Revised March 18, 2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Type of School: **Elementary (Pre-K – 5)**

Name of Principal: **Mrs. Hilda J. Puryear**

Official School Name: **Chase City Elementary School**

County: **Mecklenburg**

School Mailing Address: **5450 Highway Forty-seven**
Chase City, Virginia 23924-3728

School Code Number: **058-0910**

Telephone: **(434) 372-4770** Fax: **(434) 372-5294**

Website/URL: www.meck.k12.va.us E-mail: hpuryear@meck.k12.va.us

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

_____ Date:_____
(Principal's Signature)

Name of Superintendent: **Dr. Frank Polakiewicz**

District Name: **Mecklenburg County** Telephone: **(434) 738-6111**

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.

_____ Date:_____
(Superintendent's Signature)

Name of School Board Chairperson: **Mr. B. A. Bowen**

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.

_____ Date:_____
(School Board Chairperson's Signature)

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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as 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:
   - **7** Elementary Schools
   - **2** Middle Schools
   - **0** Junior High Schools
   - **2** High Schools
   - **1** Other (Alternative Education Grades 8-12)

   12 TOTAL

2. District Per Pupil Expenditure: **$ 7,106.00**

   Average State Per Pupil Expenditure: **$ 8,186.00**

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
   [**x**] Small city or town in a rural area
   [ ] Rural

4. **11** Number of years the principal has been in her/his position at this school.

   NA If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	9	7	**16**	**7**			
K	49	32	**81**	**8**			
1	49	43	**92**	**9**			
2	39	41	**80**	**10**			
3	45	42	**87**	**11**			
4	35	44	**79**	**12**			
5	48	31	**79**	**Other**			
6							
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					514

6. Racial/ethnic composition of the students in the school:

47% White
52% Black or African American
1% Hispanic or Latino
0% Asian/Pacific Islander
0% American Indian/Alaskan Native
100% **Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: **12** %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	**33**
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	**28**
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	**61**
(4)	Total number of students in the school as of October 1	**514**
(5)	Subtotal in row (3) divided by total in row (4)	**.12**
(6)	Amount in row (5) multiplied by 100	**12**

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

Number of languages represented: **1**
Specify languages: **Spanish**

9. Students eligible for free/reduced-priced meals: **63%**

Total number students who qualify: **319**

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

10. Students receiving special education services: ____**15**__%
____**79**_Total Number of Students Served

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

__**0**_Autism	__**0**_Orthopedic Impairment
__**0**_Deafness	_**12**_Other Health Impaired
__**0**_Deaf-Blindness	_**39**_Specific Learning Disability
__**4**_Emotional Disturbance	_**19**_Speech or Language Impairment
__**0**_Hearing Impairment	__**0**_Traumatic Brain Injury
__**5**_Mental Retardation	__**0**_Visual Impairment Including Blindness
__**0**_Multiple Disabilities	

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	**2**	**0**
Classroom teachers	**30**	**0**
Special resource teachers/specialists	**8**	**2**
Paraprofessionals	**13**	**0**
Support staff	**20**	**2**
Total number	**72**	**8**

12. Average school student-"classroom teacher" ratio: __**18:1**_

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

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95%	96%	95%	94%	96%
Daily teacher attendance	97%	97%	97%	96%	96%
Teacher turnover rate	12%	13%	7%	5%	5%
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III – SUMMARY

Chase City Elementary is a Title I school located in Mecklenburg County, a part of Southside Virginia which historically is known for its low socio-economic status and the problems associated with a lack of resources. For example, Chase City is located 75 miles from the nearest cultural center and has no recreational facilities. According to the National Institute of Family Literacy, 38% of the adults in the Chase City area are Level 1 readers, possessing only basic reading skills. Thus, the school's mission is to provide educational opportunities for pre-kindergarten through fifth grade students, despite the economic, cultural, educational, and social barriers.

