

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mr. Larry Rasnake

Official School Name: Cleveland Elementary School

School Mailing Address:
5168 Cleveland Road
Cleveland, VA 24225-7138

County: Russell County State School Code Number*: 083

Telephone: (276) 889-6534 Fax: (276) 889-4259

Web site/URL: http://www.russell.k12.va.us/cles/ E-mail: lrasnake@russell.k12.va.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Lorraine Turner

District Name: Russell County Public Schools Tel: (276) 889-6500

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Carl Jackson

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
9. 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.
10. 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: (per district designation)

| | |
|-----------|-----------------------------------|
| 10 | Elementary schools (includes K-8) |
| 1 | Middle/Junior high schools |
| 3 | High schools |
| 1 | K-12 schools |
| 15 | TOTAL |

2. District Per Pupil Expenditure: 2029

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. 8 Number of years the principal has been in her/his position 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 | 0 | 0 | 0 | | 6 | 9 | 8 | 17 |
| K | 5 | 8 | 13 | | 7 | 6 | 4 | 10 |
| 1 | 8 | 4 | 12 | | 8 | | | 0 |
| 2 | 5 | 13 | 18 | | 9 | | | 0 |
| 3 | 8 | 7 | 15 | | 10 | | | 0 |
| 4 | 6 | 13 | 19 | | 11 | | | 0 |
| 5 | 11 | 6 | 17 | | 12 | | | 0 |
| TOTAL STUDENTS IN THE APPLYING SCHOOL | | | | | | | | 121 |

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian
 _____ 2 % Black or African American
 _____ % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 98 % White
 _____ % Two or more races
 _____ **100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

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

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

| | | |
|-----|--|--------|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year. | 10 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 5 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 15 |
| (4) | Total number of students in the school as of October 1. | 123 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.122 |
| (6) | Amount in row (5) multiplied by 100. | 12.195 |

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 65 %

Total number students who qualify: 79

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 free and reduced-price school meals 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: 11 %

Total Number of Students Served: 13

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

| | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>2</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>11</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

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

| | Number of Staff | |
|---------------------------------------|------------------|------------------|
| | <u>Full-Time</u> | <u>Part-Time</u> |
| Administrator(s) | <u>1</u> | <u>0</u> |
| Classroom teachers | <u>8</u> | <u>0</u> |
| Special resource teachers/specialists | <u>4</u> | <u>0</u> |
| Paraprofessionals | <u>1</u> | <u>0</u> |
| Support staff | <u>5</u> | <u>0</u> |
| Total number | <u>19</u> | <u>0</u> |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 15 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 94% | 95% | 95% | 95% | 95% |
| Daily teacher attendance | 96% | 95% | 96% | 96% | 94% |
| Teacher turnover rate | 10% | 0% | 0% | 0% | 11% |
| Student dropout rate | 0% | 0% | 0% | 0% | 0% |

Please provide all explanations below.

A high occurrence of flu was a factor in the student attendance rate for 2008-2009.

Extended family illness in one teacher's family and the complications of pregnancy for one teacher were factors in the teacher attendance rate for 2004-2005.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

| | |
|--|------------|
| Graduating class size | 0 |
| Enrolled in a 4-year college or university | 0 % |
| Enrolled in a community college | 0 % |
| Enrolled in vocational training | 0 % |
| Found employment | 0 % |
| Military service | 0 % |
| Other (travel, staying home, etc.) | 0 % |
| Unknown | 0 % |
| Total | 0 % |

PART III - SUMMARY

Nestled in the beautiful mountains of Russell County in southwest Virginia, Cleveland Elementary is a Schoolwide Title I school serving 121 students (grades K-7) in a facility that was built as a high school in 1963. This building, which has been exceptionally well maintained, is situated on 22 acres of land and houses a gymnasium and auditorium that are often used for countywide activities.

The topographical variety of Russell County bolsters more diverse industry than some counties in the region, ranging from pasture land to the mining of coal in the mountains. The county once had the largest cattle ranches east of the Mississippi and coal mining dominated much of the region's economy. Today, manufacturing, retail trade, and the service industry are the leading sources of employment.

