

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

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

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

School Mailing Address: 801 Division Ave. NE (If address is P.O. Box, also include street address)

Washington, D.C. 20019-5528 City, State Zip Code+4 (9 digits total)

Tel.: (202) 724-4598 Fax: (202) 724-5578

Website/URL: http://www.k12.dc.us Email: Gwendolyn.Baccus@k12.dc.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

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

Name of Superintendent: Dr. Paul Vance (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: District of Columbia Public Schools Tel. (202) 442-5885

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: Mrs. Peggy Cooper Cafritz (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 II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: _106_ Elementary schools/Ed Centers
 11 Middle schools
 9 Junior high schools
 16 High schools
 1 Alternative High School
 5 Special Ed Programs

 148 TOTAL
2. District Per Pupil Expenditure: __\$10,477____

 Average State Per Pupil Expenditure: _____

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

 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	18	21	39	7			
1	15	18	33	8			
2	15	18	33	9			
3	18	26	44	10			
4	19	28	47	11			
5	24	17	41	12			
6	20	32	51	Other	15	13	28
TOTAL STUDENTS IN THE APPLYING SCHOOL							316

6. Racial/ethnic composition of the students in the school:
- | | |
|-------|----------------------------------|
| _____ | % White |
| _____ | 100 % Black or African American |
| _____ | % Hispanic or Latino |
| _____ | % Asian/Pacific Islander |
| _____ | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 9.4 % (20 transferred)

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	21
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	30
(4)	Total number of students in the school as of October 1	318
(5)	Subtotal in row (3) divided by total in row (4)	.0943396
(6)	Amount in row (5) multiplied by 100	9.4336

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

Number of languages represented: 1

Specify languages: **English**

9. Students eligible for free/reduced-priced meals: 80.37 %

254 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7 %
 22 Total Number of Students Served

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

<u> 0 </u> Autism	<u> 0 </u> Orthopedic Impairment
<u> 0 </u> Deafness	<u> 1 </u> Other Health Impaired
<u> 0 </u> Deaf-Blindness	<u> 14 </u> Specific Learning Disability
<u> 0 </u> Hearing Impairment	<u> 4 </u> Speech or Language Impairment
<u> 3 </u> Mental Retardation	<u> 0 </u> Traumatic Brain Injury
<u> 0 </u> Multiple Disabilities	<u> 0 </u> Visual Impairment Including Blindness

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 2 </u>	_____
Classroom teachers	<u> 14 </u>	_____
Special resource teachers/specialists	<u> 8 </u>	_____
Paraprofessionals	<u> 7 </u>	_____
Support staff	<u> 9 </u>	_____
Total number	<u> 40 </u>	_____

12. Student-“classroom teacher” ratio: 22:1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95.5	94.9	95.3	95.4	95.3
Daily teacher attendance	96.7	96.4	95.9	96.0	96.3
Teacher turnover rate	2	2	1	0	0
Student dropout rate	0	0	0	0	0
Student drop-off rate	0	0	0	0	0

PART III – SUMMARY

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

Burrville Elementary School, often described as a “Hidden Treasure”, is located in the North East section of Washington, D.C. Burrville School is bordered on the north by Contee AME Zion Church and on the south by Tabernacle Baptist Church. The school is the focal point of the community and the churches are two of our Partners in Education.

The history of Burrville dates back to the turn of the twentieth century. A group of interested parents, assisted by the Freedman's Bureau, founded the original school at Contee AME Zion Church. Burrville was established as a public school in 1906. Many changes took place in the original school facility; going from a two-room school to a 20-room school to the present open space facility, which was opened in 1980. The “**Tradition of Excellence**” began with the early founders, was preserved down through the years and continues with the present day staff, students and parents.

The community also experienced several changes. It changed from a settlement of freed slave descendants, to a community of well educated Afro Americans and hard working government employees to a community that in recent years has seen an increase in crime and poverty. Burrville School has remained family oriented because we have worked extremely hard to maintain outstanding parental involvement. Our business community partnerships have increased over the last five years. We have received many local and national awards for outstanding student, staff and parent achievements.

Currently the school serves 316 students in grades Head Start through six. The population is 100% African American and 80% of our students qualify for free lunch. The demographics resemble those of schools in high poverty areas and effective schools. Burrville School has outstanding leadership, a highly trained/certified staff, and excellent student achievement.