Given these substantial long-term economic and educational barriers, Chase City Elementary School's mission is focused on *sharing, growing, and succeeding together.* Several years ago, the prevailing attitude demonstrated by teachers focused on what the child lacked; now teachers are focusing on what the child knows. This idea has revolutionized Chase City Elementary! The school celebrates reaching goals and learning. The students wear buttons that say it best: "**Ask me what I learned today!**"

School practices have changed. A Building Leadership Team composed of administrator, teacher, parent, and community representatives was established in 1999 to maintain vigilance over the goals, needs, and activities at Chase City Elementary. The climate of shared decision-making fosters a willingness to work together to meet common goals and to be risk-takers without penalty. Time on task is important every day, and implementing and sharing best practices is an expectation. Instruction has moved from teacher-centered, non-collaborative, textbook-oriented, and unfocused toward data-driven, student-centered, multi-sensory, collaborative, and curriculum-oriented.

Data-driven instruction helps Chase City Elementary to recognize and to improve achievement for all demographic groups. The school uses not only data from the Virginia Standards of Learning assessments but also additional data such as Accelerated Reader reports, Phonological Awareness Literacy Screening results, Developmental Reading Assessments, benchmark tests, and end-of-grade tests. Direct, intensive instruction is utilized for academically at-risk students during the school day as well as for remediation. Staff development geared toward incorporating researched-based instructional practices such as using movement, rhythm, and music has improved acquisition and retention for all demographic groups.

With the pressure of high stakes testing, the school has worked to combat the effects of stressors in students, parents, and faculty members. The school has partnered with the county extension department to educate students on healthy foods and the benefits of exercise. Movement songs are played on the intercom each morning to boost brain activity. Students in test-taking grades are adopted by staff members who support and encourage. A buddy system is in place to link faculty members during stressful times. Faculty members relieve stress through fun "field trips" and free after-school yoga classes. Staff and parents attend in-service sessions on stress, depression, obesity, and other wellness issues.

Despite the school's challenging demographics, the school culture embraces the fact that all children must be successful. The Instructional Support Team assists teachers with strategies for struggling students. An ambitious and energetic staff has written grants totaling more than $100,000 to provide creative opportunities for students. An active Parent Teacher Association and business education partnerships have funded incentives and enrichment activities. Thus, data-driven instruction, teamwork, and a positive attitude enabled Chase City Elementary to be the first school in Mecklenburg County to be fully accredited by Virginia, to be the first rural school in America to receive the VH1 *Save the Music* Award, and to be a recipient of the National Chase School Change Award.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. School Assessment Results

The Commonwealth of Virginia has established Standards of Learning (SOL) to ensure all students are provided a quality education. At the end of grades 3 and 5, students participate in criterion-referenced assessments in the areas of English-Reading, Literature, and Research (reading), English-Writing (writing), math, science, and history. Third grade reading and writing scores are combined into one score, while fifth grade reading and writing scores are reported separately. Scores are reported on a scale from 0-600. Proficiency is demonstrated by a score of 400 or more. Advanced proficiency is demonstrated by a score of 500 or more.

Chase City Elementary School, one of seven elementary schools in Mecklenburg County, was the first to become fully accredited, having met the state's standards of proficiency in 2000. School scores for third grade reading have increased from 50% in 2000 to 81% in 2004. In math, CCES third grade students increased their proficiency from 62% in 2000 to 93% in 2004. Fifth grade students have had similar gains. In reading, students have increased their proficiency from 71% in 2000 to 92% in 2004. Similarly, fifth grade math scores increased from 56% in 2000 to 91% in 2004. In addition to earning the status of full accreditation, Chase City Elementary School has also met the provisions for Annual Yearly Progress (AYP) as set by the standards of No Child Left Behind for the years 2003 and 2004.

Each subgroup continues to make similar growth. Third grade Black students have marked progress in reading and math. In 2000, only 39% of Black third grade students tested at the proficient level in reading. In 2004, 83% reached proficiency. Third grade math levels show similar progress: 52% in 2000 to 90% in 2004. Those gains are maintained at the fifth grade level. Reading scores progressed from 63% in 2000 to 87% in 2004. Math scores for Black fifth grade students increased from 43% to 85% from 2000 to 2004, respectively.

