

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

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

Official School Name C. Hunter Ritchie Elementary School (As it should appear in the official records)

School Mailing Address 4416 Broad Run Church Road (If address is P.O. Box, also include street address)

New Baltimore, VA 20187-2535 City State Zip Code+4 (9 digits total)

Tel. (540) 349-0460 Fax (540) 349-0469

Website/URL fcps1.org E-mail lbell@fcps1.org

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

(Principal's Signature) Date

Name of Superintendent* Dr. J. David Martin (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fauquier County Public Schools Tel. (540) 351-1011

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. Bronwyn H. Lambelet, Chairman (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

*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 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 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

DISTRICT

1. Number of schools in the district: 10 Elementary schools
 4 Middle schools
 — Junior high schools
 2 High schools
 1 Other (Briefly explain) (Alternative Ed)
 17 TOTAL
2. District Per Pupil Expenditure: \$8,351
 Average State Per Pupil Expenditure: \$7,836

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/Suburban
4. 14 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
K	46	54	100
1	42	39	81
2	48	38	86
3	43	49	92
4	54	45	99
5	35	58	93
TOTAL STUDENTS IN THE APPLYING SCHOOL →			551

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|------------------------------------|
| _____ | 94 % White |
| _____ | 3 % Black or African American |
| _____ | 1.5 % Hispanic or Latino |
| _____ | 1.5 % Asian/Pacific Islander |
| _____ | 0 % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 8 %

(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.	25
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	42
(4)	Total number of students in the school as of October 1	551
(5)	Subtotal in row (3) divided by total in row (4)	0.08
(6)	Amount in row (5) multiplied by 100	8

8. Limited English Proficient students in the school: 0.2 %
1 Total Number Limited English Proficient

Number of languages represented: 1

Specify languages:

Kazakh

9. Students eligible for free/reduced-priced meals: 4.7 %

26 Total Number Students Who Qualify

10. Students receiving special education services: 10.8 %

60 Total Number of Students Served

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

<u>9</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>10</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>22</u> Speech or Language Impairment
<u>4</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness
<u>1</u> Dev. Delay	<u>1</u> EMO Disturb

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>27*</u>	<u> </u>
* includes 2 Sp. Ed. Self-contained		
Special resource teachers/specialists	<u>1</u>	<u> </u>
Paraprofessionals	<u>1</u>	<u> </u>
Support staff	<u>3</u>	<u> </u>
Total number	<u>34</u>	<u> </u>

12. Average school student-“classroom teacher” ratio: 20.4

13. Below is the attendance patterns of students as a percentage.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.61	95.83	97.90	96.25	95.89
Daily teacher attendance		-----	Unavailable	-----	
Teacher turnover rate	4%	4%	0	0	0

PART III - SUMMARY

C. Hunter Ritchie School is a kindergarten through grade five public school named after a Virginia gentleman who served on the county school board for 28 years. The school was opened in 1990. It is located on Route 600 near the village of New Baltimore. The facilities at Ritchie consist of 33 classrooms, a multipurpose room, library, and one computer lab.

Ritchie serves 560 students with an average class size of 22:1. Its instructional program guides students to become successful, independent readers and writers, mathematicians who reason and compute accurately, historians who know and understand the past and how it shapes the future, and scientists who use investigation and inquiry to learn about the world. Technology is integrated throughout the curriculum. Student progress is continually assessed to inform instruction.

Ritchie's mission is the same as it is for the entire division: to cultivate the intellect, ability, and character of each student to ensure an educated citizenry. Ritchie, therefore, is committed to addressing both the academic and social needs of each student. The staff has developed specific programs to meet these needs and Ritchie's student achievement success is the result of this careful strategic attention. Ritchie students come from economically diverse backgrounds; ethnic diversity exists in type, but not in large numbers. In September 2003, the student enrollment at our school is made up of 91 percent Caucasian, 5 percent African-American, 2 percent Asian, and 2 percent Hispanic.

