

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

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

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

School Mailing Address 454 East Bernard Avenue  
(If address is P.O. Box, also include street address)

Greeneville TN 37745-5001  
City State Zip Code+4 (9 digits total)

Tel. ( 423 ) 638-6351 Fax ( 423 ) 638-2651

Website/URL www.gcschools.net/eastview E-mail landersd@gcschools.net

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.

Dale Landers Date January 30, 2004  
(Principal's Signature)

Name of Superintendent\* Dr. Lyle Ailshie  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Greeneville City Schools Tel. ( 423 ) 787-8000

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.

Lyle C. Ailshie Date January 30, 2004  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. Ray Smith  
(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.

Ray Smith Date January 30, 2004  
(School Board President's/Chairperson's Signature)

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

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified as “persistently dangerous” within the last two years. To meet final eligibility, the school must meet the state’s adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:       4   Elementary schools  
   1   Middle schools  
    Junior high schools  
   1   High schools  
   1   Other (Briefly explain) Center for Technology  
   7   TOTAL
2. District Per Pupil Expenditure:      \$8,184   
     Average State Per Pupil Expenditure:  \$6,648

**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.  16  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
<b>K</b>	28	29	<b>57</b>	<b>7</b>			
<b>1</b>	24	16	<b>40</b>	<b>8</b>			
<b>2</b>	37	29	<b>66</b>	<b>9</b>			
<b>3</b>	39	24	<b>63</b>	<b>10</b>			
<b>4</b>	23	31	<b>54</b>	<b>11</b>			
<b>5</b>	22	25	<b>47</b>	<b>12</b>			
<b>6</b>				Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>327</b>

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>96.6</u>       | % White                          |
| <u>.3</u>         | % Black or African American      |
| <u>1.2</u>        | % Hispanic or Latino             |
| <u>1.8</u>        | % Asian/Pacific Islander         |
| <u>0</u>          | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

7. Student turnover, or mobility rate, during the past year: 6%

(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.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	11
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	11
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	22
<b>(4)</b>	Total number of students in the school as of October 1	341
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.06
<b>(6)</b>	Amount in row (5) multiplied by 100	6

8. Limited English Proficient students in the school: 1.8%  
6 Total Number Limited English Proficient  
 Number of languages represented: 3  
 Specify languages: Spanish, Arabic, Japanese

9. Students eligible for free/reduced-priced meals: 16.5%  
54 Total Number Students Who Qualify

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

10. Students receiving special education services: 16.2%  
53 Total Number of Students Served

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

<u>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>  2  </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u> 13 </u> Specific Learning Disability
<u>    </u> Hearing Impairment	<u> 38 </u> Speech or Language Impairment
<u>    </u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>    </u> Multiple Disabilities	<u>    </u> Visual Impairment Including Blindness

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

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>  1  </u>	<u>    </u>
Classroom teachers	<u> 18 </u>	<u>    </u>
Special resource teachers/specialists	<u>  7  </u>	<u>  2  </u>
Paraprofessionals	<u> 10 </u>	<u>  2  </u>
Support staff	<u>  7  </u>	<u>  1  </u>
Total number	<u> 43 </u>	<u>  5  </u>

12. Average school student-“classroom teacher” ratio:  18.16 

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	97	97	96.64	97.40	97
Daily teacher attendance	96.7	97	95.9	97.4	96.3
Teacher turnover rate	4%	0	8%	4%	0
Student dropout rate					
Student drop-off rate					

## Part III – Summary

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*“Our mission is to deliver quality instruction that will enable all students to learn the essentials for happy and productive lives in a modern society.”*

EastView Elementary School opened its doors in 1956 and is one of four schools in the Greeneville City School System serving grades K-5. The school’s physical setting currently consists of 18 self-contained classrooms, 6 related arts areas, a gymnasium, cafeteria, stage, and library/media center. The enrollment has increased from 281 students in 1992 to approximately 327 students in 2004. The school’s population is made up of 49% tuition and out of zone students, making it the elementary school of choice in the Greeneville City School System.

We believe that the most important responsibility of the school continues to be the education and development of the whole child. All students are given opportunities for remediation and acceleration based upon their needs. Two thirds of our teachers have advanced degrees and each grade level is fortunate to have a qualified instructional assistant, with kindergarten having one assistant per classroom. A full-time resource teacher and two assistants also support teachers in the classroom. Gifted students experience a weekly, 75-minute pullout program taught by a traveling gifted teacher and assistant.