Within the last several years, the leaders of Russell County very wisely assessed the county's economic future and developed strategic plans for bringing new industries into the region. Two of the most recent businesses, CGI (Consultants to Government and Industry) and Northrop Grumman, have not only brought positive change to the region's economy but have partnered with our education system to prepare our students for future employment. During the recent past, our young people were forced to leave the area to find jobs. This shift from an economy largely dependent on the cattle and mining industries to also include more manufacturing, trades, and services has broadened and defined our educational goals in preparing our students to compete in a global economy.

The town of Cleveland, Virginia, lies on the southern border of the coalfields in Russell County. The town sprang to life in the late 1800's as a railroad town. The Clinch River and the railroad made it a hub of activity as a prosperous shipping point during its early years. Today, however, Cleveland is a sleepy little town (population 148) whose few remaining businesses cater mainly to local residents. The pride and close-knit community ties of those early days still remain, however. Neighbors look out for one another, and friendship ties are strong.

Cleveland Elementary draws its students from this small town and the surrounding rural area, 98% of the students being white and 2% black or African American. Our mission is to establish a safe, engaging learning environment that prepares students to continue their education and guide them in becoming responsible, contributing citizens. In addition to school related activities, many of the students actively participate in church youth programs and are on countywide sport teams. Proof that our mission is being accomplished is evident in the extremely low number of student discipline offences and in our Standards of Learning (SOL) tests scores. In terms of total SOL results for the spring 2009 tests, 48% of our students scored Advanced, and over 10% made perfect scores of 600. Our school has consistently made Adequate Yearly Progress (AYP) and has been fully accredited, meeting the benchmarks on all SOL testing since 2004. Cleveland was named a Title I Distinguished School for the years of 2006-2007 and 2007-2008.

As educators we realize the vitally important role parents play in the education process. We encourage parental input through our Parental Involvement activities, our Parent-Teacher Organization, our Volunteer Program, the School Improvement process, and other school activities.

The economic downturn in recent years has created problems for this idyllic community. The majority (65%) of our students come from low socio-economic homes. Because the tradition of "family" is one of the small-town qualities that defines our school, Cleveland does whatever it takes to ensure that each student succeeds. As educators, we are always there for the parents and students, whatever the situation.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Virginia has set high academic standards for public schools by establishing Standards of Learning (SOL) in all subjects in grades K-12. Annual SOL tests are administered each spring to assess student achievement of these standards and to determine school accreditation. At present, students at Cleveland are tested in math and reading in grades 3 through 7; in history grades 3 through 7; science in grades 3 and 5; and writing in grade 5.

Cleveland Elementary has been fully accredited since 2004. Under No Child Left Behind, Cleveland has also met all benchmarks to continuously achieve Adequate Yearly Progress (AYP). Student performance on each SOL test is reported on a scale of 0 to 600. Students must achieve a scaled score of 400 or higher to “pass” the tests. Scores of 400 to 499 are pass/proficient. Scores from 500 to 600 are considered pass/advanced. A score of 399 or less signifies a student did not pass the test.

In 2005, third grade students achieved a pass rate of 88% in math, with a 38% pass/advanced rate. For each of the next four years, the third grade math pass rate was 100%, with an impressive 71% scoring pass/advanced on the 2009 math test. Pass/advanced rates for disadvantaged students increased markedly to 67% on the 2009 math test. Third grade reading pass rates have not been as remarkable. Reading pass rates increased from 67% in 2005 to 86% in 2009. The pass/advanced rate in third grade reading grew from 0% in 2005 to 38% in 2009. Cleveland continues to place emphasis on the reading program in Kindergarten through third grade to improve reading scores.

Virginia implemented SOL testing for fourth grade math and reading in 2006. The fourth grade pass rate in math increased from 86% in 2006 to 94% in 2009. Pass/advanced achievement for 2009 in fourth grade math was 44%, with 46% of disadvantaged students scoring pass/advanced. Pass rates for fourth grade reading increased from 79% in 2006 to 100% in 2009. Students who achieved pass/advanced in reading increased to 33% in 2009, with 46% of disadvantaged students attaining pass/advanced scores.