At the same time, White third grade students increased their proficiency from 61% to 82% in reading and from 73% to 100% in math. Fifth grade students show similar success. In reading, White students increased their proficiency from 78% in 2000 to 98% in 2004. Math totals show comparable progress from 68% in 2000 to 98% in 2004.

Chase City Elementary School is a Title I school with more than 60% of students receiving free or reduced meals. In the past three years that data has been available, moderate gains can be seen in all areas except third grade reading for economically disadvantaged students. Several other factors contribute to this anomaly; but most are directly related to the ongoing affects of generational poverty. However, the percent of students testing in reading and math has increased to 100% due to NCLB legislation. Further disaggregation of the data reveals steady progress in K-3 reading and a need to revitalize the K-3 writing program.

The state website used to complete this document is www.pen.k12.va.us/.

2. Use of Assessment Data to Improve Student and School Performance

Chase City Elementary School's Building Leadership Team has set as its first priority using data to drive instruction and to secure achievement for all subgroups. Specifically, Chase City Elementary uses data provided from benchmark tests, in-school assessments, and the SOL test results not only to analyze the achievement of subgroups, but also to ascertain the strengths and weaknesses in the curriculum. For example, the Standards of Learning (SOL) for each subject area are subdivided into strands or specific

skills. Through conferences and staff development, all Chase City Elementary faculty members have been trained to disaggregate their students' data through strand analysis. This intensive study of the test scores explicitly shows where mismatches in curriculum and testing take place so that corrections can be made. Currently, the writing program for kindergarten through third grade is the focus of improvement as a direct result of strand analysis. The outcomes of strand analysis also form the basis for remediation and add to teacher "buy-in" as they discover their own areas of strength and weakness. Supporting grades can also appreciate how their instruction impacts the SOL test results. Now Chase City Elementary has a method, fully endorsed by the faculty, to know not only *who* needs remediation, but also *what* specific areas will be targeted. The results are clear as achievement is improving each year for every student.

3. Communication of Student Performance

Chase City Elementary communicates student progress and performance through a variety of ways. All students have daily assignment books to use as a communicator between home and school. Prompt feedback on daily assignments, on Accelerated Reader tests, on Computer Curriculum Corporation results, and on benchmark tests allows the students to know immediately how successful they are. In addition to teacher-student conferences, the guidance counselor meets individually with each student scheduled to participate in the state assessment to set goals for success. Student goals are shared with teachers and parents.

Student progress is shared through weekly papers, report cards, parent-teacher conferences, newspaper articles, and presentations to the PTA. Student success is recognized on a daily basis through intercom announcements and displays throughout the hallways. Two parent-teacher conferences are scheduled during the year, but teachers meet with students and parents whenever needed. Also, the school sends two articles monthly to the three county newspapers spotlighting students and activities.

State assessment results are shared with students, parents, and the community through newspapers, PTA meetings, assessment reports, and the Virginia School Report Card. Strategies for increasing student performance are shared at grade-level parent meetings throughout the year.

4. Sharing School Successes

Sharing success is a hallmark of Chase City Elementary school culture. School success is shared at the national, state, regional, and district levels. Over 75% of the faculty has presented or modeled proven strategies. In 2003-2004, Governor Warner and the Virginia Department of Education selected Chase City Elementary to serve as a PASS school in the Governor's Partnership for Achieving Successful Schools program. Members of the faculty have presented at Fordham University's National Principals Leadership Institute, Virginia Board of Education, Governor's Round Table, Virginia Superintendent's SOL Expo, Virginia Association of Supervision and Curriculum Development, Virginia Association of Elementary School Principals, Virginia Council of Administrators of Special Education, Longwood University, Southside Virginia Community College, Mecklenburg County School Board, Mecklenburg County Business-Education Partnership, Leadership Mecklenburg, and numerous civic clubs. Presently, Chase City Elementary is in the second phase of validation as a model site for the Instructional Support Team Initiative in Virginia.