Learning is also enhanced through one hour of related arts each day. Our school employs full-time Art, Guidance, Library/Media, Music, Physical Education, and Spanish specialists. Each specialist is responsible for whole class, small group, and individual instruction, making them an integral part of the school day. A speech teacher, occupational therapist, full-time school nurse/professional assistant, and a representative from the Student Assistant Program complete our staff at EastView.

Technology is included in our daily instruction. EastView currently has 141 computers, netting a 3:1 ratio of students to computers. Computers are utilized in all areas throughout the school. Each classroom has five networked computers using a variety of software for instructional and diagnostic purposes. Fourth and fifth grade students use technology to broadcast a daily news program, which is televised throughout the school. Students incorporate news casting and research skills to report school, local and national news as well as special events and celebrations. Digital presentations are also created by students and shared with the rest of the school.

We are most fortunate to have valuable partnerships to share in the celebration of hard work and accomplishment. Since 2001, EastView has been designated as “A School of Promise” by America’s Promise, the Alliance for Youth. As a partner, TCBY recognizes classrooms with high attendance each 9-weeks by supplying free yogurt. BTL Industries donates bicycles given randomly to students who are good examples of Character Education, have perfect attendance, or maintain “A” averages. Our students also benefit from alliances with Greeneville Parks and Recreation, Fraternal Order of Police, East Tennessee State University, and Tusculum College.

Greeneville Schools In Action (GSIA), a parent/teacher organization is perhaps our most valued partner. Parents are an ever-present resource, providing support, supplies, and time to the school. Our principal, teachers, support staff, parents, and partners are all committed to giving our students the best possible education.

## Part IV – Indicators of Academic Success

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1. EastView School participates in the state mandated Terra Nova Assessment Program. The tests are administered in March each year to students in grades three, four, and five. The Tennessee Comprehensive Assessment Program Writing Test is given to fifth grade students each year in February. Our school and system go to great lengths to track student performance data. This data is used to plan instruction and make any necessary adjustments to the curriculum to meet the needs of all students.

EastView students consistently score above average on all state mandated tests. A review of the three-year averages of NCE (National Curve Equivalent) scores for grades three, four, and five reveal that our students scored significantly above the state average in Reading and Math. EastView students averaged 10 to 25 points above the state average in these subjects over the past five years. EastView's national percentile scores in Reading and Math were 15 to 40 points above the state average during that same time period. EastView's 2003 NCE score in Math was 71 compared to a state score of 53.5. The 2003 NCE score in Reading/Language was 68 compared to a state score of 54.8. These scores earned EastView School straight "A's" or Exemplary for academic achievement on the State Report Card. EastView has earned straight A's on the State Report Card in all subject areas over the past five years.

Student Objective Performance Reports are reviewed each year to determine the percentage of students at each grade level who master specific skills for each subject area. EastView students show levels of mastery well above both state and national levels.

State Writing Assessment Data shows that EastView students exceeded system and state averages over the past five years. A score of 4 or better on the assessment is considered competent while scores can range from a low of 0 to a high of 6. EastView's students have an average score of 4.3 over the past five years while the state average is 3.9. In 2003, 91.06% of our fifth grade students scored a 4 or better while the state score was 64.3% competent. All minority, low SES, and special education students are included in our school's assessment program.

2. EastView School examines assessment data from a variety of sources to gain a better understanding of student and school performance. Terra Nova Test results are evaluated by the system's Testing/Data Coordinator and arranged by school, grade level, and individual teacher. The Coordinator places this information in a System Matrix Portfolio for administrators to share with their teachers. In addition to Terra Nova data, teachers use daily work, direct observation, and instruction to the entire classroom, small groups, or individually to recognize progress.

Next, primary, intermediate, and grade level teaching teams meet to discuss performance results and pinpoint patterns of weaknesses in specific areas. Then, teachers collaborate and devise plans for remediation and enrichment of targeted areas through motivating and innovative teaching techniques. Greeneville City School's Administrator of Curriculum involves teachers throughout the school system in the development of local curriculum guides that align with state and national standards. Therefore, educators have a better understanding of the scope and sequence guidelines in each grade level.