The mission statement focuses on the unique needs of our students. **It is the mission of Burrville School to provide a positive, child-centered learning environment and enriching educational experiences that will foster a desire for life long learning and enable each child to grow, develop, learn and become contributing global citizens.** Emphasis is placed on providing students with a strong academic program, character education and cultural enrichment.

We believe that **all students can learn and should be provided with a variety of instructional approaches.** This supports our mission. This has led to the implementation of a standards-based, interdisciplinary, diverse curriculum. We continue to make student achievement a top priority. The teachers are continually receiving professional development in utilizing strategies and techniques that are successful in improving instruction and enhancing student performance, in all subject areas. Our focus on an integrated curriculum is complemented by math and language enrichment. We also implement initiatives in science, social studies, technology, foreign language, music and cultural arts. Accountability and accuracy are essential components of meeting the needs of all students, regular education, gifted/talented and special education.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The SAT-9 Test has been administered each spring to students in grades 1-12 in the District of Columbia Public Schools. Summary data on student performance for Burrville School students during the last three years ('00, '01 and '02) has been disaggregated by grade and four subgroups: ethnicity, gender, Title I and free lunch. The percentage of Burrville students scoring above the 65th percentile in mathematics and reading exceed district averages and national averages in all grades and groups.

The highest reading scores for our students were in the '00 and '02 school years. The '02 scores reflect a 7 percent NCE gain from '01. African American males on all grade levels scored lower in reading. First grade students showed a NCE decline in reading total scores between '00 and '02 but still remain at a NCE of 65.24. Students in grade 3 showed at least a 10-point gain in total NCE reading scores and in all subgroups. Grades 2, 4 and 5 had a decline in NCE scores between '00 and '01 but significant gains of at least 10 points in '02. African American males showed the greatest gains in reading in grades 2, 4 and 5. Sixth grade students showed at least an 11-point gain in all subgroups between '00 and '02. A further look at our data revealed the greatest weaknesses were in reading comprehension, with strengths in vocabulary and word attack skills.

Student performance in mathematics has been higher than reading. The total NCE school gain from '00 to '02 has been 3 points and is also reflected in the subgroups of ethnicity, gender and Title I. Students receiving free lunch had NCE scores that showed a 6-point NCE decline in '01 and 6 point NCE increase in '02. African American male scores were high when compared to national standards. However, when compared to other subgroups they are still ranked the lowest. Grades 4 and 5 showed a decline in mathematics NCE scores from '00 to '02 in all subgroups, but an increase from '01 to '02. A closer look at our data revealed student weaknesses in problem solving and strengths in computation.

The performance of African American males continues to be an area of concern. African American males score higher in mathematics in grades 1-3 with NCE scores above 70. The use of manipulatives and hands on activities in those grades may account for a higher performance by males. The performance of African American males is highest in reading in grades 2 and 6. Our classroom libraries are continuously being upgraded to provide more materials of higher interest to males.

All special education students at Burrville School were tested and received special accommodations as spelled out in their IEP's. No students in grades 1-6 were excluded from the test. Students in grades Head Start, Pre-K and Kindergarten are assessed with Early Childhood Screening instruments.

2. Burrville School staff uses assessment data to make decisions about school goals, instructional programs, staffing and resources. We are committed to continuous student and school improvement.

During the '02 school year, SAT-9 data was disaggregated in reading and mathematics. Based on the total school scores and data from subgroups, we established a program to support African American males and improve their academic achievement. Teachers used data to group students for instruction. Instructional methods were aligned with standards and based on students' strengths and weaknesses. Teachers used skill sheets, based on assessment data, to create a profile for each student. The Teacher Assistance Team identified students who needed additional help in reading and mathematics. Students received additional help from resource teachers, volunteers and tutors and were also placed in the After School Academy. Student profiles were shared with parents and a Home School Partnership program was established.

Professional development activities for teachers and workshops for parents were held to improve the delivery of instruction in reading and mathematics. Staffing positions were reviewed and looping was

used in grades 2, 3 and 6. An additional special education aide and part time teacher were used to provide support for students in their regular classrooms. Focus sheets were used to identify the skills to be taught each week.

