

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12
Charter

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

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

School Mailing Address 101 Parkview Drive
(If address is P.O. Box, also include street address.)

Tazewell, Virginia 24651-1299
City State Zip Code+4 (9 digits total)
County Tazewell State School Code Number* 092-1030

Telephone (276) 988-4441 Fax (276) 988-0445

Web site/URL http://tazewell.k12.va.us/schools/tes E-mail sgrindstaff@tazewell.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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Brenda Lawson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Tazewell County Tel. (276) 988-8303 Ext. 222

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Mike Dennis
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

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

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

PART I - ELIGIBILITY CERTIFICATION

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
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: 8 Elementary schools
 3 Middle schools
 0 Junior high schools
 4 High schools
 1 Other

 16 TOTAL
2. District Per Pupil Expenditure: \$7,971.00

 Average State Per Pupil Expenditure: \$9,202.00

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
 Small city or town in a rural area
 Rural
4. 5 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?
5. Number of students 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	18	21	39	7			
K	45	53	98	8			
1	49	43	92	9			
2	38	60	98	10			
3	53	50	103	11			
4	53	29	82	12			
5	50	49	99	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							611

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| 93 | % White |
| 6 | % Black or African American |
| .1 | % Hispanic or Latino |
| .6 | % Asian/Pacific Islander |
| .3 | % 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: 7 %

[This rate should be 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	21
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	22
(3)	Total of all transferred students [sum of rows (1) and (2)]	43
(4)	Total number of students in the school as of October 1	611
(5)	Total transferred students in row (3) divided by total students in row (4)	.0703764
(6)	Amount in row (5) multiplied by 100	7.03764

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: English

9. Students eligible for free/reduced-priced meals: 54 %
 Total number students who qualify: 333

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: $\frac{14}{87}$ %
87 Total Number of Students Served

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>13</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>12</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>35</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>9</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>32</u>	<u> </u>
Special resource teachers/specialists	<u>12</u>	<u>3</u>
Paraprofessionals	<u> </u>	<u> </u>
Support staff	<u>29</u>	<u>1</u>
Total number	<u>75</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1
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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	95%	95%	96%	96%	95%
Daily teacher attendance	95%	94%	95%	95%	95%
Teacher turnover rate	7%	9%	0%	2%	2%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III-SUMMARY

Tazewell Elementary School enjoys a rich history dating back to 1873 when the first public school was started in a log building. A new frame school was erected in 1906 and remained in use until 1953. Students attended school on the same site, but in a brick facility from 1953 until 1964. In September 1964, the elementary school was moved to a new building adjoining the grounds of Tazewell High School. That same building is still in use today.

Due to the increase in the number of programs, notably kindergarten and special education, nine portable buildings were added to the school in the late 1960s. During 1990, twelve new classrooms were added to the existing structure replacing the portables. A gymnasium was completed in September 1990, thus completing the renovation and new building process. With the addition of two Pre-School programs, our school campus now extends to part of the grounds of Tazewell Middle School located approximately two miles from the main campus of the school.

Tazewell Elementary School is located on the east side of Tazewell approximately 3.0 miles from the county courthouse and can be reached from Routes 19 and 460. The school serves an area of sixty square miles including the Town of Tazewell residents. The school has 611 students in grades Pre-Kindergarten through fifth grade. Special Education classes are offered to 87 students and 35 students are part of the Pre-School program. The staff consists of seventy nine members including professional and support staff. Staff members diligently work to provide a warm, inviting place for students to achieve success.

The faculty at Tazewell Elementary believes the purpose of education is to help each individual develop his physical, intellectual, emotional, social, and spiritual potential to his fullest. The function of the school is to help every child pursue and foster his own desirable aptitudes, to cultivate the habit of critical thinking, to gain command of the integration of knowledge and skills, and to appreciate and desire worthwhile activities. The staff endeavors to help each child realize and recognize his potential. To do this, the faculty strives to understand each child, his individuality, and his worth. The faculty not only uses its professional skills but also depends on the community and parents to work together to provide for the needs of all children.