Classroom teachers communicate specific concerns to related arts specialists, who in turn, address these topics and implement activities to reinforce academic content through curriculum integration. Specific skills may also be included in Special Education IEPs of qualifying students. A collaborative effort to improve students' grasp of basic skills concepts is vital in educating all children to reach their fullest potential.

**3.** Performance data is communicated to the students, parents, and the community in several ways. Progress is reported through daily graded work, weekly progress folders, interim reports, and 9-week report cards. Daily communication to parents by way of assignment books, letters, email, and kindergarten PAWS notebooks ensures our commitment to maintain contact between school and home.

We applaud and appreciate our community's effort to reward students for academic success. The Greeneville Sun newspaper publishes student achievements in its weekly education section. Honor rolls are posted following each 9-week grading period. A monthly newsletter sponsored by our GSIA parent organization honors students who achieve high academics, perfect attendance and outstanding character education virtues. EastView's Wildcat News presents a daily school-wide televised morning program that announces student achievements. Our school participates in the city/county "Student of the Day" program sponsored by a local radio station and the Wildcat News. EastView also has a web site within Greeneville City School's web site that is available to everyone. It features current information about the school and school system and shares student successes. EastView's stakeholders share the belief that communication and continued rapport are essential to our program.

**4.** EastView uses a variety of avenues to communicate our achievements and successes with other schools at the local, regional and state levels. We are fortunate to have an Administrator of Curriculum and Instruction on our Central Office team who continually monitors our curriculum needs. Through these assessments staff development opportunities are planned to allow individual schools to share their successes while utilizing the talents of our local teachers. In addition, team meetings are held at the Central Office for teachers to share, plan and collaborate with grade level colleagues from other schools across the system. Our Central Office provides a system-wide newsletter and web site to share accomplishments and celebrations.

EastView's principal and instructional coordinator are actively involved in leadership meetings with their counterparts from other schools. In addition, teachers convey our accomplishments while attending conferences and professional organizations such as local in-services, state level and specialty conferences. We concur that sharing our successes with other schools helps build and maintain a progressive school system.

## Part V – Curriculum and Instruction

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**1.** EastView has a comprehensive curriculum that combines effective instruction in all core subject areas, including related arts and Spanish. Our curriculum not only adheres to state standards, it exceeds the minimum requirements in order to challenge the exceptional population we serve. Curriculum mapping enables our staff to deliver the content standards in an effective manner. The core subjects of our curriculum are:

- Language Arts emphasizes the development of skills that allows students to articulate their thoughts and feelings through written and spoken language.
- Mathematics is strengthened because we use a variety of instructional methods such as manipulatives, Around the World games, home/school connection activities and daily math warm-ups.
- Science classes promote environmental awareness, the understanding of scientific principles and methods, and introduce concepts such as chemistry, physics, and biology.
- Our Social Studies curriculum encourages the development of good citizenship, by studying history, geography, economics, cultures, and government.

EastView's related arts courses are:

- The Art program develops an appreciation for the various forms of art and encourages lifelong artistic expression through a variety of mediums.
- Our Spanish program introduces cultural and language exploration of our Southern neighbors.
- Music instruction includes the introduction of instruments, songs with cultural themes, and basic elements of music such as melody, rhythm, harmony and form.
- Physical Education promotes the development of athletic skills and an awareness of health issues.
- Our Guidance Counselor emphasizes social skills, career awareness, study skills, and Character Education.
- Our Library allows students to expand their learning by providing instruction in research techniques, access to literature, and promotes comprehension skills through pleasure reading using programs such as Accelerated Reader.

All related arts classes integrate specific objectives from other aspects of the core curriculum. Since all students learn differently, the melding of related arts with core subjects enhances comprehension and provides for a greater range of expression.

2. A multi-faceted approach to reading has proven effective in delivering quality instruction to each student. Reading/Language Arts Curriculum committees, textbook committees, EastView's Instructional Coordinator, and parents make decisions regarding the reading path. They have found that using a variety of techniques reaches the diverse learning patterns of more students.