School goals for student achievement were established: expanding and integrating knowledge, increasing thinking and reasoning skills, and enhancing personal and social responsibility.

Additional supplementary materials and equipment were purchased to support students' learning in reading, mathematics and technology.

3. In accordance with National P.T.A. Standards for Parent/Family Involvement, Burrville believes communication is the foundation of a solid home school partnership. Information about student performance is communicated to parents and the community through report cards, progress reports, anecdotal records, newsletters, parent-teacher conferences, grade level meetings, newspapers, portfolios, recognition programs, Phone Master, email, brochures, flyers, community meetings and P.T.A. meetings.

Parents receive information about their child's performance on the spring administration of the SAT-9 test in June of each year, when the SAT-9 Student Report with Performance Standards is sent home. At "Back to School Night," held in September of each year, teachers discuss group and grade level performance on the SAT-9 test. Parents have an opportunity to ask questions and hear goals and expectations for the new school year. During the November Parent-Teacher Conference, teachers review and discuss each child's performance on the spring SAT-9 test, individually with parents. They also discuss informal assessments and the students' progress in the new grade. Parents review their child's portfolio and look at student work. Benchmark test results are also discussed. Parent-Teacher conferences also take place in February and April where student progress continues to be discussed.

Teachers hold weekly, monthly and advisory conferences with students to review portfolios and discuss their progress. Daily feedback is given to students about their work through oral and written comments about homework and daily classroom performance.

4. In the event that Burrville is recognized as a Blue Ribbon school, we intend to communicate our successes by establishing a public relations committee that will work with the District of Columbia Public Schools Information Office to send out written press releases about our school's success. We will prepare a special video to highlight many of our student, staff, and school achievements to share with the local community. Invitations will be sent to all schools in the District of Columbia inviting their administrators and members of the Local School Teams to attend an "open house." A school wide celebration and balloon launch will be held to announce the winning of the Blue Ribbon Award. We will display our many student and staff talents with a special program. Awards, ribbons and pins will be presented to staff, students and parents. Information to other schools and the community will be disseminated through newsletters, flyers, handbooks, special notices, T.V. and radio broadcasts. Our school marquee will highlight our success. A large banner will be displayed outside of our school to acknowledge our special award. Students will be encouraged to write letters to their pen pals in other schools and to their family members. They will discuss Burrville School's success and ask others to share their success with us. Additionally, at Burrville we feel the importance of modeling our successes for other schools. Throughout the year, staff members from other schools will be invited to participate with Burrville Staff in workshops and classes designed to enhance student, staff and school performance.

PART V – CURRICULUM AND INSTRUCTION

1. Based on the D.C. Public School’s standards-based system, our curriculum sets high standards for staff and student performance. The content standards describe what students should know and be able to do in each subject. Performance standards show students what good performance looks like and our pacing charts keep us on task throughout the school year. Our curriculum includes the content and performance standards for language arts, mathematics, social studies, science, music, physical education, visual arts and health. Students are evaluated on how well they accomplish tasks and activities in relation to these standards with promotion guidelines based on the standards as well. At Burrville, we believe in pride, respect, responsibility and values. Thus, we have included in our curriculum programs in technology, instrumental music, character education and a Head Start program to serve the early childhood population in our community.

Our instruction is interdisciplinary and centers on the diverse quality of our learners and their environment. We use a variety of instructional strategies to match our students’ learning styles and academic levels. With reading and writing as the central focus, our instructional strategies include thematic units, independent and small group investigations, choice selections and co-curricular activities. We have made a deliberate effort to provide the necessary curricula materials as well as any additional supplemental resources requested by teachers to accomplish the task of producing self-directed learners and informed decision makers.

To increase the reading proficiency of our students, we established a ninety-minute block of time for reading instruction. Students are grouped according to instructional levels and team teaching is used to address student needs. Our mathematics program is based on problem solving and thematic units. The instruction integrates mathematics concepts and skills with language arts communication and scientific logical reasoning. This approach helps students solve increasingly complex problems and learn mathematics by attaching meaning to the activities. Scientifically literate students are effective, informed and self-directed learners. Our science curriculum, based on our science content standards and the Full Option Science Systems Kits, begins in Head Start and continues through grade 6. Students develop scientific inquiry by asking questions, conducting investigations and interpreting results in the various sciences. In social studies, we examine the ideas and works of individuals and nations, while gaining geographical perspective and cultural awareness through the study of history, geography and government. Washington, D.C. offers a unique extension of knowledge and community connections with our federal government buildings, cultural arts theatres, historical landmarks and museums.