Five percent of the students qualify for free and reduced priced meals. The student population is comprised of students that speak English primarily at home. Ritchie Elementary has several programs that focus on helping "at risk" students and the special needs of all students. ("At-risk" is defined as students that may not pass the state standard assessments in reading and math based on teacher evaluation, previous SOL experience, STAR assessments, PALS scores, COGAT scores, and SOLAR testing.) This assistance is provided by having both during and after-school programs with specialized instruction. We also have a gifted and talented program for identified students and art, music, and physical education instruction for all students.

Finally, the community gives unlimited support to Ritchie. The PTO and volunteer programs make the difference. Parent participation in school conferences, activities, and events sends a meaningful message to children that school is important. The school serves as a meeting place for many community events each month including scouting programs, recreational athletics, and citizens' meetings. It is this kind of collaboration that has elevated Ritchie's success.

PART IV – INDICATORS OF ACADEMIC SUCCESS

I. Explanation of Reading Results

SOL (Standards of Learning) reading tests are state wide criterion reference tests given in grades 3 and 5. The charts contained in this report are labeled literature, research, and writing at 3rd and reading/literature and research at 5th. In Virginia, these assessments are used to determine adequate yearly progress (as defined in the NCLB Act) for the entire school and each subgroup. They are also used to determine school accreditation. Ritchie has been fully accredited for four years—the duration of the SOL accreditation program.

Standards of Learning assessment results in reading are in three levels: passed (proficient), pass advanced, or failed (below passing). The scores shown in the chart and graphs are the passing percentages, i.e., the percentage of students making the passing benchmark score of 400. The charts show this information for each subgroup. For example, the chart on Grade5 reading shows that in 2003 a total of 95% of Ritchie's students passed the state test, and 38% of those passing scored in the advanced category.

The charts show disaggregated data across three years; the graphs show aggregate group data across six years. Ritchie's tests results show gains across all years.

Explanation of Mathematics Results

SOL (Standards of Learning) mathematics tests are state wide criterion reference tests given in grades 3 and 5. In Virginia, these assessments are used to determine adequate yearly progress (as defined in the NCLB Act) for the entire school and each subgroup. They are also used to determine school accreditation. Ritchie has been fully accredited for the duration of the SOL accreditation program, and in 3rd grade mathematics the school reached a 96% passing rate in 2003. Standards of Learning assessment results in mathematics are in three levels: passed (proficient), pass advanced, or failed (below passing). The scores shown in the chart and graphs are the passing percentages, i.e., the percentage of students making the passing benchmark score of 400. The charts show this information for each subgroup. For example, the chart on Grade 5 mathematics shows that in 2003 a total of 95% of Ritchie's students passed the state test, and 37% of those passing scored in the advanced category.

The charts show disaggregated data across three years; the graphs show aggregate group data across six years. The climb in achievement has been significant.

II. Use of Assessment Data to Improve Student Achievement

Ritchie Elementary School uses assessment data to make instructional and leadership decisions annually. All Fauquier County Public Schools must develop annual improvement plans. In planning for each school year the Ritchie staff's improvement plan is data-driven at its core. The school improvement team reviews its student achievement results, develops strategies to address the data, and implements the strategies/goals. For example, historically, the 5th grade SOL math assessment and the 3rd grade SOL English test have been most difficult for Ritchie students. The first focus of the plan, then, lies with those students who are still not passing the SOL tests. Those children, though their numbers are relatively small, are the focus of the school's improvement plan. Analysis of the school's data indicates that most of the children not meeting these expectations have learning disabilities or are below average in cognitive functioning. Most of these children have been referred to the school's student support program and teacher assistance team (called TAT) and a limited number are tested for eligibility for Special Education services. Many have been served in the reading lab and Reading Buddies Program. The school plan documents further efforts that help these children achieve greater academic success as measured by the SOL assessment. The goal is to have all students meeting the 400 passing benchmark and specifically to have students in subgroups raise their scores at least 5%-10% annually. The second focus area is to increase the number of students achieving a pass advanced score on the SOL tests. The school believes that it must encourage its students to reach the highest benchmarks. If the sky is the limit for the school, then shall it be for each student. School Improvement Plans are implemented, monitored, and adjusted based on any new data that comes available.