EastView teachers believe that reading is the key to academic success. Our total reading program combines several methods, (phonemic awareness, systematic, explicit phonics instruction, and sight words) in a continuum of skills. Teachers use many resources as tools to facilitate learning. At the primary level teachers employ an extensive phonics program, which enables children to build a strong foundation for reading. Additionally, reading buddies, parent volunteers, and graphic organizers, are integral components of our reading program. Furthermore, reading and writing are taught across the curriculum by the application of word walls, learning centers, and multi-sensory approaches. Novels and trade books are offered in addition to the basal readers. All grade levels use the popular and motivating Accelerated Reading software, where incentives are given for points received and medals are awarded to high scorers at the end of the year.

Reading is a problem solving activity, which increases power and flexibility and we regard it as an integral part of our daily instruction. It is our desire for all students to be proficient readers by third grade. EastView teachers take great pleasure in helping children become successful and life-long readers.

3. Mathematics is an essential skill students will need the rest of their lives. EastView teachers deliver one hour of quality mathematical instruction daily. The mathematics curriculum is designed to teach appropriate grade level skills. Students gain a fundamental understanding of measurement, geometry, number operations, probability and algebra. To achieve maximum learning, technologies such as calculators, computer software, concrete materials, thinking maps, "problem of the day" activities, and math games are matched to students' abilities.

Teachers have committed in-service time, grade-level conferences, staff meetings, and training sessions toward the planning, implementation and evaluation of the mathematics program at EastView. Through this ongoing challenge, students will learn another essential skill for productivity in a modern society.

4. A variety of instructional strategies have proven effective in enabling our students to achieve their maximum potential. Teachers strive to actively engage children in the learning process each day. Science experiments, field trips, thinking maps, and the research and portrayal of historical figures are just a few examples of hands on activities used daily at EastView.

Technology is also an integral component of our instruction. Computer programs are used to enrich and provide individualized lessons. Children use computers for a number of research purposes, including a daily process in which fifth graders produce and broadcast the “Wildcat News” program. Multi-media presentations and 3-dimensional projects enhance traditional book reports.

In an effort to prepare our students to work successfully with others, teachers provide cooperative learning situations on a regular basis. Peer tutoring opportunities also allow students to learn from each other. One excellent example is the “Reading Buddies” program in which fifth graders spend time working with first graders on reading skills.

Careful analysis of varied forms of assessment including teacher observation, portfolios, and standardized tests, allow us to better individualize instruction and meet the specific needs of each child. A combination of all of these instructional strategies advances us toward the fulfillment of our mission to prepare students to lead happy and productive lives in a modern society.

5. EastView Elementary School strives to encourage and support the professional development of all faculty members by offering programs and opportunities that cater to their individual needs. Professional development has a direct impact on student achievement. Professional development activities help teachers to accommodate diverse learning styles in their classrooms. Since a multitude of teaching strategies must be used for all students to progress, professional development is a key factor to EastView’s success.

There are many opportunities throughout the year for professional development. The knowledge gained through these activities is shared with other teachers. Through collaboration, instructors can better utilize concepts in classroom activities such as: Thinking Maps, curriculum mapping, Six Traits of Writing, and Four Blocks. Early in each school year our staff gathers, organizes, and analyzes student achievement data. This enables us to address the specific learning needs of each student.

We are most fortunate to have professional development activities to enhance our teaching. In addition to these programs, all full-time certified staff members attend regular on-site in-service programs. Paraprofessionals are also encouraged to participate in these offerings, expanding their opportunities for professional growth and insuring continuity in the pursuit of our school’s mission.

## Part VII – Assessment Results

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### Blue Ribbon Data Summary

Over the past 15 years, the demographic composition of the student population for EastView Elementary School has shown a gradual but steady increase in the percentage of low socio-economic status, special education eligible, and ethnic/minority groups. The average performance level each year, however, has been consistently at the same high level in all subject areas including reading and math. This has been due to several factors including improved instructional techniques in the regular classroom setting and also an increase in the number of support staff for not only special needs students but also any student who is in need of academic assistance.

Upon review of the desegregated TCAP data for EastView Elementary School over the past several years for which this data is available, it is evident that low income students as a group tend to demonstrate improved skills in reading and math as they move from lower grade levels to upper grade levels and also from year to year. Also, ethnic/racial groups have demonstrated a high level of academic functioning in comparison to state averages in reading and math as a group (see attached data charts). Many of the ethnic/racial subgroup students were also ESL students at the time they participated in the state mandated tests. There were no students excluded from the assessment process. TCAP is a customized achievement test for Tennessee published by CTB/McGraw-Hill LLC. The TCAP test is fresh and non-redundant every year and includes criterion-referenced as well as norm-referenced test items. TCAP uses the TerraNova – Second Edition normed in 2000. The category of proficient plus advanced should be interpreted as the student demonstrates mastery of grade level material or above.