In fifth grade math, the pass rate increased from 83% in 2005 to 100% in 2009. Students achieved an impressive pass/advanced rate of 80% in math in 2009, with a comparable 79% pass/advanced rate for disadvantaged students. Fifth grade students continued to show improvement in reading with the pass rate increasing from 75% in 2005 to 100% in 2009. Pass/advanced rates in reading grew to 65% in 2009, with 57% of disadvantaged students achieving pass/advanced reading scores.

The first year of SOL testing for sixth grade students in Virginia was 2006. Cleveland’s sixth grade pass rate scores for math increased from 64% in 2005 to 94% in 2009. The pass/advanced rate for math rose to 63% in 2009, with 56% of disadvantaged students scoring pass/advanced. The reading pass rate for sixth grade was 91% in 2006 and 94% in 2009. Sixth grade students who achieved pass/advanced level in reading increased to 50% in 2009, with 44% of disadvantaged students attaining pass/advanced scores.

The seventh grade pass rate for math increased from 80% in 2005 to 100% in 2009. Pass/advanced rates climbed to 50% in 2009, with 33% of disadvantaged students scoring pass/advanced in math. Seventh grade students in Virginia were not administered a SOL reading test in 2005. The reading pass rate was 80% in 2006 and 100% in 2009. The pass/advanced rate reached 50% in 2009 with 33% of disadvantaged students attaining pass/advanced level in reading.

For additional information on the Virginia assessment system, see the following website: <http://www.doe.virginia.gov/testing/index.shtml>

2. Using Assessment Results:

Realizing that a multiplicity of testing data are needed to accurately reflect individual achievement over time, Cleveland Elementary uses a variety of on-going assessments to track student progress. In order to improve the achievement of individual students and the school's overall instructional program, teachers play a key role in decisions regarding the use of academic assessments. The Russell County School System provides extensive training for teachers in assessing student test scores and interpreting the data for Standards of Learning tests, Interactive Achievement (formative) Assessments, and Phonological Awareness Literacy Screening (PALS). The concepts learned in these sessions enable teachers to effectively plan instructional strategies and make decisions regarding the needs of individual students. All teachers at Cleveland Elementary participate on the School Planning Team and are involved in shared decision-making through the development and continuous monitoring of the school instructional program, including data analyses and interpretation of student assessments.

Identification of students who are experiencing difficulty in mastering proficient or advanced Standards of Learning levels or may be approaching the "at risk" performance level is achieved through disaggregation and analysis of student data. Continuous evaluation of student progress throughout the year guides instruction and remediation and ensures that no student is left behind.

All teachers at Cleveland participate in the development and revision of district Curriculum Mapping/Pacing Guides, which are utilized to maximize instruction time and to ensure that Standards of Learning materials are covered in a timely manner. Effective alignment is ensured through joint planning with other county teachers in district-wide meetings as well as specific school level planning and analyses.

3. Communicating Assessment Results:

Cleveland's staff encourages all stakeholders to be actively involved in the education process. Notification of stakeholder meetings is publicized through the school website, newsletters, and the school's automated calling system.

Families, students, and community members are invited to Orientation before school begins in August to meet the school staff. School leaders lay out the framework and expectations for the year and inform stakeholders of school programs, including Standards of Learning (SOL), Curriculum Frameworks, SOL Blueprints, and the school report card posted on the VDOE and school websites.

Following Orientation, appointments for private consultation between teachers and parents are arranged. These private sessions allow the teacher and parent to discuss the student's previous assessment data and devise a plan of action for a successful school year. Teachers provide detailed explanation of the SOL scores and discuss other assessments such as PALS and Interactive Achievement.

Student progress reports are issued at the end of each six-weeks as well as mid-six-weeks. Cleveland's Open House is scheduled after the end of the first six weeks at a convenient time to accommodate as many stakeholders as possible. The Open House program provides a comprehensive outline of the planned academic year. The principal and leadership team set high expectations for excellence in all aspects of student performance and school operations.

Throughout the year, stakeholder involvement in the education process is promoted through the Volunteer Program, the 21st Century Community Learning Centers After-School Program, and monthly Parent-Teacher Organization meetings. Teachers and parents have opportunities to meet before or after these monthly meetings to discuss student progress and concerns.

The School Improvement Team, which is composed of school and division personnel, parents, and community members, utilize assessment data to identify areas needing improvement. The Team operates collaboratively to monitor school climate and take appropriate action to ensure continuous improvement.