III. Communication of Student Performance to Parents, Students, and the Community

As stated previously, the Ritchie administration develops an annual school improvement plan which includes an overview of the school to include its history and successes, a summation of the school demographics to include student and faculty information, the school's most recent data, an explanation of what the data reveal, and goals and strategies for the school year. The plan is submitted to the superintendent and made available to the *parents and the community* via hard or electronic copy. A summation of plans is also presented in a public meeting to the school board annually, and each school's plan is presented publicly at least every two years. Finally, implementation of strategies and programs at both the school and classroom level are reported to *parents* via classroom and school newsletters and website information. Students' performance is tracked systematically and shared with each *student* in conferences, written feedback, and in whole-group forums.

IV. Sharing of Successes Beyond the School Walls As stated previously the school's plan is presented in a public meeting to the school board on a regular basis. Central office instructional staff members read all plans and after having read the plan share appropriate strategies with other schools. Further, the administration encourages teachers to share their successes with staff and then share the information with the central office staff. Typically, school staff members then present ideas at the school division's Instructional Framework Conference held in the Spring of each school year. Ritchie staff members also participate in regional and state workshops as presenters and participants.

PART V – CURRICULUM AND INSTRUCTION

I. The C. Hunter Ritchie Core and Fine Arts Curriculum and Related Arts

The core curriculum mirrors that of the state’s core curriculum which is based on high content standards.

As stated previously, Ritchie’s **English** program guides students to become successful, independent readers and writers. In kindergarten through third grade, the primary goal is to teach all students to read fluently and to comprehend a variety of fiction and nonfiction selections that relate to all areas of the curriculum. In fourth and fifth grades, students continue to acquire and refine strategies for comprehending and analyzing selections that encompass all literary types, exemplify universal themes, and relate to all subjects. Further, students acquire the ability to make full and effective use of the written and spoken language in their future educational, occupational, and personal endeavors.

The Ritchie **mathematics** program seeks to develop mathematicians who reason and compute accurately. Standards with specific mathematics content strands are identified for kindergarten through fifth grade. These content strands are Number and Number Sense; Computation and Estimation; Measurement; Geometry; Probability and Statistics; and Patterns, Functions, and Algebra.

Ritchie’s **history and social science curriculum** standards seek to develop historians who know and understand the past and how it shapes the future. The History and Social Science Standards are designed to (1) develop the knowledge and skills of history, geography, civics, and economics that enable students to place the people, ideas, and events that have shaped our state and our nation in perspective; (2) instill in students a thoughtful pride in the history of America through an understanding that what “We the People of the United States” launched more than two centuries ago was not a perfect union, but a continual effort to build a “more perfect” union, one which has become the world’s most successful experiment in constitutional self-government; (3) enable students to understand the basic values, principles, and operation of American constitutional democracy; (4) prepare students for informed and responsible citizenship; (5) develop students’ skills in debate, discussion, and writing; and (6) provide students with a framework for continuing education in history and the social sciences.

The **science** curriculum produces scientists who use investigation and inquiry to learn about the world. The purposes of scientific investigation and discovery are to satisfy humankind’s quest for knowledge and understanding and to preserve and enhance the quality of the human experience. The science standards identify academic content for essential components of the science curriculum at different grade levels. Throughout a student’s science schooling from kindergarten through grade six, specific content strands, or topics, are included. These strands are (1) Scientific Investigation, Reasoning, and Logic; (2) Force, Motion, and Energy; (3) Matter; (4) Life Processes; (5) Living Systems; (6) Interrelationships in Earth/Space Systems; (7) Earth Patterns, Cycles, and Change; and (8) Resources.

