

**Virginia Department of Education
Office of Program Administration and Accountability and Office of School Improvement
P.O. Box 2120, Richmond, Virginia 23218-2120**

**Application for School Improvement Grant (SIG) 1003(g) Funds
Under the *No Child Left Behind Act of 2001*, Public Law 107-110**

Cover Page

Division Information

School Division Name: Petersburg City
Division Contact: Danielle Belton
Mailing Address: 255 South Boulevard East
Telephone (include extension if applicable): (804) 862-7089 Fax: (804) 862-7301
E-mail: dabelton@petersburg.k12.va.us

School Information

Provide information for each school within the division that will receive support through the SIG funds.

School Name: A. P. Hill Elementary
Principal Name: Dr. Ronnie Watson
Mailing Address: 1450 Talley Avenue, Petersburg, VA 23803
Telephone (include extension if applicable): (804) 861-3765 Fax: (804) 862-7182
E-mail: rowatson@petersburg.k12.va.us

School Name: J. E. B. Stuart Elementary
Principal Name: Kori Reddick
Mailing Address: 100 Pleasants, Petersburg, VA 23803
Telephone (include extension if applicable): (804) 861-1975 Fax: (804) 862-2197
E-mail: koreddick@petersburg.k12.va.us

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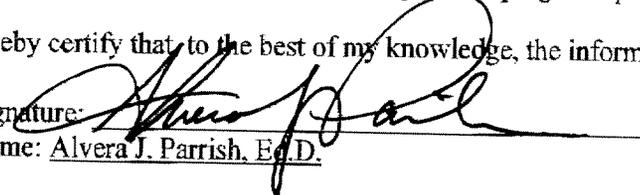
School Name: _____
Principal Name: _____
Mailing Address: _____
Telephone (include extension if applicable): _____ Fax: _____
E-mail: _____

School Name: _____
Principal Name: _____
Mailing Address: _____
Telephone (include extension if applicable): _____ Fax: _____
E-mail: _____

School Name: _____
Principal Name: _____
Mailing Address: _____
Telephone (include extension if applicable): _____ Fax: _____
E-mail: _____

Assurances: The local educational agency assures that SIG funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under the *No Child Left Behind Act of 2001* (NCLB). Additionally, the local educational agency agrees by signing below to implement program specific assurances located in "Section E. Assurances."

Certification: I hereby certify that to the best of my knowledge, the information contained in this application is correct.

Superintendent's Signature: 
Superintendent's Name: Alvera J. Parrish, Ed.D.
Date: 12/14/11

Section A: Schools to be Served

Note: Descriptions of each of the four intervention models are included in Appendix A of the guidance document.

1. Tier I and Tier II School Information

Identify each Tier I and/or Tier II school that the school division commits to serve in the chart below. For each school identified, please provide the NCES ID #, the tier identification, and the intervention model the school will implement.

School Name	NCES ID #	Tier I	Tier II	Intervention Model(s)			
				Turnaround	Restart	Transformation	Closure
A.P. Hill Elementary	510291001202	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
J.E.B. Stuart Elementary	510291001196	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Tier III School Information

Identify each Tier III school that will be served. For each school identified, please provide the NCES ID # and the tier identification. If the school will implement an intervention model, please indicate which one the school will implement. If the school will not implement an intervention model, indicate “other school improvement strategies.”

School Name	NCES ID #	Tier III	Intervention Model(s) or Other School Improvement Strategies				
			Turnaround	Restart	Transformation	Closure	Other School Improvement Strategies
N/A		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section B: Required Elements

Part 1. Student Achievement and Demographic Data - Applicable to Tier I, II, and III Schools

The LEA must provide the following information for each of the Tier I, Tier II, and Tier III schools that will be served.

Note: An LEA with Tier I schools must serve all of its Tier I schools before serving any eligible Tier III school.

- a. Student achievement data for the past two years (2008-2009 and 2009-2010) in reading/language arts and mathematics: by school for the “all students” category and for each Adequate Yearly Progress (AYP) subgroup; and by grade level in the “all students” category and for each AYP subgroup;
- b. Analyzed student achievement data with identified areas that need improvement;
- c. Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject;
- d. Number of years each instructional staff member has been employed at the school;
- e. Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools;
- f. Information about the demographics of the student population to include attendance rate, total number of students, and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged status;
- g. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of the library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess;
- h. Total number of minutes in the school year that all students were required to attend school and any increased learning time (e.g., before- or after-school, Saturday school, summer school);
- i. Total number of days teachers worked divided by the maximum number of teacher working days;
- j. Information about the types of technology that are available to students and instructional staff;
- k. Annual goals for student achievement on the state’s assessments in both reading/language arts and mathematics.