The mission of Tazewell Elementary School is to provide a quality education for all students, while recognizing the uniqueness of each child. For students, challenging learning experiences are provided realizing that all children can and do learn. Tazewell Elementary School maintains high expectations for student achievement by recognizing and adjusting for individual needs. Teachers promote self confidence and self-esteem with an emphasis on problem solving skills in all subject areas, students experience mastering and success. Tazewell Elementary School provides a pleasant, safe environment that encourages and supports creativity, cooperation, and accountability. Staff members welcome parent involvement and encourage them to be active participants in the decision making process to ensure continued school improvement in student performance.

Tazewell Elementary School is the largest elementary school in the district. Staff members take great pride in the welcoming, open relationship that has been achieved with our community and our parents. The children have a *home* at Tazewell Elementary. Many graduates find their way back to Tazewell Elementary in the form of student teachers, high school volunteers, parent volunteers, community volunteers, teachers, and even principals. The current principal is a **proud** former student of Tazewell Elementary School.

PART IV: INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Each year, students in grades three, four, and five at Tazewell Elementary are formally tested in reading and math. Fifth grade students are assessed in writing in March of each year. The students are given the Virginia Standards of Learning assessment each May to measure growth in the core areas of reading, math, science, and social studies. The Standards of Learning test is developed by the Commonwealth of Virginia Item Writing Committee and designed around the mandated standards for each grade level. Students are tested on the essential skills and knowledge of the state reading and math curriculum. The Standards of Learning assessment is measured on a scale of 0-600. Students scoring 501-600 are considered Pass/Advanced while scores of 400-499 are rated Pass/Proficient. A student who scores below 400 receives a Fail/Does Not Meet Criteria rank.

Tazewell Elementary School has met Full Accreditation Status every year. The state accreditation rating for 2006-2007 is based on the spring 2006 SOL test scores. The school must have 70% of the students pass the four core areas to be Fully Accredited. The exception is that in grades 3 & 5, there must be a 75% pass rate in reading. Tazewell Elementary has also met the provisions for Adequate Yearly Progress (AYP) as established by the *No Child Left Behind Act of 2001*. The school passed 29 AYP elements in the last three years. Reading and math scores have shown a steady growth since 1998 on the Virginia Standards of Learning Tests. Third grade reading scores in 1998 indicate a 59.2% pass rate while math scores show a 62.2% pass rate. The 2006 scores show the third grade reading scores at a 78.5% pass rate and the math scores are at a 92.4% pass rate. While reading scores have not grown as significantly as the math scores, Tazewell Elementary School continues to include third grade reading as part of the annual goal for improvement. In 1998, fifth grade students produced a 70% pass rate in reading. In 2006, the fifth grade students produced a 97.3% pass rate. Math scores for fifth grade students in 1998 were at a 44% pass rate. The scores from spring 2006 show a 95.6% pass rate.

Tazewell Elementary School has a predominantly white population with a relatively low mobility rate. These students continue to make steady gains on assessments. The number of students identified in the disadvantaged subgroup seems to be on the rise. This subgroup has not seen a dramatic rise in scores, but is seeing a small gain in reading and math. The students with disabilities made a significant gain in 2006. The students made gains from 47.05% to 90.32% in reading and in math the student rates went from 35.29% to 93.54%. In science, the students with disabilities made a small gain. Tazewell Elementary has no LEP students.

The web site where data may be found is www.pen.k12.va.us

2. Using Assessment Results: Data desegregation is a vital component to continual school and student improvement. The staff uses the data from the Standards of Learning assessment initially to identify the students who pass and those who do not. The students who do not pass the end of the year test traditionally have had the opportunity to attend a summer remediation program for areas identified as weak for the student. Next, the teachers use an item analysis of the test to explore individual student deficits as well as possible weaknesses in classroom instructional practices. Further, the results are used to help set the curriculum and coursework for the ensuing year. The fifth grade students transitioning to Tazewell Middle School have their math results used to place students in particular academic classes. For example, students in fifth grade scoring Advanced Proficiency on the math SOL may be eligible to take seventh (7th) grade math during their sixth grade year. Assessment is an on-going process at Tazewell Elementary School. Students in grades 1-5 begin the school year by taking a STAR test for reading comprehension. This test is administered at mid-term and end of the year. The results are used to help flexibly group students for reading instruction. The STAR test results help set an individual reading goal for the school year. Students in Pre-Kindergarten through 3rd grade are given the Phonological

Assessment for Literacy. This test is given 3 times per year in grades Pre-K through 2 and is used to assess phonological skills. Division-wide benchmark tests are given each quarter and the results are used to diagnose the student's weakness in order to formulate an individual corrective action plan. Informal assessment is a regular part of the classroom for every child. Teacher made assessments are an integral part of the daily curriculum and give teachers an overview of the class progress.