Finally, the arts are supported through assigned staff members to both art and music. Each staff member in the arts is highly qualified in his/her respective area and provides opportunities for students to meet standards in music related to performance, creativity, investigation, and connections (connecting music to other areas). In art, students explore visual communication and production, culture as it relates to art, aesthetics/appreciation, and safety. The arts curricula support the core areas but also provide students with opportunities to express ideas and talents in non-linguistic ways.

II. The Reading Curriculum at C. Hunter Ritchie

The K-5 reading curriculum addresses 10 key components:

- phonological awareness instruction
- phonics instruction
- alphabet knowledge instruction
- presence of decodable text
- vocabulary instruction
- listening comprehension instruction
- reading comprehension instruction
- presence of information texts
- ongoing assessments

The reading series supports the philosophy of reading instruction in Fauquier County Public Schools as well as Virginia's *Standards of Learning*. Through the use of the series, as well as library and other supplemental resources, students are provided with a balanced reading program and receive a solid foundation in classic and contemporary literature. Instruction begins by developing phonological and phonemic awareness as a precursor to phonics instruction. Explicit instruction along with practice and application builds letter-sound knowledge, decoding strategies, spelling, and word analysis skills. After students learn to read, the curriculum continues to focus on appropriate literacy opportunities, skills (including phonics), and strategies that will assure continued success as students move through the upper elementary grades. Spelling instruction uses the word study approach. The curriculum promotes family literacy and provides a variety of literacy materials to be used by parents and students at home. Instruction is differentiated to address the needs of the diverse learners through flexible grouping within the regular classroom and with the support of the reading specialist in the reading lab. Assessment is ongoing: PALS (Phonological Awareness and Literacy Screening) scores in grades K-3 are used for placement in the reading center, and S.T.A.R. Reading and Accelerated Reader quizzes along with the Scott Foresman Reading assessments are used to inform instruction.

The choice of reading program is a division decision; however, the staff at Ritchie implements the program in its own unique way. Ritchie's program is marked by a strong commitment to grade level planning and pacing, differentiation of strategies and resources, and providing blocks of time for students to read at their instructional level.

III. Use of Technology to Support Essential Skills and Overall Mission

The school and division's mission *to cultivate the intellect, ability, and character of each student to ensure an educated citizenry* will not be realized if educators do not maximize the use of technology for instruction purposes. Therefore, a critical curriculum area is technology. While technology should not and does not stand alone as a separate entity, the state has identified specific requirements in reference technology and Ritchie has embraced these requirements. Minimum skills that students should acquire by the end of Grade 5 include the following: (1) demonstrating a basic understanding of computer theory including bits, bytes, and binary logic; (2) developing a basic technology vocabulary (3) Selecting and use technology appropriate to tasks; (4) developing basic keyboarding skills. (5) Operating peripheral devices;(6) applying technologies to strategies for problem solving; and (7) critical thinking and (8) processing, storing, retrieving, and transmitting electronic information.

IV. Instructional Methods to Improve Student Achievement

Research-based instructional strategies are emphasized at Ritchie; these strategies are described by educational (McRel) researcher, Dr. Robert Marzano. Examples include the use of comparison and contrast discussions and activities, non-linguistic representations, and summarization to teach content. Further, an emphasis on quality differentiated instruction under girds all of Ritchie's instructional

programs. Special instructional programs include the following: (1) “Reading Buddies” program—trained adult tutors to work with individuals, grades 1-3; (2) after school remediation twice weekly for grades 2 through 5 for at risk students from January through May by professional staff ; (3) an annual summer pre-Kindergarten program for at-risk students called “Ready to Grow”; (4) use of the Accelerated Reader program; (5) use of individual student portfolios for those students with disabilities or limited English proficiency, economically disadvantaged and minority students. Finally, after school enrichment opportunities for students include a Foreign Language Exploratory, Chess Club, Battle of the Books, Destination Imagination, and Math Club.