Chase City Elementary welcomes visitors from numerous schools interested in creative teaching practices, innovative approaches, and resources that improve instruction. The faculty embraces opportunities to share the school's 'southern hospitality' and takes great pride in being asked to present.

PART V – CURRICULUM AND INSTRUCTION

1. Outline of Curriculum

In the Commonwealth of Virginia, the basis for curriculum is the Standards of Learning. Curriculum and pacing guides developed by division content coordinators and classroom teachers incorporate standards that are used in all seven elementary schools within the division. With this instructional foundation in place, curriculum is addressed in a manner to meet the diverse needs of the school population.

The reading/language arts curriculum uses a variety of materials and programs to meet the individual needs of students. It begins in pre-kindergarten, kindergarten, and first grade with a systematic, intensive, direct, explicit phonics program. It is balanced with *Language for Learning*, the Waterford Program, listening and speaking skills, journal writing, and spelling. As students progress from first to fifth grades, they participate in the *Writing and Spelling Road to Reading and Thinking*, Book Buddies, Accelerated Reader, direct instruction, corrective reading, novel studies, computer-based instruction, and a fluency program. Students learn the "pink pencil method" for specific strategies for reading comprehension.

The math curriculum follows the sequential development of skills. Individual needs are addressed by assessment, strand analysis, intervention design, and implementation. Data analysis directs the use of manipulatives, various math fact drills such as Holey Cards, Touch Math, computer-based instruction, Drops in the Bucket, word-problem-a-day, Math Their Way, math life skills, and movement, as well as, rhythm, chants, and cheers to increase retention of concepts.

The emphasis of the science curriculum is understanding and using the scientific method. A hands-on, experimental approach is encouraged and students enjoy on-site exhibits such as Science-by-Van, Starlab, and Ocean in Motion. Field trips are taken to the Danville Science Center, Science Museum of Virginia, Virginia Marine Science Museum, a local power generating plant, and nature walks and studies in nearby parks and conservation areas. The school has a centrally located science room with supplies and equipment for teachers to checkout to use for class experiments and projects.

The social studies curriculum includes history, geography, civics, and economics. Resource people, field trips, and periodicals bolster the content. Students from pre-kindergarten through fifth grade enjoy field trips to community facilities, Native American Day, an Indian pow-wow, Prestwould Plantation, Appomattox Courthouse, Virginia General Assembly, the Virginia Historical Society, Jamestown, and Williamsburg. Kindergartners go to college for a day. Elected local and state officials share their experiences and roles in government. The Jamestown-Yorktown Foundation spends a day on campus with fourth and fifth grade students. For several years, nearly every social studies teacher has received a mini-grant from the Longwood Center for Economics Education for hands-on economics instruction. Thus, students at Chase City Elementary experience as well as study social studies.

Music education enhances and compliments academics at Chase City Elementary. Because of teachers, volunteers, and grants, students may participate in choir, songwriter's club, VH1 band, guitar club, drama, or art lessons.

2a. The Reading Curriculum

The Virginia Standards of Learning establish a rigorous English curriculum to teach all students to read fluently, to comprehend a variety of materials, to write effectively, and to speak in standard English. The common goals driving reading instruction at Chase City Elementary are that reading is the foundation of all learning, that early intervention is critical, and that all students must read 30 minutes daily.

Assessment, systematic instruction, and practice are key components of a comprehensive reading program. Reading achievement is assessed with tools such as SOL test results, Phonological Awareness Literacy Screening, Developmental Reading Assessment, STAR from Renaissance Learning, Measuring Up Tests, Computer Curriculum Corporation (CCC) software, and curriculum-based assessments. These tools help determine reading levels, diagnose weaknesses, and guide instructional practices. Based on information from these tools, reading is taught both in heterogeneously grouped classes and in small groups supported by reading specialists and Title I teachers.