4. Sharing Success:

One of the defining strengths of the Russell County School System is the division leadership team's promotion of a strong district-wide network of sharing best practices among schools. Cleveland Elementary works closely with Supervisors and Directors at the division's Central Office to create common goals and to facilitate data analyses to improve district and school operations. Staff members throughout the county submit needs assessment surveys to the Central Office at the end of each school year regarding requests for professional development training and workshops for the coming year.

The division leadership team schedules a full year of seminars and workshops based on these needs assessment requests. If additional workshops are needed throughout the year, arrangements are made to address these needs as soon as possible. Cleveland staff members participate in the sharing of successful instructional methods and innovative ideas during the planned workshops with other county schools. All of Cleveland teachers share best practice strategies and ideas when working with the division team to develop and update county Curriculum Pacing Guides.

An open door policy exists in the division to allow teachers to visit other teachers using best practice instruction. Cleveland teachers have visited other schools and other schools have visited our teachers to observe instructional practices that work. Close relationships with the Central Office Instructional Team provides open communication for the administration and classroom teachers in shared planning, meeting needs assessments, and delivery of data-driven instruction.

Cleveland has also accommodated requests from schools in neighboring counties wishing to observe our teaching techniques and strategies. Regional schools have visited our Title I technology lab and mathematics, reading, and science programs. Cleveland is willing to share instructional practices and embraces opportunities to mentor and collaborate with other teachers in the district and state.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum and instruction of Cleveland Elementary School is developed based on the Virginia Standards of Learning. By using the provided curriculum framework and enhanced scope and sequence, we align our instruction to meet state standards. At the district level, we use our county pacing guides to create lesson plans and activities to ensure the students are provided with the knowledge and skill development to adhere to state standards.

Each grade level teacher at Cleveland serves on the school's instructional leadership team. Teachers analyze data and construct appropriate strategies to promote student achievement. Constant and consistent evaluation provides information needed to keep the educational process moving forward.

Our language arts program utilizes curriculum that incorporates reading, writing, and oral language instruction. We immerse our students in a print-rich environment to develop phonetic skills, vocabulary, comprehension, and an appreciation of literature. The writing component of our curriculum includes instruction by modeling in a way that students may be guided into the transition of writing independently. Students are instructed to plan, draft, edit, and revise writing. Conferencing and the sharing of feedback are important aspects of our writing program.

The content of the mathematics curriculum is designed for students to become mathematical problem solvers, to communicate mathematically, to reason mathematically, make mathematical connections, and use mathematic representations to model and interpret practical situations. Students are taught the essential skills to gain understanding of the fundamental ideas of arithmetic, measurement, geometry, probability, data analysis, statistics, and algebraic functions. Instruction in each grade builds a strong foundation for advancement to the next academic level. Teachers also incorporate technology and computer skills into math courses.

Students at Cleveland Elementary receive science instruction through actively participating in scientific investigations and experiments. The topics covered are force, motion, energy, life forces, and living systems. Additional content includes interrelationships in Earth/space systems as well as Earth patterns, cycles, and change. The scientific process is emphasized throughout science courses in each grade level. Students are also given opportunities to participate in the school and county science fairs which encourage further scientific investigation and research.

History and social studies are valuable components of our curriculum. Students learn important historical facts and figures in addition to social skills that promote individual responsibility to themselves and society. The core curriculum focuses on history, geography, civics, and economics. By studying history, students are able to connect the past with the present and visualize the future. Geography provides information and promotes understanding of the human and physical characteristics of the earth's places, regions, and communities. Civics instruction provides students with a basic understanding of politics and governments along with opportunities to practice the skills of good citizenship. Through the study of economics, students learn about our country's economy and how crucial it is to make wise economic decisions in their own lives. Art projects, research papers, games, and cooperative learning activities are a vital part of our social studies curriculum.

Research-based instruction at Cleveland is aligned with the mission of the school. Instructional strategies, which are aimed at developing higher order thinking skills, are developed and adjusted based on assessment results such as Standards of Learning tests, Interactive Achievement tests, and Phonological Awareness

Literacy Screening (PALS). Cleveland employs a variety of learning activities and programs to ensure the individual success of each student.