We offer a variety of co-curricula clubs and activities to enrich and enhance the potential and abilities of our students. These clubs support our standards and our interdisciplinary approach to teaching. Students are selected to participate in our Garden Club, Readers are Leaders Mentoring Group and Video Club. Writing is integrated into team sports while multi-cultural and performing arts activities are interwoven into our instruction and instructional materials. These offerings celebrate the diversity of our students and help strengthen the home-school-community ties.

2. Reading is identified as a priority in support of our school goal to improve academic achievement. The reading program at Burrville School is standards based and interdisciplinary. Standards and objectives are clearly identified for each grade. Included in our curriculum are pacing charts, suggested resources and strategies. Assessment of student performance is both authentic and formal. Selected samples of student work are maintained in student portfolios. Emphasis is placed on phonemic awareness, vocabulary development and reading comprehension.

A 90 minute instructional block is set aside each day for specific reading instruction. Reading is the primary source for curriculum integration in all other content areas. The Houghton Mifflin Reading Series is used as the basal text. A variety of reading materials is used as supplementary materials. After

reviewing our test data and research on best practices in reading and writing, we selected the Four Blocks Reading Model.

Four Blocks is a comprehensive, multi level reading program that provides a balanced approach to literacy. Students receive instruction each day in phonics, and phonemic awareness. They read and spell high frequency words during the Working with Words Block. Instruction in comprehension and vocabulary development is provided during the Guided Reading Block. Writing instruction is achieved in the Writing Block. Students engage in independent reading during the Self Selected Reading Block. This block also contains a Teacher Read Aloud period.

3. Burrville's technology curriculum is a natural outgrowth of our school's mission. It is our goal to improve essential technological skills and knowledge that will enable our students to reach their maximum potential while enriching educational experiences, fostering a desire for lifelong learning and becoming global citizens through integrating technology into the curriculum.

The technology curriculum is designed to enhance the instructional curriculum. To this end, students are engaged through the use of software and technology-based assignments that support student attainment of skills presented in grade-level text and content standards.

We are interested in providing all of our students with modern technology to close the digital divide. Students and staff have access to computers in the computer lab, multimedia center, and all classrooms. Classes are allotted an equal amount of time to engage in age appropriate technology instruction. Students have opportunities to access the Internet, design web pages, research reports, and access curricula assessment software. Additionally teachers utilize the lab to enhance and support the instructional program. Technology affords all students and staff the opportunity to receive "just in time" learning by accessing the Internet and provides use with instructional TV's, VCR's, audiotapes, digital/video cameras, and other instructional software.

Teachers continue to receive extensive technology training to implement technological best practices. An on-site technology coordinator assists staff and students with software support and instructional integration.

4. Burrville School is grounded in the belief that students should be provided with a variety of instructional methods to support learning. Cooperative learning is used in problem solving activities and investigations across the curriculum. It facilitates teamwork, provides students with several solutions to a problem and improves critical thinking. Students are involved in cross grade level activities and paired reading to foster collaborative learning. Intermediate students often read to primary students and serve as mentors in other subject areas. Word walls have been established in each classroom to improve vocabulary in all subject areas. KWL is an instructional strategy used to find out what children know, what they want to know and what they have learned in the core content areas. Team teaching is used to provide instruction in specific skills and subject areas to meet student needs. Students are provided with as many real life and hands on experiences as possible. Field trips are used to extend learning. Examples of utilization of these methods include participation in Readers Are Leader, After School Academy, D.E.A.R., Everybody Wins, In 2 Books, in addition to contests, projects and exhibits. A mentoring program was established for our male students in grades 2-6 to help improve their reading comprehension, mathematics problem solving and test taking skills, as well as improving self-esteem. Community read in's and book fairs are held throughout the year to promote family literacy.