3. Communicating Assessment Results: Tazewell Elementary School works to keep the lines of communication open with parents in all program areas. Assessment results are relayed to parents in varied ways. STAR, PALS, and Benchmark test results may be reported to parents via report cards. They may also be reported verbally during parent conferences or by parent letter. Copies of PALs results are placed in the student cumulative file. Standards of Learning test results are sent to parents attached to the first six weeks report card; however, parents are welcome to call the school or come by the school and their child's scores are reported to the parent verbally upon request. The school report card is sent to parents once a year and is on the state web page. School accreditation scores may also be accessed through the Virginia Department of Education website. Student group scores are celebrated at student assemblies and PTA meetings. A report of SOL results is shared during the Principal's Advisory Council meetings held two times a year. SOL results have been printed in the local newspapers for all subjects tested. Each student is given a communication folder at the beginning of each year. The students' work/performance for the week is sent home via the folder once a week. Report cards are sent home each six weeks and teachers use their planning period to hold parent conferences regularly. An Open House and two Parent-Teacher Conference evenings give parents an opportunity to hear assessment results. A parent newsletter is sent home each month from the office with reminders of important testing/evaluation dates and the results of the Standards of Learning test results. Student success is on constant display in the classroom.

4. Sharing Success: Tazewell Elementary staff members share ideas, strategies, techniques, and successes with other schools as staff development opportunities. Teachers exchange successes and best practices at district wide grade group meetings. Staff members are asked to present strategies that have been successful for students as staff development at other schools in the district. Teachers present parents tips/hints in parent letters sent home weekly and at monthly PTA meetings. For example, a teacher conducted a SMARTBOARD training one month for the parents attending PTA. She then took the opportunity to share how the students had mastered the technology and offered parents the chance to partner with the school to purchase more equipment. Community members are asked to volunteer in the school to help the children reach success. They in turn share their experiences in the community. The Principal's Advisory Council and the Title I PAC meetings are wonderful chances to promote and explain the student achievements. The school-wide e-mail system allows the staff members to communicate easily daily success stories. Staff meetings are conducted each Tuesday and teachers are asked to tell the group a positive about their class. The local newspaper and local television station are always willing to report student success to the public.

In short, Tazewell Elementary enjoys success because we share our success with our community. We strive to continue to be a positive force in the Town of Tazewell.

PART V- CURRICULUM AND INSTRUCTION

1. Curriculum: Tazewell Elementary School’s curriculum is based primarily on the Standards of Learning for Virginia public school students. The Standards of Learning provide a framework for instructional programs designed to raise the academic achievement of all students in Virginia. They are meant to provide challenging educational programs to public school students. These standards are a framework and not intended to encompass the entire curriculum; therefore, teachers are asked to incorporate the standards into a broader curriculum going beyond the basic framework. The standards were developed through public meetings with parents, teachers, businesses, and community representatives to give the students of Virginia a program of education that would be “among the best in the nation.”

The math curriculum identifies specific content strands in grades Kindergarten through 5. The standards increase in complexity at each grade level, but build on knowledge gained at the previous grade level. Title I and Special Education services are provided for students who have difficulty mastering the math curriculum. Differentiation of teaching methods within the classroom assist students with the math strands of Numbers and Number Sense, Computation and Estimation, Measurement, Geometry, Probability and Statistics, Patterns, Functions, and Algebra.

The focus of the reading curriculum is to teach students to read and to develop a command of the English language. Beginning with the Pre-Kindergarten students, a systematic approach to teaching reading is implemented at Tazewell Elementary. Students receive instruction within the regular classroom as well as through Title I and Special Education if needed. Individual independent reading goals are set for each child to meet based on their independent reading level through an Accelerated Reading Program. The importance of reading is highly stressed at every ability level.