V. Professional Development at C. Hunter Ritchie and Its Relationship to Student Achievement

The professional development activities listed below are described in the school’s school improvement plan. Each activity is directly related to the student achievement goals described in Part IV of this application. The workshop titles and/or focus topics for 2002-2003 are as follows:

- a. Analyzing of standardized test scores to promote student success.
- b. Training staff in the use of the donated Learning Tree Technology Cart.
- c. SOLAR (Standards of Learning Assessment Resource) training, K-5
- d. Workshop on Higher Level Thinking Skills in Math.
- e. Workshop on similarities and differences based on Marzano’s *Classroom Instruction that Works*.
- f. School division workshops on alignment of Math curriculum and text.
- g. Selected teachers attending reading conferences.
- h. Training in differentiation of instruction.

PART VII - ASSESSMENT RESULTS

GRADE 3 MATHEMATICS

	2001	2002	2003
% at Advanced	46%	39%	69%
% at or above Proficient	41%	48%	27%
% Failed	13%	12%	3%
# tested	78	89	91
% tested	96%	98%	100%
# absent	3	2	0
% absent	4%	2%	0%

	Subgroup Transfers	Subgroup Transfers	Subgroup Transfers
# tested	3	1	2
% tested	4%	1%	2%
% at Advanced	0%	0%	50%
% at or above Proficient	62%	100%	50%
% Failed	33%	0%	0%

	Black	Black	Black
# tested	1	4	1
% tested	1%	4%	1%
% at Advanced	0%	0%	100%
% at or above Proficient	0%	25%	0%
% Failed	100%	75%	0%

	Hispanic	Asian/Pacific	Hispanic	Asian/Pacific	Hispanic	Asian/Pacific
# tested	1	0	0	3	2	0
% tested	1%	0%	0%	3%	2%	0%
% at Advanced	0%	0%	0%	33%	100%	0%
% at or above Proficient	100%	0%	0%	33%	0%	0%
% Failed	0%	0%	0%	33%	0%	0%

STATE SCORES

% at Advanced	38%	40%	48%
% at or Above Proficient	39%	40%	35%
% Failed	23%	20%	17%

GRADE 3 LITERATURE AND RESEARCH AND WRITING

	2001	2002	2003
% at Advanced	12%	28%	37%
% at or above Proficient	68%	55%	58%
% Failed	21%	17%	6%
# tested	78	89	90
% tested	96%	98%	99%
# absent	3	2	1
% absent	4%	2%	1%

	Subgroup Transfers	Subgroup Transfers	Subgroup Transfers
# tested	3	1	2
% tested	4%	1%	2%
% at Advanced	0%	0%	0%
% at or above Proficient	100%	100%	100%
% Failed	0%	0%	0%

	Black	Black	Black
# tested	1	4	1
% tested	1%	4%	1%
% at Advanced	0%	0%	0%
% at or above Proficient	0%	25%	100%
% Failed	100%	75%	0%

	Hispanic	Asian/Pacific	Hispanic	Asian/Pacific	Hispanic	Asian/Pacific
# tested	1	0	0	3	2	0
% tested	1%	0%	0%	3%	2%	0%
% at Advanced	0%	0%	0%	33%	0%	0%
% at or above Proficient	100%	0%	0%	33%	100%	0%
% Failed	0%	0%	0%	33%	0%	0%

STATE SCORES

% at Advanced	11%	16%	19%
% at or Above Proficient	53%	55%	53%
% Failed	35%	28%	28%

GRADE 5 MATHEMATICS

	2001	2002	2003
% at Advanced	13%	17%	37%
% at or above Proficient	66%	62%	58%
% Failed	21%	20%	5%
# tested	90	98	92
% tested	99%	100%	100%
# absent	1	0	0
% absent	1%	0%	0%