5. We align and prioritize our professional development activities with our school goals, citywide initiatives, survey results and staff requests. Monthly half-days are set aside for local school staff development. Three weeklong professional development institutes are scheduled through our school

system. Release time is provided for teachers and other paraprofessionals to attend workshops, system-wide meetings, classes and to arrange for special classroom visitations. Block scheduling is planned so that teachers are available for professional development activities during the school day. These activities include observations of quality teaching, presentations with other schools, team planning and special presenters. The staff has participated in professional development in all core content areas including FOSS kits, "In 2 Books" and test readiness. Our content standards specialist teachers receive professional development so they can assist other teachers in our system. We are presently participating in an NSSE self-study to improve student and school performance.

Each new teacher is assigned a mentor for educational advice and instructional support. Trinity University and the University of the District of Columbia select our teachers to serve as cooperating instructors for their student teachers. The lead instructors receive vouchers for graduate credit classes at the university. Our staff's valued belief that educational growth is continuous, models for our students the processes of collaborative leadership and life long learning.

BURRVILLE ELEMENTARY SCHOOL SAT-9 DATA

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade All

Test Stanford 9 Reading

Edition/publication year: 1996

Publisher Harcourt

What groups were excluded from testing? Why, and how were they assessed? none

**There was an upgraded group of 16 students whose scores were counted in the '99 total scores. Their scores were not disaggregated by subgroups.*

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	66.65	59.90	64.45	58.78	69.07
Number of students tested	241	258	230	278	283
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Ethnicity (specify subgroup)	66.65	59.90	64.45	58.83*	69.07
2. Gender – Male (specify subgroup)	65.30	55.56	62.74	57.03*	68.25
3. Gender – Female (specify subgroup)	67.61	63.43	65.97	60.68	69.74
4. Title I (specify subgroup)	66.65	59.90	64.45	58.78*	69.07
5. Free Lunch (specify subgroup)	64.98	58.33	64.77	59.92*	67.36

BURRVILLE ELEMENTARY SCHOOL SAT-9 DATA

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 1st Test Stanford 9 Reading

Edition/publication year: 1996 Publisher Harcourt

What groups were excluded from testing? Why, and how were they assessed? none

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	65.24	71.24	74.59	74.41	85.36
Number of students tested	34	36	40	54	1
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Ethnicity (specify subgroup)	65.24	71.24	74.60	74.41	85.36
2. Gender – Male (specify subgroup)	63.13	67.06	74.27	73.38	83.58
3. Gender – Female (specify subgroup)	66.54	74.59	74.86	75.29	87.08
4. Title I (specify subgroup)	65.24	71.24	74.60	74.41	85.36
5. Free Lunch (specify subgroup)	68.10	73.13	74.42	72.97	84.39

BURRVILLE ELEMENTARY SCHOOL SAT-9 DATA

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 2nd Test Stanford 9 Reading

Edition/publication year: 1996 Publisher Harcourt

What groups were excluded from testing? Why, and how were they assessed? none

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	71.27	56.22	71.68	61.50	61.42
Number of students tested	43	46	44	53	63
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Ethnicity (specify subgroup)	71.27	56.22	71.68	61.50	61.42
2. Gender – Male (specify subgroup)	67.32	50.01	70.18	59.53	65.22
3. Gender – Female (specify subgroup)	73.85	60.99	73.32	62.79	58.58
4. Title I (specify subgroup)	71.27	56.22	71.68	61.50	61.42
5. Free Lunch (specify subgroup)	64.87	55.14	69.81	61.90	57.52

BURRVILLE ELEMENTARY SCHOOL SAT-9 DATA

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 3rd Test Stanford 9 Reading

Edition/publication year: 1996 Publisher Harcourt

What groups were excluded from testing? Why, and how were they assessed? none

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	63.51	63.13	52.21	56.16	71.14
Number of students tested	40	37	45	47	44
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Ethnicity (specify subgroup)	63.51	63.13	52.21	50.16	71.14
2. Gender – Male (specify subgroup)	64.51	60.72	47.92	50.89	69.48
3. Gender – Female (specify subgroup)	62.91	66.29	54.35	49.63	72.00
4. Title I (specify subgroup)	63.51	63.13	52.21	50.16	71.14
5. Free Lunch (specify subgroup)	61.49	61.35	51.06	51.93	65.24