**BLUE RIBBON SCHOOLS PROGRAM**

**Grade 3 – Reading**

Testing Months: March/April

EastView Scores

<b>TOTAL PERCENT OF STUDENTS:</b>	<b>2002 2003</b>	<b>2001 2002</b>	<b>2000 2001</b>	<b>1999 2000</b>	<b>1998 1999</b>
At or Above Basic Level of Skills	100	100	100	100	100
At or Above Proficient Level of Skills	38	36	36	23	32
At or Above Advanced Level of Skills	10	14	9	7	3

<b>TOTAL PERCENT OF STUDENTS ELIGIBLE FOR FREE &amp; REDUCED LUNCH</b>	<b>2002 2003</b>	<b>2001 2002</b>	<b>2000 2001</b>	<b>1999 2000</b>	<b>1998 1999</b>
At or Above Basic Level of Skills	100	100	NA	NA	NA
At or Above Proficient Level of Skills	13	8	NA	NA	NA
At or Above Advanced Level of Skills	0	8	NA	NA	NA

<b>NUMBER OF STUDENTS TESTED:</b>	<b>2002 2003</b>	<b>2001 2002</b>	<b>2000 2001</b>	<b>1999 2000</b>	<b>1998 1999</b>
Number of Students Tested	54	49	53	61	59
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

**\*There are insufficient numbers of students to disaggregate by ethnic minority groups.**

**BLUE RIBBON SCHOOLS PROGRAM**

**Grade 4 – Reading**

Testing Months: March/April

EastView Scores

<b>TOTAL PERCENT OF STUDENTS:</b>	<b>2002 2003</b>	<b>2001 2002</b>	<b>2000 2001</b>	<b>1999 2000</b>	<b>1998 1999</b>
At or Above Basic Level of Skills	100	100	100	100	100
At or Above Proficient Level of Skills	41	49	38	46	41
At or Above Advanced Level of Skills	8	7	11	16	11

<b>TOTAL PERCENT OF STUDENTS ELIGIBLE FOR FREE &amp; REDUCED LUNCH</b>	<b>2002 2003</b>	<b>2001 2002</b>	<b>2000 2001</b>	<b>1999 2000</b>	<b>1998 1999</b>
At or Above Basic Level of Skills	100	100	NA	NA	NA
At or Above Proficient Level of Skills	12	43	NA	NA	NA
At or Above Advanced Level of Skills	0	0	NA	NA	NA

<b>NUMBER OF STUDENTS TESTED:</b>	<b>2002 2003</b>	<b>2001 2002</b>	<b>2000 2001</b>	<b>1999 2000</b>	<b>1998 1999</b>
Number of Students Tested	45	59	61	64	64
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

**\*There are insufficient numbers of students to disaggregate by ethnic minority groups.**

**BLUE RIBBON SCHOOLS PROGRAM**

**Grade 5 – Reading**

Testing Months: March/April

EastView Scores

<b>TOTAL PERCENT OF STUDENTS:</b>	<b>2002 2003</b>	<b>2001 2002</b>	<b>2000 2001</b>	<b>1999 2000</b>	<b>1998 1999</b>
At or Above Basic Level of Skills	100	100	100	100	100
At or Above Proficient Level of Skills	67	69	60	59	67
At or Above Advanced Level of Skills	21	21	26	23	23

<b>TOTAL PERCENT OF STUDENTS ELIGIBLE FOR FREE &amp; REDUCED LUNCH</b>	<b>2002 2003</b>	<b>2001 2002</b>	<b>2000 2001</b>	<b>1999 2000</b>	<b>1998 1999</b>
At or Above Basic Level of Skills	100	100	NA	NA	NA
At or Above Proficient Level of Skills	30	25	NA	NA	NA
At or Above Advanced Level of Skills	10	0	NA	NA	NA

<b>NUMBER OF STUDENTS TESTED:</b>	<b>2002 2003</b>	<b>2001 2002</b>	<b>2000 2001</b>	<b>1999 2000</b>	<b>1998 1999</b>
Number of Students Tested	59	66	61	62	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