In addition to academic programs, Cleveland promotes artistic awareness and physical fitness. Art activities (visual, performing arts) are hosted by William King Museum and the 21st Century Community Learning Centers After-School Program. Our students frequently attend plays at the Barter Theater and are made aware of acting classes available through the Barter. Cleveland's physical education department offers a wide range of opportunities for students to remain physically healthy. Students participate in organized physical education classes, sports, and dance lessons.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Cleveland strives to ensure that every student reads at or above grade level. Teachers maintain cutting edge strategies by attending conferences and professional development sessions. Teachers meet weekly and monthly to collaborate, disaggregate data, plan instruction and closely communicate with parents. Differentiated instructional methods help students learn and apply reading strategies.

Instruction is guided by County Pacing Guides aligned with the Virginia Standards of Learning. Our reading program is highly integrated with writing, grammar, spelling, and cross curricular connections. The McMillan McGraw-Hill reading series and the Saxon Phonics at lower grade levels, provide systematic instruction in phonemic/ phonological awareness, vocabulary, comprehension, and fluency. Prentice Hall Language Arts includes reading strategies, vocabulary, and comprehension skills while promoting an appreciation for literature. Accelerated Reader (AR) and our reading incentive program motivate students to read books at increasing levels of difficulty. Interactive Achievement, Education City, Internet websites, and other integrated programs provide reading practice using technology.

Formal and informal assessments guide teachers in adjusting instruction to best support student achievement. Data from the Phonological Awareness Literacy Screening (PALS) and Interactive Achievement assessments track student progress. Scores are analyzed to discover strengths and weaknesses. Instruction is adjusted to better facilitate learning.

Remediation is provided in whole group, small group, and individual settings. The Reading Intervention teacher gives in-class support and small group remediation. The 21st Century Community Learning Centers Afterschool Program provides tutoring for homework and targeted Standards of Learning.

Teachers at Cleveland diligently strive to promote a love for reading. Librarians sponsor Accelerated Reader kick-off parties, reward parties, theme parties, and book fairs. Volunteers from the community visit classrooms to read to students while fifth grade "Reading Buddies" assist first graders as they become proficient readers. Students are engaged in cross-curricular thematic units, reading centers, reading skills games, and the "Take Time to Read" oral reading program to accomplish our goal of creating lifelong readers.

3. Additional Curriculum Area:

Using the Virginia Standards of Learning (SOL) as a guideline for planning and pacing instruction, Cleveland incorporates a variety of resources to maintain a strong mathematics curriculum. Resources consist of textbooks, hands-on manipulatives and activities, along with integrated technology to enhance the learning experience of our students. Comprehensive professional development workshops and regional conferences provided by Russell County Schools keep teachers up-to-date on the latest teaching strategies and technology tools.

The Virginia Department of Education website provides teachers with necessary information and documents to plan and implement instruction. Released SOL tests for specific grade/subject levels and our Harcourt-Prentice Hall textbooks provide additional resources for our mathematics curriculum.

Hands-on activities enhance mathematics instruction at Cleveland. Aims Education Foundation books provide teachers with ideas for creative games and activities. Math manipulatives enrich the teaching of SOL objectives and assist with remediation to help students grasp important math concepts. Teachers also attend professional training seminars promoting hands-on instruction as an effective method for teaching mathematics.

Technology is an essential component of our mathematics program. A computer lab is available to students on a daily basis. Integrated technology programs reinforce and strengthen mathematics skills. The Interactive Achievement testing program provides teachers with detailed reports on how well students are retaining previously taught mathematics concepts. SmartBoards are an essential part of every classroom, making it possible for resources that are aligned to each SOL objective to be presented at the touch of a finger. Turning Point responders are available for each student and are used to provide immediate feedback to teachers, thus allowing teachers to quickly modify instruction.

Timely assessment of each student's skill in mathematics is essential for successful progression to the next level. Whether the assessments are textbook-based, teacher-created, SOL tests, or Interactive Achievement tests, the results are analyzed and instructional plans are fine-tuned according to student needs.

4. Instructional Methods:

Cleveland provides educational support to their students through a variety of techniques so each child will be a successful learner. The school uses various assessment tools to identify each individual student's academic strengths and weaknesses. According to the data, teachers design individualized instruction and determine the teaching techniques to help students reach their goals.