Students receive systematic instruction in phonemic awareness, explicit phonics, fluency, comprehension and test-taking strategies. Scott Foresman is the adopted series for the division, but the faculty recognizes that at-risk students have special needs. Therefore, teachers have pursued research-based instructional methods and materials such as The Riggs Institute's *Writing and Spelling Road to Reading and Thinking*, SRA's *Reading Mastery* and *Corrective Reading*, and Computer Curriculum Corporation software. These resource materials enable the school to meet the systematic instructional needs of all students.

Chase City Elementary's reading program emphasizes daily reading practice for comprehension. Students are encouraged to read for pleasure using the Accelerated Reader with parents monitoring student reading time. Family Reading Night and newsletters provide techniques for reading with children and volunteers spend 45 minutes twice a week as Book Buddies tutors for first graders. Area businesses support reading by providing incentives. Thus, reading instruction at Chase City Elementary is a school, family, and community alliance.

3. The Math Curriculum

Virginia Standards of Learning for Mathematics require that students gain an understanding of fundamental concepts and develop proficiency in arithmetic, measurement, geometry, probability, data analysis, statistics, and algebra. Chase City Elementary encourages the NCTM's (National Council of Teachers of Mathematics) principles of conceptual understanding, critical thinking, and application in solving real-world problems. Teachers help children solve complex problems through reading, writing, discussing, demonstrating, manipulating, and computing.

In order for students to apply math skills to life, Chase City Elementary strives for mastery of basic facts; then, teachers focus on critical thinking/problem solving skills and the use of research-based instructional strategies. To support school goals, teachers attended conferences and workshops by Dinah Zike, Marcy Cook, Eric Jensen, Activities Integrating Mathematics and Science (AIMS), and the NCTM. Results of state assessments and practice tests are analyzed by strand to determine individual intervention needs. Individualized interventions take place daily as a result of data and practice provided by CCC.

To insure mastery and retention, concepts are reviewed and practiced over time. Resources for regular practice include Every Day Counts and Drops in the Bucket. Students strive for mastery of basic facts by achieving school goals on Holey Cards and Mad Minute. The principal awards "Math Whiz" buttons to recognize students who reach school-wide goals for math facts. Teachers differentiate instruction and teach to many learning styles, actively building new knowledge from experiences and prior knowledge.

4. Instructional Methods to Improve Student Achievement

The faculty at Chase City Elementary believes that all students can and must learn. The administration sets the tone for instruction with high expectations, time on task, and scheduled use of all resources. To ensure that all students will learn, instructional leaders pursue and share research to implement brain-based strategies. Staff development and the Instructional Support team are vehicles for delivery and support to the instructional staff.

Brain-based instructional methods include collaboration, direct instruction, movement, rhythm, repetitive review, rehearsal, and focus techniques. Both special education and regular education students benefit from the collaborative model. Direct instruction, as well as movement, music, and rhythm, actively engage the students in learning. Repetitive review, rehearsal, and focus techniques improve retention of information while multisensory and multiple intelligence methods address the learning styles of all students.

Teachers practice these brain-based instructional methods through programs such as *Reading Mastery*, Brain Gym, Touch Math, and interactive notetaking which support Robert Marzano's research findings in Classroom Instruction that Works. The results of using these proven strategies can be witnessed by the improved achievement of all demographic groups.

5. Professional Development

In addition to division-level staff development, Chase City Elementary has its own site-based professional development plan which supports the Building Leadership Team's school improvement plan. Both plans address specific academic weaknesses determined by disaggregated data as well as proactive steps for student improvement. The Instructional Support teacher and team facilitate staff development at the school. Teachers are encouraged to attend and participate in specific conferences with the expectation to share information with colleagues. For example, teachers attended workshops on K-3 writing strategies and conferences that addressed student obesity, stress, and violence. In addition, the Instructional Support teacher/team models successful instructional strategies for teachers as well as provides brief staff development sessions bi-weekly. In fact, the Instructional Support teacher allocates one third of her time to collaborate with teachers to increase student achievement through staff development.