**\*There are insufficient numbers of students to disaggregate by ethnic minority groups.**

**BLUE RIBBON SCHOOLS PROGRAM**

**Grade 3 – Math**

Testing Months: March/April

EastView Scores

<b>TOTAL PERCENT OF STUDENTS:</b>	<b>2002 2003</b>	<b>2001 2002</b>	<b>2000 2001</b>	<b>1999 2000</b>	<b>1998 1999</b>
At or Above Basic Level of Skills	100	100	100	100	100
At or Above Proficient Level of Skills	46	22	20	15	15
At or Above Advanced Level of Skills	17	10	11	8	0

<b>TOTAL PERCENT OF STUDENTS ELIGIBLE FOR FREE &amp; REDUCED LUNCH</b>	<b>2002 2003</b>	<b>2001 2002</b>	<b>2000 2001</b>	<b>1999 2000</b>	<b>1998 1999</b>
At or Above Basic Level of Skills	100	100	NA	NA	NA
At or Above Proficient Level of Skills	50	0	NA	NA	NA
At or Above Advanced Level of Skills	13	0	NA	NA	NA

<b>NUMBER OF STUDENTS TESTED:</b>	<b>2002 2003</b>	<b>2001 2002</b>	<b>2000 2001</b>	<b>1999 2000</b>	<b>1998 1999</b>
Number of Students Tested	54	49	53	61	60
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

**\*There are insufficient numbers of students to disaggregate by ethnic minority groups.**

**BLUE RIBBON SCHOOLS PROGRAM**

**Grade 4 – Math**

Testing Months: March/April

EastView Scores

<b>TOTAL PERCENT OF STUDENTS:</b>	<b>2002 2003</b>	<b>2001 2002</b>	<b>2000 2001</b>	<b>1999 2000</b>	<b>1998 1999</b>
At or Above Basic Level of Skills	100	100	100	100	100
At or Above Proficient Level of Skills	35	32	37	46	29
At or Above Advanced Level of Skills	10	8	13	23	9

<b>TOTAL PERCENT OF STUDENTS ELIGIBLE FOR FREE &amp; REDUCED LUNCH</b>	<b>2002 2003</b>	<b>2001 2002</b>	<b>2000 2001</b>	<b>1999 2000</b>	<b>1998 1999</b>
At or Above Basic Level of Skills	100	100	NA	NA	NA
At or Above Proficient Level of Skills	8	29	NA	NA	NA
At or Above Advanced Level of Skills	0	0	NA	NA	NA

<b>NUMBER OF STUDENTS TESTED:</b>	<b>2002 2003</b>	<b>2001 2002</b>	<b>2000 2001</b>	<b>1999 2000</b>	<b>1998 1999</b>
Number of Students Tested	45	59	61	64	64
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

**\*There are insufficient numbers of students to disaggregate by ethnic minority groups.**

**BLUE RIBBON SCHOOLS PROGRAM**

**Grade 5 – Math**

Testing Months: March/April

EastView Scores

<b>TOTAL PERCENT OF STUDENTS:</b>	<b>2002 2003</b>	<b>2001 2002</b>	<b>2000 2001</b>	<b>1999 2000</b>	<b>1998 1999</b>
At or Above Basic Level of Skills	100	100	100	100	100
At or Above Proficient Level of Skills	75	51	30	68	59
At or Above Advanced Level of Skills	23	27	10	41	26

<b>TOTAL PERCENT OF STUDENTS ELIGIBLE FOR FREE &amp; REDUCED LUNCH</b>	<b>2002 2003</b>	<b>2001 2002</b>	<b>2000 2001</b>	<b>1999 2000</b>	<b>1998 1999</b>
At or Above Basic Level of Skills	100	100	NA	NA	NA
At or Above Proficient Level of Skills	60	13	NA	NA	NA
At or Above Advanced Level of Skills	20	0	NA	NA	NA

<b>NUMBER OF STUDENTS TESTED:</b>	<b>2002 2003</b>	<b>2001 2002</b>	<b>2000 2001</b>	<b>1999 2000</b>	<b>1998 1999</b>
Number of Students Tested	59	66	61	64	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

**\*There are insufficient numbers of students to disaggregate by ethnic minority groups.**