Assessments used to identify the needs of students include state Standards of Learning, Interactive Achievement tests, Phonological Awareness Literacy Screening (PALS), Intervention Assessment Tests, and Algebra Readiness Diagnostic Tests (ARDT).

Teachers review data to get a baseline and note each student's specific needs. If a child does not achieve a benchmark score for particular skills, additional instruction is given by the classroom teacher, the PALS teacher, and an Intervention Specialist. The 21st Century Community Learning Centers After-School Program provides tutoring before and after school.

Students with identified disabilities have Individual Education Plans (IEPs) developed by the teacher, principal, district office personnel, and the parents. Additional resources are available to each student based on their individual needs. The child's progress is monitored and instruction is modified as needed.

Teachers utilize various instructional techniques and methods in their classrooms based on student needs. Numerous teaching tools and activities provide a variety of learning experiences, including SmartBoard activities, computer lab activities, overhead projectors, the Elmo presenter, Interactive Writing Pad, and Turning Point Handheld Responders.

The Gateway to Technology Program (GTT) brings mathematics and science curriculum together in real life experiences through learning lab activities. The program is designed to challenge and engage the curiosity of students in mathematics and science.

The school participates in hands-on activities that reinforce learning. Some of the activities are provided through the Science, Technology, Engineering, and Mathematics Program (STEM); the William King Museum; Agriculture in the Classroom; and Virginia Wildlife through the Virginia Tech Corporate Office.

5. Professional Development:

Continuous professional improvement is an integral factor in the success of our school. Extensive professional development is provided by the district and school to enhance teaching, classroom management, technology skills, course knowledge, child/adolescent development, and other relevant topics.

County and school administrative personnel continually seek ways to assist teachers in teaching techniques and keeping abreast of current research-based instructional strategies. The Southwest Virginia Reading and Math Conferences provide training in up-to-date concepts for our reading and math curriculum. Workshops, scheduled throughout the year, train teachers in using the SOL test scores to guide instruction through disaggregation and analysis of student data. Teachers are trained to develop and assess Individual Education Plans (IEP), PALS Screenings, and behavior management strategies. Other professional development opportunities include: I Can Write Online, Reading Skills and Strategies, Appalachian Math and Science Partnership, Eisenhower Math and Science Program, Agriculture in the Classroom, and Math Academy: Teaching Math Skills and Strategies.

Seminars such as Practical Teaching Strategies for Attention Deficit Hyperactivity Disorder (ADHD) and Teaching the At-Risk Student equip our teachers to effectively address the needs of their students. An Intervention Program was added to our curriculum to target instruction for students who are most at-risk. Teachers are trained in using Interactive Achievement and Wireless Generation's Palm One to monitor individual student progress.

Russell County's Instructional Technology Department provides high quality, ongoing professional development through scheduled workshops and by being available on a daily basis to provide individual assistance. Examples of technology training include instruction on the use of SmartBoards, United Streaming, Turning Point Responders, Cyber Safety, creating Portaportals, Elmo presenters, and Web Page Design.

Professional development is a vital component of school faculty meetings and is scheduled monthly. These sessions utilize scheduled speakers and take advantage of the wealth of professional expertise voiced by our own staff as we work together to strengthen our school.

6. School Leadership:

Mr. Larry Rasnake, principal of Cleveland Elementary since 2001, provides leadership that reflects our school's mission to establish a safe, engaging learning environment that prepares students to continue their education and guide them in becoming responsible, contributing citizens.

Cleveland Elementary serves a small community in a coal mining and farming area nestled in the Appalachian Mountains. Mr. Rasnake is a devoted leader who gives time, talent, and personal resources to help the people of the community as well as the students. He knows where every student in our school lives and is personally acquainted with members of the family of each child. Through his everyday interaction with the students and their families he conveys to his faculty and staff that every family and every child is important. If a child is having trouble with a particular skill, Mr. Rasnake will make time to personally tutor the student.