Four basic core areas of Social Science are studied throughout the elementary school years. These include history, geography, civics, and economics. The goal is to develop knowledge and skills of the national history in order to become a productive part of the future. Starting in Kindergarten, the students begin to learn about interesting Americans and the contributions that have formed our nation. The students learn about the contributions made by ancient civilizations to our country as well as the rich history of the Commonwealth of Virginia in grades one through four. Fifth grade students concentrate on American history and geography skills.

The science curriculum incorporates scientific investigation, reasoning, and logic, force, motion, and energy, matter, life processes, Earth/space systems, Earth patterns, cycles, changes and resources during the kindergarten through fifth grade years. A program called ASSET is a hands-on science curriculum used at every grade level to teach the standards of learning and more.

The division has created a curriculum map and a pacing guide to enable teachers to provide an aligned curriculum for the core areas. The curriculum map suggests resources, strategies, and activities to assist the teachers in teaching the core areas of reading, math, science, and social science. Library skills, general music, character education classes, health, handwriting, creative writing, physical education classes, and some art classes are offered for students. Family Life Curriculum classes are offered for students in grades three, four, and five. A DARE program and a 4-H program are also offered to fourth and fifth grade students.

Technology is incorporated into the curriculum daily through technology standards. The students begin in Pre-Kindergarten using touch screen computers and computer labs for instructional activities. First grade students use Quick Writers to begin composing short stories and learning the writing process. A portable

computer lab available for third grade students and another portable lab available for fourth and fifth grade students are available for student learning and achievement. In addition, a computer lab class is scheduled for each grade level throughout the week. Tazewell Elementary School has SMARTBOARDS on every wing accessible for all teachers to use in their instruction. These opportunities are made available to all students at all grade and ability levels.

2. Reading: Tazewell Elementary School's reading curriculum is based on a flexible ability grouping inclusion model in grades one through four. The classrooms contain the regular classroom teacher, the special education teacher, and the PALS tutor (where applicable). Direct instruction is delivered for the first thirty to forty-five minutes and then small group skills instruction is given with the regular classroom teacher and the special education teacher directing the small group instruction. The small group instruction consists of phonics, comprehension skills, partner reading, spelling, vocabulary instruction, oral reading, silent reading or listening to taped readings, language skills, and writing which encompasses the necessary components of reading instruction. The flexible groups for each classroom are determined from the student's STAR grade equivalent reading comprehension score, classroom observation, six weeks grades, and informal testing by the classroom teacher. The students are tested three times a year on the STARs test and the teachers from the grade group meet to discuss the students' progress or areas of concern from each group to determine each student's instructional needs and the appropriate reading instructional grouping.

Fifth grade teachers are departmentalized with the inclusion model. One of the fifth grade teachers teaches all of the reading classes. The special education teacher is in this classroom with the identified special education students. The fifth grade students are also tested on the STARs test three times a year to determine their growth and needs in reading instruction.

Kindergarten teachers use phonemic awareness strategies and methods and the inclusion model. The students at this level received a great amount of oral reading instruction and phonemic awareness activities. The identified special needs children receive small group instruction from the PALs tutors and special education aide.

3. Science Curriculum: The school's science curriculum takes a hands-on approach to learning. Based on the school's mission to provide challenging and successful learning experiences for all students, a hands-on approach to teaching science levels the playing field for all students. The delivery model is inclusive for science. All students receive science instruction in a regular classroom with modifications as needed. The division utilizes the ASSET science system to teach science to students. The ASSET kits align with the Standards of Learning and provide an interesting, challenging curriculum. Students in kindergarten explore with the science kits with the Sink or Float activity kit. Students at each grade level experience investigation for understanding through the use of the science program. Community agencies such as 4-H and gardening clubs work with students on gardening and life cycles. The Soil and Water Agency provides third grade students with a field trip activity called Soil Babies which helps students master a standard of learning where they are required to investigate and understand major components of soil. The same agency provides a field trip science activity each year for fourth grade students called Food and Fiber which works back to a fourth grade objective of life processes and living systems. The fifth grade students attend a hands-on science activity called Water Wizard because they must master a standard on the characteristics of an ocean. The fifth grade and third grade classrooms have departmentalized the science instruction so that the students may benefit from a teacher interested in and highly qualified to teach the science standards. Other field trips are conducted for students that align with the science curriculum such as Bristol Caverns for fifth grade students to study geographic formations. The science curriculum is considered a priority at Tazewell Elementary.