Furthermore, faculty members at Chase City Elementary School were successful in writing a staff development grant which enabled the school to offer teachers at no cost a Longwood University graduate class which addressed the latest research on best instructional practices and effective teacher-parent-student conferences. This grant provided the opportunity for every teacher to visit classrooms of model teachers in other schools and to attend regional, state, and national reading, math, science, and social studies conferences.

As a result of this school-based staff development plan, teachers have acquired a repertoire of instructional practices to meet the needs of all students. Student success and teacher knowledge have changed the school! Chase City Elementary School has improved its promotion rate, increased the number of students passing state assessments, and reduced the number of referrals for special education evaluation.

Virginia's Reporting Form for NCLB Blue Ribbon Data

ENGLISH 3RD GRADE

Chase City Elementary

Harcourt/1999-2004

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May/June	May/June	May/June	May/June	May/June
	This is data that is reported on the Website for SOL Report Cards[1] for Virginia's schools. Also see footnote.[2]			This is data that is reported on the Website for 2000[3] and 2001.[4] Also see footnote[5]	
SCHOOL SCORES					
%At or Above Proficient	81	61	78	63	50
%At Advanced	12	15	14	7	5
Number of students tested	75	80	83	67	66
Percent of total students tested	100	99	85	93	81
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
%At or Above Proficient	76	56	75		
%At Advanced	10	7	11		
Number of Students Tested	51	45	44		
2. Black					
%At or Above Proficient	83	45	68	53	39
%At Advanced	7	5	2	6	0
Number of Students Tested	41	40	44	34	33
3. White					
%At or Above Proficient	82	77	89	73	61
%At Advanced	18	23	29	9	9
Number of Students Tested	33	39	38	33	33
STATE SCORES[6]					
%At or Above Proficient	71	73	72	74	62
%Above Proficient	14	19	17		

[1] http://www.pen.k12.va.us/VDOE/src/index.shtml

[2] Data does not include re-takes on any SOL assessment.

[3] Use 2000 data http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls

[4] Use 2001 data http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls

[5] This data was reported prior to the implementation of NCLB in Virginia. It does include re-takes on all SOL assessments. No subgroup data is available for either of these years.

[6] For 2001-2002, 2002-2003, and 2003-2004. http://pen2.vak12ed.edu/cgi-bin/broker?_service=doe_prod&instit_id=0&_program=prodcode.st_sol_by_grade_report.sas
The state percentage passed indicated on this Website is equivalent to the percent above proficient.
For 2000-2001 and 1999-2000 see http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls

Virginia's Reporting Form for NCLB Blue Ribbon Data

ENGLISH (READING) 5TH GRADE

Chase City Elementary

Harcourt/1999-2004

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May/June	May/June	May/June	May/June	May/June
	This is data that is reported on the Website for SOL Report Cards[7] for Virginia's schools. Also see footnote.[8]			This is data that is reported on the Website for 2000[9] and 2001.[10] Also see footnote[11]	
SCHOOL SCORES					
%At or Above Proficient	92	89	77	77	71
%At Advanced	25	21	12	23	11
Number of students tested	93	75	65	74	85
Percent of total students tested	100	99	86	85	88
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
%At or Above Proficient	89	89	68		
%At Advanced	19	5	4		
Number of Students Tested	64	44	28		
2. Black					
%At or Above Proficient	87	83	66	68	63
%At Advanced	13	8	3	18	8
Number of Students Tested	47	36	32	28	40
3. White					
%At or Above Proficient	98	94	90	82	78
%At Advanced	36	36	23	24	13
Number of Students Tested	45	36	31	45	45
STATE SCORES[12]					
%At or Above Proficient	85	82	77	82	75
%Above Proficient	31	19	17		

[7] http://www.pen.k12.va.us/VDOE/src/index.shtml

[8] Data does not include re-takes on any SOL assessment.