BURRVILLE ELEMENTARY SCHOOL SAT-9 DATA

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 4th Test Stanford 9 Reading

Edition/publication year: 1996 Publisher Harcourt

What groups were excluded from testing? Why, and how were they assessed? none

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	61.39	56.28	64.19	55.52	70.49
Number of students tested	38	48	30	32	43
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Ethnicity (specify subgroup)	61.39	56.28	64.19	55.52	59.54
2. Gender – Male (specify subgroup)	60.97	52.10	60.60	45.68	51.34
3. Gender – Female (specify subgroup)	61.90	58.37	66.94	60.67	63.19
4. Title I (specify subgroup)	61.39	56.28	64.19	55.52	59.54
5. Free Lunch (specify subgroup)	58.92	52.67	67.27	-	59.38

(A dash (-) is displayed when the number of students in the group is less than or equal to 10.)

BURRVILLE ELEMENTARY SCHOOL SAT-9 DATA

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 5th Test Stanford 9 Reading

Edition/publication year: 1996 Publisher Harcourt

What groups were excluded from testing? Why, and how were they assessed? none

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	63.94	52.72	60.63	52.47	70.49
Number of students tested	48	40	36	37	43
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Ethnicity (specify subgroup)	63.94	52.72	60.63	52.47	70.49
2. Gender – Male (specify subgroup)	64.14	51.69	52.88	-	66.83
3. Gender – Female (specify subgroup)	63.81	53.64	65.02	54.23	74.33
4. Title I (specify subgroup)	63.94	52.72	60.63	52.47	70.49
5. Free Lunch (specify subgroup)	61.85	50.18	57.86	50.92	-

(A dash (-) is displayed when the number of students in the group is less than or equal to 10.)

BURRVILLE ELEMENTARY SCHOOL SAT-9 DATA

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 6th Test Stanford 9 Reading

Edition/publication year: 1996 Publisher Harcourt

What groups were excluded from testing? Why, and how were they assessed? none

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	74.70	61.89	63.67	59.49	64.11
Number of students tested	38	51	35	40	39
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Ethnicity (specify subgroup)	74.70	61.89	63.67	59.86	64.11
2. Gender – Male (specify subgroup)	72.65	53.39	-	58.82	63.19
3. Gender – Female (specify subgroup)	76.20	69.44	66.13	60.10	65.43
4. Title I (specify subgroup)	74.70	61.89	63.67	59.49	64.11
5. Free Lunch (specify subgroup)	74.06	59.64	63.81	53.55	-

(A dash (-) is displayed when the number of students in the group is less than or equal to 10.)

BURRVILLE ELEMENTARY SCHOOL SAT-9 DATA

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade All Test Stanford 9 Mathematics

Edition/publication year: 1996 Publisher Harcourt

What groups were excluded from testing? Why, and how were they assessed? none

**There was an upgraded group of 16 students whose scores were counted in the '99 total scores. Their scores were not disaggregated by subgroups.*

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	70.26	62.75	67.52	59.74	63.81
Number of students tested	243	257	229	277	284
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Ethnicity (specify subgroup)	70.26	62.75	67.52	59.85*	63.81
2. Gender – Male (specify subgroup)	68.50	59.19	67.61	58.74*	62.90
3. Gender – Female (specify subgroup)	71.51	65.74	67.79	61.06	64.56
4. Title I (specify subgroup)	70.26	62.75	67.52	59.74*	63.81
5. Free Lunch (specify subgroup)	64.98	58.33	64.77	60.58*	63.74

BURRVILLE ELEMENTARY SCHOOL SAT-9 DATA

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 1st Test Stanford 9 Mathematics

Edition/publication year: 1996 Publisher Harcourt

What groups were excluded from testing? Why, and how were they assessed? none

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	74.08	74.23	70.54	72.24	80.31
Number of students tested	34	38	41	54	57
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Ethnicity (specify subgroup)	74.08	74.23	70.54	72.24	80.31
2. Gender – Male (specify subgroup)	72.93	71.19	67.96	72.77	78.36
3. Gender – Female (specify subgroup)	74.79	76.97	72.57	71.79	82.06
4. Title I (specify subgroup)	74.08	74.23	70.54	72.24	80.31
5. Free Lunch (specify subgroup)	79.48	71.60	71.77	69.32	79.71