	Subgroup Transfers	Subgroup Transfers	Subgroup Transfers
# tested	1	2	4
% tested	1%	2%	4%
% at Advanced	0%	0%	25%
% at or above Proficient	100%	50%	50%
% Failed	0%	50%	25%

	Black	Black	Black
# tested	4	7	2
% tested	4%	7%	2%
% at Advanced	0%	0%	0%
% at or above Proficient	75%	29%	50%
% Failed	25%	71%	50%

	Hispanic	Asian/Pacific	Hispanic	Asian/Pacific	Hispanic	Asian/Pacific
# tested	1	1	2	1	1	0
% tested	1%	1%	2%	1%	1%	0%
% at Advanced	100%	0%	50%	0%	100%	0%
% at or above Proficient	0%	100%	50%	100%	0%	0%
% Failed	0%	0%	0%	0%	0%	0%

STATE SCORES

% at Advanced	14%	16%	18%
% at or Above Proficient	52%	55%	56%
% Failed	33%	29%	26%

GRADE 5 READING/LITERATURE AND RESEARCH

	2001	2002	2003
% at Advanced	15%	31%	38%
% at or above Proficient	73%	57%	57%
% Failed	12%	12%	5%
# tested	89	97	92
% tested	98%	99%	100%
# absent	2	1	0
% absent	2%	1%	0%

	Subgroup Transfers	Subgroup Transfers	Subgroup Transfers
# tested	1	2	4
% tested	1%	2%	4%
% at Advanced	0%	50%	25%
% at or above Proficient	100%	50%	50%
% Failed	0%	0%	25%

	Black	Black	Black
# tested	4	7	2
% tested	4%	7%	2%
% at Advanced	0%	0%	0%
% at or above Proficient	75%	57%	50%
% Failed	25%	43%	50%

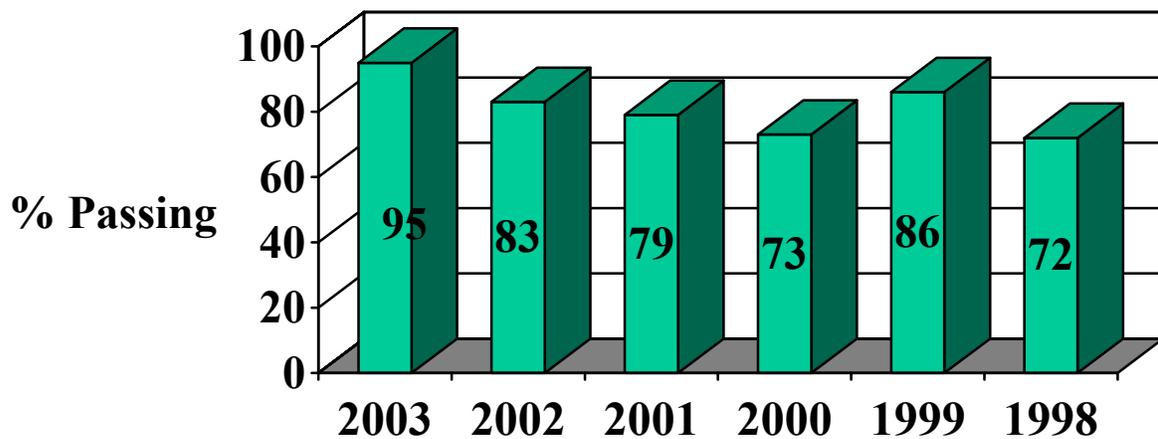
	Hispanic	Asian/Pacific	Hispanic	Asian/Pacific	Hispanic	Asian/Pacific
# tested	1	1	2	1	1	0
% tested	1%	1%	2%	1%	1%	0%
% at Advanced	0%	0%	0%	0%	100%	0%
% at or above Proficient	100%	100%	100%	100%	0%	0%
% Failed	0%	0%	0%	0%	0%	0%