4. Instructional Methods: The staff at Tazewell Elementary understands the need for continual improvement to provide the best instruction possible for students. The staff members work to educate themselves on the current best practices and implement those into the delivery of instruction. During the 2006-2007 school year, students with IEPs have been included into all curriculum areas. Students were formerly taught reading and math in a resource setting. The school has chosen to flexibly group students by ability in reading this school year to attempt to improve the curriculum for every student. Learners are provided opportunities to receive services of Title I, Special Education, Gifted Education, and/or PALs tutoring to remediate any individual weaknesses. Students move freely throughout the building attending classes that are beneficial for their individual needs. Differentiation of instruction is encouraged and expected in every classroom in every content area. Technology is incorporated into all classes through computers, SMARTBOARDS, computer labs, digital cameras, and library media services. The 4-H program gives students a chance to work in areas of talent, public speaking, leadership, and community service. The guidance program develops character education pillars and the total child. Physical education activities are presented at a PTA program for students who excel athletically. The school partners with the local health department to challenge students and staff to walk and become more active.

Tazewell Elementary School would be considered quite flexible in instructional delivery models. The staff is willing to implement any strategy that will help develop the full potential of children. Grade group meetings are held often to discuss student progress. Teachers share ideas that work with each other regularly. Staff meetings incorporate teaching strategies as part of the agenda. The willingness of staff members to use a combination rich in varied teaching techniques makes Tazewell Elementary School a place where students can become successful.

5. Professional Development: Research indicates staff development is a key component of continual growth. Tazewell Elementary and the division understand that staff development opportunities are highly important for staff members; therefore, teachers have three days dedicated to division-wide staff development most years. Additionally, each school must provide twelve hours or two days of professional development for teachers throughout the school year. The division also encourages teachers to attend workshops during the school year by paying for the teacher to attend. In turn, the staff member who attends the conference is expected to return the information to the staff in a presentation at a staff development at the local level. The school staff development committee analyzes data from test scores and surveys to suggest meaningful in-services that would lead to professional development. Individuals attend classes in their specialty area such as the guidance counselor, speech teacher, physical education teacher, and librarian attend state and regional meetings. Support staff are also offered opportunities to hone skills by attending classes including CPR, reading, and math. Twelve staff members have committed to taking classes to receive a Masters Degree in reading. Their training is used daily to teach students and they share this training with all staff members. Staff members are trained on multiple topics each year that are provided by the division after school. Staff members who wish to take college level classes in the core subject areas are encouraged to do so and the district office pays the tuition for the class.

The impact on students is immediate, positive, and beneficial. The current knowledge gained helps enhance instruction for students by providing new teaching techniques and materials. By participating in staff development opportunities and putting these best practices to use in the classroom, we begin to fulfill our mission of helping learners be prepared to cope with an ever changing world. Teachers and staff members embrace the chance to continue learning at Tazewell Elementary School.

PART VII - ASSESSMENT RESULTS

VIRGINIA'S REPORTING FORM FOR NCLB BLUE RIBBON DATA

Subject: Reading Grade: 3rd Test: Virginia Standards of Learning Assessment

Publication Years: 2003 – 2006 Publisher: Harcourt Assessment, Inc.

	2005-2006	2004-2005	2003-2004
Testing month	May	May	May
SCHOOL SCORES			
% At or Above Proficient	79	71	73
% At Advanced Proficient	29	15	14
Number of students tested	104	85	98
Percent of students tested	98	100	99
Number of students alternatively assessed			
Percent of students alternatively assessed			
SUBGROUP SCORES			
1. Disadvantaged Students			
% At or Above Proficient	70	69	67
% At Advanced Proficient	10	15	11
Number of Students Tested	58	31	34
2. Disabled Students			
% At or Above Proficient		50	
% At Advanced Proficient		0	
Number of Students Tested		14	

Source of state scores: <https://plpe.doe.virginia.gov/reportcard/>

VIRGINIA'S REPORTING FORM FOR NCLB BLUE RIBBON DATA

Subject: Math Grade: 3rd Test: Virginia Standards of Learning Assessment

Publication Years: 2003 – 2006 Publisher: Harcourt Assessment, Inc.