[9] Use 2000 data http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls

[10] Use 2001 data http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls

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[12] For 2001-2002, 2002-2003, and 2003-2004. http://pen2.vak12ed.edu/cgi-bin/broker?_service=doe_prod&instit_id=0&_program=prodcode.st_sol_by_grade_report.sas
The state percentage passed indicated on this Website is equivalent to the percent above proficient.
For 2000-2001 and 1999-2000 see http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls

Virginia's Reporting Form for NCLB Blue Ribbon Data

MATHEMATICS 3RD GRADE

Chase City Elementary

Harcourt/1999-2004

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May/June	May/June	May/June	May/June	May/June
	This is data that is reported on the Website for SOL Report Cards[13] for Virginia's schools. Also see footnote.[14]			This is data that is reported on the Website for 2000[15] and 2001.[16] Also see footnote[17]	
SCHOOL SCORES					
%At or Above Proficient	93	73	84	83	62
%At Advanced	56	24	34	36	17
Number of students tested	75	83	85	66	66
Percent of total students tested	100	100	87	92	81
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
%At or Above Proficient	90	69	82		
%At Advanced	51	17	41		
Number of Students Tested	51	48	44		
2. Black					
%At or Above Proficient	90	59	76	73	52
%At Advanced	46	12	22	24	3
Number of Students Tested	41	41	45	33	33
3. White					
%At or Above Proficient	100	88	92	94	73
%At Advanced	70	38	49	48	30
Number of Students Tested	33	40	39	33	33
STATE SCORES[18]					
%At or Above Proficient	87	83	81	86	72
%Above Proficient	49	47	40		

[13] http://www.pen.k12.va.us/VDOE/src/index.shtml

[14] Data does not include re-takes on any SOL assessment.

[15] Use 2000 data http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls

[16] Use 2001 data http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls

[17] This data was reported prior to the implementation of NCLB in Virginia. It does include re-takes on all SOL assessments. No subgroup data is available for either of these years.

[18] For 2001-2002, 2002-2003, and 2003-2004. http://pen2.vak12ed.edu/cgi-bin/broker?_service=doe_prod&instit_id=0&_program=prodcode.st_sol_by_grade_report.sas
The state percentage passed indicated on this Website is equivalent to the percent above proficient.
For 2000-2001 and 1999-2000 see http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls

Virginia's Reporting Form for NCLB Blue Ribbon Data

MATHEMATICS 5TH GRADE

Chase City Elementary

Harcourt/1999-2004

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May/June	May/June	May/June	May/June	May/June
	This is data that is reported on the Website for SOL Report Cards[19] for Virginia's schools. Also see footnote.[20]			This is data that is reported on the Website for 2000[21] and 2001.[22] Also see footnote[23]	
SCHOOL SCORES					
%At or Above Proficient	91	79	89	74	56
%At Advanced	22	28	18	19	8
Number of students tested	93	75	66	74	85
Percent of total students tested	100	99	87	85	88
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
%At or Above Proficient	88	73	80		
%At Advanced	20	16	7		
Number of Students Tested	64	44	30		
2. Black					
%At or Above Proficient	85	61	85	64	43
%At Advanced	17	19	12	11	3
Number of Students Tested	47	36	33	28	40
3. White					
%At or Above Proficient	98	94	94	80	68
%At Advanced	27	36	26	22	13
Number of Students Tested	44	36	31	45	45
STATE SCORES[24]					
%At or Above Proficient	78	75	71	72	64
%Above Proficient	20	18	16		

[19] http://www.pen.k12.va.us/VDOE/src/index.shtml

[20] Data does not include re-takes on any SOL assessment.

[21] Use 2000 data http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls

[22] Use 2001 data http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls

[23] This data was reported prior to the implementation of NCLB in Virginia. It does include re-takes on all SOL assessments. No subgroup data is available for either of these years.

[24] For 2001-2002, 2002-2003, and 2003-2004. http://pen2.vak12ed.edu/cgi-bin/broker?_service=doe_prod&instit_id=0&_program=prodcode.st_sol_by_grade_report.sas
The state percentage passed indicated on this Website is equivalent to the percent above proficient.
For 2000-2001 and 1999-2000 see http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls