies to improve instruction and learning for our disadvantaged, minority, and disabled students. At the division level and at each of our schools, training has been provided to address these issues. Our teachers have received training in using differentiated instruction and in Tucker Signing Strategies for Reading. In addition, we have received Ruby Payne training in understanding how poverty affects learning, which has allowed our teachers to better work with disadvantaged students, students with disabilities, minority students, and students with discipline problems. Our teachers at Sharon have been able to pull ideas and strategies from these training sessions to improve instruction in their classrooms for all students.

Our 2005-2006 SOL test scores validate our belief that we are doing a better job of instructing all students. Our division's principals have received training on effective teaching and the qualities of effective teachers. This training has assisted me in talking with my teachers about what constitutes good instruction and how we can make instruction more effective for all students.

For the past several years, we have received training in using various types of test data to make decisions that will improve teacher instruction and student learning. We recently received training on how to use specific school data to improve instruction. Ted Creighton, author of Schools and Data, held a training session for principals and administrative staff on January 23, 2007. Being able to review, analyze, and share test data with my teachers has helped us improve our instruction and test scores.

In addition to training provided by our school and our school division, our teachers are encouraged to attend workshops, training sessions, and conferences at all levels, as well as to continue their educations by seeking advanced degrees.

PART VII - ASSESSMENT RESULTS

Subject English (Reading) Grade 3 Test Virginia Standards of Learning
 Publication Year 2003-06 Publisher Harcourt Brace Assessments

Virginia's Reporting Form for NCLB Blue Ribbon Data

	2005-06	2004-05	2003-04
Testing Month	May	May	May
School Scores			
% At or Above Meets State Standards	97	71	87
% At Exceeds State Standards	68	18	18
Number of students tested	32	40	40
Percent of total students	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
Subgroup Scores			
1. Disadvantaged			
% At or Above Meets State Standards	83	53	73
% At Exceeds State Standards	23	13	0
Number of students tested	11	15	15

Source for State Scores:
 Virginia Department of Education
 School, School Division, and State Report Card
 Address: <http://p1pe.doe.virginia.gov//reportcard>

Subject English (Reading) **Grade** 4 **Test** Virginia Standards of Learning
Publication Year 2006 **Publisher** Harcourt Brace Assessments

Virginia's Reporting Form for NCLB Blue Ribbon Data

	2005-06		
Testing Month	May		
School Scores			
% At or Above Meets State Standards	100		
% At Exceeds State Standards	31		
Number of students tested	40		
Percent of total students	100		
Number of students alternatively assessed	4		
Percent of students alternatively assessed	10		
Subgroup Scores			
1. Disadvantaged			
% At or Above Meets State Standards	100		
% At Exceeds State Standards	20		
Number of students tested	14		

Source for State Scores:
 Virginia Department of Education
 School, School Division, and State Report Card
 Address: <http://p1pe.doe.virginia.gov//reportcard>

Subject English (Reading) **Grade** 5 **Test** Virginia Standards of Learning
Publication Year 2003-06 **Publisher** Harcourt Brace Assessments

Virginia’s Reporting Form for NCLB Blue Ribbon Data

	2005-06	2004-05	2003-04
Testing Month	May	May	May
School Scores			
% At or Above Meets State Standards	100	88	94
% At Exceeds State Standards	70	34	28
Number of students tested	44	41	27
Percent of total students	100	100	100
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	2	0	0
Subgroup Scores			
1. Disadvantaged			
% At or Above Meets State Standards	100	87	
% At Exceeds State Standards	85	27	
Number of students tested	16	14	

Source for State Scores:
 Virginia Department of Education
 School, School Division, and State Report Card
 Address: <http://p1pe.doe.virginia.gov//reportcard>

Test Year 2005-06: one student was tested using the Virginia Alternate Assessment Program. The VAAP requires students and teachers to collect evidence of individual achievement throughout the school year. Evidence collected should reflect student performance of selected Aligned Standards of Learning.

Subject Math **Grade** 3 **Test** Virginia Standards of Learning
Publication Year 2003-06 **Publisher** Harcourt Brace Assessments

Virginia's Reporting Form for NCLB Blue Ribbon Data

	2005-06	2004-05	2003-04
Testing Month	May	May	May
School Scores			
% At or Above Meets State Standards	100	81	87
% At Exceeds State Standards	74	39	51
Number of students tested	32	40	40
Percent of total students	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
Subgroup Scores			
1. Disadvantaged			
% At or Above Meets State Standards	100	74	80
% At Exceeds State Standards	60	27	20
Number of students tested	11	15	15

Source for State Scores:
 Virginia Department of Education
 School, School Division, and State Report Card
 Address: <http://p1pe.doe.virginia.gov/reportcard>

Subject Math **Grade** 4 **Test** Virginia Standards of Learning

Publication Year 2006 **Publisher** Harcourt Brace Assessments

Virginia’s Reporting Form for NCLB Blue Ribbon Data

	2005-06		
Testing Month	May		
School Scores			
% At or Above Meets State Standards	95		
% At Exceeds State Standards	46		
Number of students tested	40		
Percent of total students	100		
Number of students alternatively assessed	4		
Percent of students alternatively assessed	10		
Subgroup Scores			
1. Disadvantaged			
% At or Above Meets State Standards	93		
% At Exceeds State Standards	29		
Number of students tested	14		

Source for State Scores:
 Virginia Department of Education
 School, School Division, and State Report Card
 Address: <http://p1pe.doe.virginia.gov//reportcard>

Subject Math **Grade** 5 **Test** Virginia Standards of Learning
Publication Year 2003-06 **Publisher** Harcourt Brace Assessments

Virginia’s Reporting Form for NCLB Blue Ribbon Data

	2005-06	2004-05	2003-04
Testing Month	May	May	May
School Scores			
% At or Above Meets State Standards	100	93	97
% At Exceeds State Standards	88	34	31
Number of students tested	44	41	27
Percent of total students	100	100	100
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	2	0	0
Subgroup Scores			
1. Disadvantaged			
% At or Above Meets State Standards	100	87	
% At Exceeds State Standards	83	27	
Number of students tested	16	14	

Source for State Scores:
 Virginia Department of Education
 School, School Division, and State Report Card
 Address: <http://p1pe.doe.virginia.gov//reportcard>

Test Year 2005-06: one student was tested using the Virginia Alternate Assessment Program. The VAAP requires students and teachers to collect evidence of individual achievement throughout the school year. Evidence collected should reflect student performance of selected Aligned Standards of Learning.