Our principal encourages each teacher to provide an instructional program consistent with local, division, state, and national goals and objectives and believes that a highly qualified and motivated staff is essential. He encourages teachers and staff to share their expertise with one another. Mr. Rasnake schedules regular faculty meetings with a time set aside for discussion of concerns, opinions, and input on instructional

decisions. Workshops facilitated by the teachers from our own school or consultants from the division office provide opportunities for teachers to share ideas, learn new skills, and investigate new trends in education and technology.

Mr. Rasnake believes that the school is an integral part of the community and facilitates the use of the school for sports, family gatherings, meetings, and special events. His leadership and encouragement create an atmosphere where learning, consistent academic achievement, and success become a source of pride for the community.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Mathematics

Edition/Publication Year: 2004-05, 2005-06, 2006-07, 2007-08, 2008-09 Publisher: Harcourt

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 100 | 100 | 100 | 100 | 88 |
| % Advanced | 71 | 53 | 80 | 69 | 38 |
| Number of students tested | 21 | 17 | 20 | 16 | 16 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 100 | 100 | 100 | | |
| % Advanced | 67 | 60 | 69 | | |
| Number of students tested | 12 | 10 | 13 | | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | 100 | 100 | 100 | 100 | 88 |
| % Advanced | 70 | 53 | 80 | 69 | 38 |
| Number of students tested | 20 | 17 | 20 | 16 | 16 |

Notes:

Subject: Reading

Grade: 3 Test: Reading

Edition/Publication Year: 2004-05, 2005-06, 2006-07, 2007-08, 2008-09 Publisher: Harcourt

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 86 | 82 | 90 | 88 | 67 |
| % Advanced | 38 | 29 | 55 | 31 | 0 |
| Number of students tested | 21 | 17 | 20 | 16 | 15 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 94 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 83 | 90 | 92 | | |
| % Advanced | 33 | 30 | 46 | | |
| Number of students tested | 12 | 10 | 13 | | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| white | 85 | 82 | 90 | 88 | 67 |
| % Advanced | 35 | 29 | 55 | 31 | 0 |
| Number of students tested | 20 | 17 | 20 | 16 | 15 |

Notes:

Subject: Mathematics

Grade: 4 Test: Mathematics

Edition/Publication Year: 2004-05, 2005-06, 2006-07, 2007-08, 2008-09 Publisher: Harcourt

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 94 | 100 | 82 | 86 | 0 |
| % Advanced | 44 | 62 | 35 | 36 | 0 |
| Number of students tested | 18 | 21 | 17 | 17 | 0 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 0 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 100 | 100 | | | |
| % Advanced | 46 | 54 | | | |
| Number of students tested | 13 | 13 | | | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | 94 | 100 | 82 | 86 | |
| % Advanced | 44 | 62 | 35 | 36 | |
| Number of students tested | 18 | 21 | 17 | 17 | |

Notes:

In 2004-2005, fourth grade students were not tested in mathematics in Virginia.

Subject: Reading

Grade: 4 Test: Reading

Edition/Publication Year: 2004-05, 2005-06, 2006-07, 2007-08, 2008-09 Publisher: Harcourt

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 100 | 90 | 94 | 79 | 0 |
| % Advanced | 33 | 43 | 29 | 21 | 0 |
| Number of students tested | 18 | 21 | 17 | 17 | 0 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 0 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 100 | 85 | | | |
| % Advanced | 46 | 31 | | | |
| Number of students tested | 13 | 13 | | | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | 100 | 90 | 94 | 79 | |
| % Advanced | 33 | 43 | 29 | 21 | |
| Number of students tested | 18 | 21 | 17 | 17 | |

Notes:

In 2004-2005, fourth grade students were not tested in reading in Virginia.

Subject: Mathematics

Grade: 5 Test: Mathematics

Edition/Publication Year: 2004-05, 2005-06, 2006-07, 2007-08, 2008-09 Publisher: Harcourt

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 100 | 88 | 86 | 88 | 83 |
| % Advanced | 80 | 47 | 57 | 44 | 33 |
| Number of students tested | 20 | 17 | 14 | 17 | 12 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 100 | | | 83 | |
| % Advanced | 79 | | | 33 | |
| Number of students tested | 14 | | | 13 | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | 100 | 88 | 86 | 88 | 83 |
| % Advanced | 79 | 47 | 57 | 44 | 33 |
| Number of students tested | 19 | 17 | 14 | 17 | 12 |