BURRVILLE ELEMENTARY SCHOOL SAT-9 DATA

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 2nd Test Stanford 9 Mathematics

Edition/publication year: 1996 Publisher Harcourt

What groups were excluded from testing? Why, and how were they assessed? none

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	79.53	67.18	74.63	60.52	57.13
Number of students tested	43	46	43	53	61
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Ethnicity (specify subgroup)	79.53	67.18	74.63	60.52	57.13
2. Gender – Male (specify subgroup)	73.29	68.87	73.61	61.20	60.89
3. Gender – Female (specify subgroup)	83.60	66.00	75.82	60.08	54.15
4. Title I (specify subgroup)	79.63	67.18	74.63	60.52	57.13
5. Free Lunch (specify subgroup)	78.13	64.56	69.54	60.41	51.48

BURRVILLE ELEMENTARY SCHOOL SAT-9 DATA

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 3rd Test Stanford 9 Mathematics

Edition/publication year: 1996 Publisher Harcourt

What groups were excluded from testing? Why, and how were they assessed? none

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	71.31	52.99	58.01	58.89	70.22
Number of students tested	42	37	45	46	44
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Ethnicity (specify subgroup)	71.31	52.99	58.01	58.89	70.22
2. Gender – Male (specify subgroup)	70.81	49.31	57.61	61.19	63.91
3. Gender – Female (specify subgroup)	71.62	57.83	58.20	57.13	73.49
4. Title I (specify subgroup)	71.31	52.99	58.01	58.89	70.22
5. Free Lunch (specify subgroup)	67.87	49.33	58.29	58.35	64.76

BURRVILLE ELEMENTARY SCHOOL SAT-9 DATA

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 4th Test Stanford 9 Mathematics

Edition/publication year: 1996 Publisher Harcourt

What groups were excluded from testing? Why, and how were they assessed? none

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	62.86	60.45	74.34	61.78	53.62
Number of students tested	34	46	30	32	41
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Ethnicity (specify subgroup)	62.86	60.45	74.34	61.78	53.62
2. Gender – Male (specify subgroup)	64.00	56.66	76.27	50.60	54.03
3. Gender – Female (specify subgroup)	61.45	52.47	72.87	67.63	53.43
4. Title I (specify subgroup)	60.85	60.45	74.34	61.78	53.62
5. Free Lunch (specify subgroup)	61.78	62.47	71.58	-	56.98

(A dash (-) is displayed when the number of students in the group is less than or equal to 10.)

BURRVILLE ELEMENTARY SCHOOL SAT-9 DATA

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 5th Test Stanford 9 Mathematics

Edition/publication year: 1996 Publisher Harcourt

What groups were excluded from testing? Why, and how were they assessed? none

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	64.96	60.08	65.97	50.70	59.11
Number of students tested	48	40	36	36	42
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Ethnicity (specify subgroup)	64.96	60.08	65.97	50.70	59.11
2. Gender – Male (specify subgroup)	64.70	61.34	59.40	-	54.86
3. Gender – Female (specify subgroup)	65.11	58.93	69.68	51.56	63.79
4. Title I (specify subgroup)	64.96	60.08	65.97	50.70	59.11
5. Free Lunch (specify subgroup)	62.69	52.84	63.87	51.61	-

(A dash (-) is displayed when the number of students in the group is less than or equal to 10.)

BURRVILLE ELEMENTARY SCHOOL SAT-9 DATA

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 6th Test Stanford 9 Mathematics

Edition/publication year: 1996 Publisher Harcourt

What groups were excluded from testing? Why, and how were they assessed? none

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	69.28	61.44	63.10	57.79	58.71
Number of students tested	38	50	34	40	39
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Ethnicity (specify subgroup)	69.29	61.44	63.10	58.52	58.71
2. Gender – Male (specify subgroup)	67.69	51.14	-	56.74	59.13
3. Gender – Female (specify subgroup)	70.44	70.95	63.28	58.73	58.10
4. Title I (specify subgroup)	69.28	61.44	63.10	57.79	58.71
5. Free Lunch (specify subgroup)	65.04	56.75	68.15	55.14	-

(A dash (-) is displayed when the number of students in the group is less than or equal to 10.)