STATE SCORES

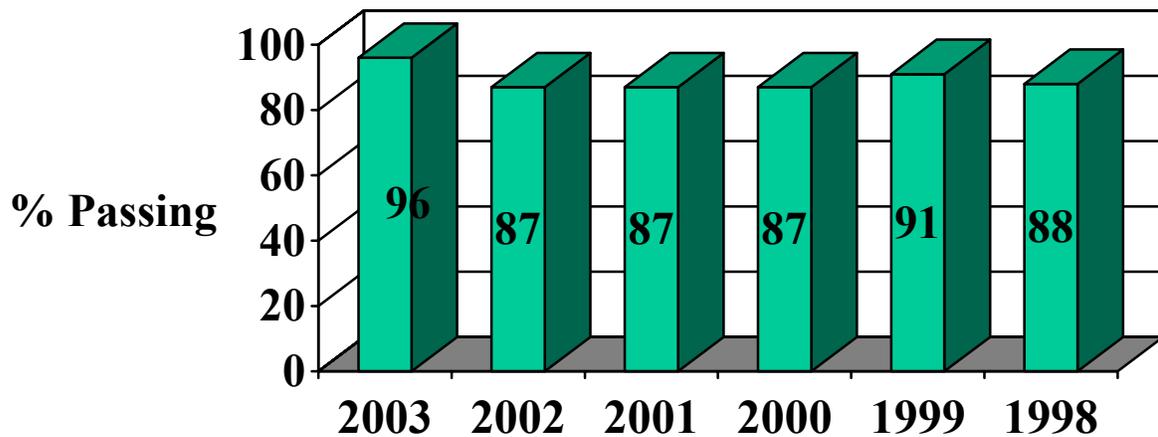
% at Advanced	13%	17%	19%
% at or Above Proficient	60%	61%	63%
% Failed	27%	22%	18%

The Third Grade SOL Passing Rates Yearly Comparison

English

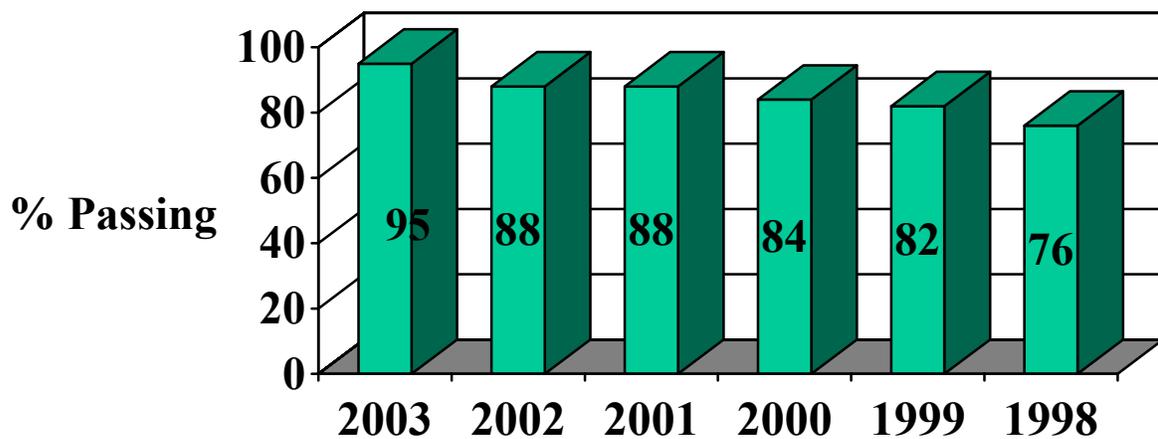


Mathematics



Fifth Grade SOL Passing Rates Yearly Comparison

English: RLR



Mathematics