Notes:

Subject: Reading

Grade: 5 Test: Reading

Edition/Publication Year: 2004-05, 2005-06, 2006-07, 2007-08, 2008-09 Publisher: Harcourt

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 100 | 94 | 93 | 81 | 75 |
| % Advanced | 65 | 35 | 36 | 69 | 33 |
| Number of students tested | 20 | 17 | 14 | 17 | 12 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 100 | | | 75 | |
| % Advanced | 57 | | | 67 | |
| Number of students tested | 14 | | | 13 | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | 100 | 94 | 93 | 81 | 75 |
| % Advanced | 63 | 35 | 36 | 69 | 33 |
| Number of students tested | 19 | 17 | 14 | 17 | 12 |

Notes:

Subject: Mathematics

Grade: 6 Test: Mathematics

Edition/Publication Year: 2004-05, 2005-06, 2006-07, 2007-08, 2008-09 Publisher: Harcourt

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 94 | 100 | 70 | 64 | 0 |
| % Advanced | 63 | 38 | 41 | 27 | 0 |
| Number of students tested | 16 | 13 | 17 | 11 | 0 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 0 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | | | 69 | | |
| % Advanced | | | 38 | | |
| Number of students tested | | | 13 | | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | 94 | 100 | 71 | 64 | |
| % Advanced | 63 | 38 | 41 | 27 | |
| Number of students tested | 16 | 13 | 17 | 11 | |

Notes:

In 2004-2005, sixth grade students were not tested in mathematics in Virginia.

Subject: Reading

Grade: 6 Test: Reading

Edition/Publication Year: 2004-05, 2005-06, 2006-07, 2007-08, 2008-09 Publisher: Harcourt

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 94 | 100 | 82 | 91 | 0 |
| % Advanced | 50 | 54 | 47 | 36 | 0 |
| Number of students tested | 16 | 13 | 17 | 11 | 0 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 0 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | | | 84 | | |
| % Advanced | | | 46 | | |
| Number of students tested | | | 13 | | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | 94 | 100 | 82 | 91 | |
| % Advanced | 50 | 54 | 47 | 36 | |
| Number of students tested | 16 | 13 | 17 | 11 | |

Notes:

In 2004-2005, sixth grade students were not tested in reading in Virginia.

Subject: Mathematics

Grade: 7 Test: Mathematics

Edition/Publication Year: 2004-05, 2005-06, 2006-07, 2007-08, 2008-09

Publisher: Harcourt

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 100 | 63 | 69 | 70 | 80 |
| % Advanced | 50 | 31 | 23 | 15 | 14 |
| Number of students tested | 8 | 16 | 13 | 20 | 120 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | | 60 | | 66 | 47 |
| % Advanced | | 30 | | 8 | 0 |
| Number of students tested | | 10 | | 12 | 42 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | 40 |
| % Advanced | | | | | 0 |
| Number of students tested | | | | | 20 |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | 63 | 69 | 70 | 81 |
| % Advanced | | 31 | 23 | 15 | 14 |
| Number of students tested | | 16 | 13 | 20 | 118 |

Notes:

In 2005, 2006, and 2007, the seventh grade students in Russell County were administered the eighth grade mathematics test. In 2008 and 2009, seventh grade students were administered the seventh grade mathematics test. In 2004-2005, the seventh grade students from the neighboring communities of Lebanon and Rosedale were enrolled at Cleveland Elementary because of building renovations in the county.

Subject: Reading

Grade: 7 Test: Reading

Edition/Publication Year: 2004-05, 2005-06, 2006-07, 2007-08, 2008-09 Publisher: Harcourt

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 100 | 88 | 83 | 80 | 0 |
| % Advanced | 50 | 50 | 33 | 25 | 0 |
| Number of students tested | 8 | 16 | 13 | 20 | 0 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 0 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | | 90 | | 83 | |
| % Advanced | | 40 | | 25 | |
| Number of students tested | | 10 | | 12 | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | 88 | 83 | 80 | |
| % Advanced | | 50 | 33 | 25 | |
| Number of students tested | | 16 | 13 | 20 | |

Notes:

In 2004-2005, seventh grade students were not tested in reading in Virginia.