	2005-2006	2004-2005	2003-2004
Testing month	May	May	May
SCHOOL SCORES			
% At or Above Proficient	95	72	89
% At Advanced Proficient	55	32	46
Number of students tested	96	71	98
Percent of students tested	100	100	99
SUBGROUP SCORES			
1. Disadvantaged Students			
% At or Above Proficient	95	66	86
% At Advanced Proficient	40	29	40
Number of Students Tested	53	23	34
2. Disabled Students			
% At or Above Proficient			
% At Advanced Proficient			
Number of Students Tested			

Source of state scores: <https://plpe.doe.virginia.gov/reportcard/>

VIRGINIA'S REPORTING FORM FOR NCLB BLUE RIBBON DATA

Subject: Reading Grade: 5th Test: Virginia Standards of Learning Assessment

Publication Years: 2003 – 2006 Publisher: Harcourt Assessment, Inc.

	2005-2006	2004-2005	2003-2004
Testing month	May	May	May
SCHOOL SCORES			
% At or Above Proficient	98	91	84
% At Advanced Proficient	51	38	26
Percent of students tested	100	100	100
Number of students alternatively assessed			
Percent of students alternatively assessed			
SUBGROUP SCORES			
1. Disadvantaged Students			
% At or Above Proficient	88	86	79
% At Advanced Proficient	35	26	17
Number of Students Tested	42	40	41
2. Disabled Students			
% At or Above Proficient		0	67
% At Advanced Proficient		0	7
Number of Students Tested		14	17

Source of state scores: <https://plpe.doe.virginia.gov/reportcard/>

VIRGINIA'S REPORTING FORM FOR NCLB BLUE RIBBON DATA

Subject: Math Grade: 5th Test: Virginia Standards of Learning Assessment

Publication Years: 2003 – 2006 Publisher: Harcourt Assessment, Inc.

	2005-2006	2004-2005	2003-2004
Testing month	May	May	May
SCHOOL SCORES			
% At or Above Proficient	96	85	82
% At Advanced Proficient	60	33	15
Number of students tested	93	89	109
Percent of students tested	100	100	100
Number of students alternatively assessed			
Percent of students alternatively assessed			
SUBGROUP SCORES			
1. Disadvantaged Students			
% At or Above Proficient	93	81	71
% At Advanced Proficient	48	21	8
Number of Students Tested	41	30	41
2. Disabled Students			
% At or Above Proficient			57
% At Advanced Proficient			19
Number of Students Tested			17

Source of state scores: <https://plpe.doe.virginia.gov/reportcard>

VIRGINIA'S REPORTING FORM FOR NCLB BLUE RIBBON DATA

Subject: Reading Grade: 4th Test: Virginia Standards of Learning Assessment

Publication Years: 2003-2006 Publisher: Harcourt Assessment, Inc.

	2005-2006	2004-2005	2003-2004
Testing month	May	May	May
SCHOOL SCORES		NA	NA
%At or Above Proficient	89		
%At Advanced Proficient	39		
Number of students tested	92		
Percent of students tested	100		
Number of students alternatively assessed			
Percent of students alternatively assessed			
SUBGROUP SCORES			
1. Disadvantaged students			
% At or Above Proficient	81		
% At Advanced Proficient	28		
Number of students tested	40		
2. Disabled Students			
% At or Above Proficient			
% At Advanced Proficient			
Number of students tested			

Source of state scores: <https://plpe.doe.virginia.gov/reportcard>

VIRGINIA'S REPORTING FORM FOR NCLB BLUE RIBBON DATA

Subject: Math Grade: 4th Test: Virginia Standards of Learning Assessment

Publication Years: 2003-2006 Publisher: Harcourt Assessment, Inc.

	2005-2006	2004-2005	2003-2004
Testing month	May	May	May
SCHOOL SCORES		NA	NA
%At or Above Proficient	86		
%At Advanced Proficient	34		
Number of students tested	91		
Percent of students tested	100		
Number of students alternatively assessed			
Percent of students alternatively assessed			
SUBGROUP SCORES			
1. Disadvantaged students			
% At or Above Proficient	79		
% At Advanced Proficient	28		
Number of students tested	31		
2. Disabled Students			
% At or Above Proficient			
% At Advanced Proficient			
Number of students tested			

Source of state scores: <https://plpe.doe.virginia.gov/reportcard>