Response: (Use as much space as needed.)

Note: Divisions should consider providing this information in chart form and include here.

A.P. Hill Elementary

a. Data – See Appendix A

b. Analyzed Data and Strategies to Address Failure Rates in English and Math –

1. LTP, ILTP, principal and the Leadership Team will analyze 2011 SOL test results and establish student groups based on student performance; specific emphasis will be placed on recovery students. The Internal Lead Turnaround Partner (ILTP) will be the liaison between both the external partners and the superintendent. The ILTP will monitor the work of the external partners and disseminate information to the superintendent. The ILTP's responsibilities will include but not be limited to: meeting weekly with each project manager; weekly with principals; weekly with superintendent; set staff development with partners and principals; attend leadership team meetings at each school; attend alternate governance meetings; monitor with the principal and external partner all teachers on improvement plans; attend VDOE meetings in Richmond and monitor the required reporting schedule of schools for compliance; and monitor external partner work schedules. The ILTP will work a total of thirty-two (32) hours per week, split between the two SIG schools. The time at each school will vary depending on needs of the schools, external lead partner and district meetings. The ILTP will devote 100% of the time working with SIG schools.
2. Teachers will develop a 30-day intervention plan to re-teach objectives that students did not master.
3. All students will complete a Reading diagnostic test via iStation and students will be scheduled for remediation. iStation resources will be utilized for individualized teaching/re-teaching.
4. Monthly benchmark testing will be administered using iStation. Results will be monitored to gauge student success and adjust teaching in English and Reading.
5. Monthly Leadership Team meetings and weekly grade level meetings will convene to monitor and adjust instruction, as well as determine student groups.
6. Monthly benchmark assessments will be provided by Edison Learning. Instruction will be adjusted according to results.
7. The LTP will assist the school improvement team with reviewing and adjusting pacing guides using Edison Companion Guides.
8. PD 360 will be used to provide in-services for teachers. The principal, LTP, and ILTP will select the professional development based on: 1. The overall needs of teachers for general professional development such as differentiated instruction. All teachers will be required to view the PD360 videos and documented follow up will take place in full staff meetings and grade level meetings (teachers will be required to complete reflection narratives and discuss during staff and grade level/team meetings) and; 2. Individual teachers may view specific videos based on what the principal determines the

teacher needs and follow up will occur with teacher, principal, LTP and ILTP.

9. Teachers will continue to receive PD on Formative Assessment through VDOE and TeachFirst.
10. The LTP will provide PD in student behavior management.
11. In January, a 90-day plan will be developed and implemented based on the 2nd Quarter Benchmark results.
12. Remediation services will be provided during the school day by Title I staff and in the afternoon by tutors. Afterschool tutors are regular classroom teachers holding appropriate licensure credentials. Depending on the needs of the afterschool program, retired teachers may be employed to ensure afterschool programs are run with complete fidelity. Additionally, SES providers may provide services but are paid from the regular Title I grant, not the SIP grant.
13. A Math Consultant will provide PD and modeling for 2 days per month for teachers in grades 3 – 5. The principal, LTP, and ILTP will select the professional development based on the overall needs of teachers for math professional development. The consultant will assist teachers analyze the results on SOL math and benchmark assessments to determine areas for reteaching. The consultant will assist teachers in planning for instruction based on curriculum and pacing guides. The consultant will “model” effective teaching with follow up discussion occurring with teachers. The consultant will provide updates to the school principals based on conversations and/or observations held with teachers. The consultant will serve on the school leadership team, when needed, to discuss mathematics data based on benchmark assessments.

c. Teacher Experience – See Appendix B

d. Employment History – See Appendix C

e. Graduation Rate – N/A

f. Demographics -- See Appendix D

g. Physical Plant –

1. Built in 1967; Addition 2009
2. 73,421 Square Feet
3. 33 Classrooms
4. 2 Computer Labs
5. 1 Choral Room
6. Cafeteria – 3,316 Square Feet; 2 Serving Lines
7. Gymnasium – 4,200 Square Feet
8. Library – 2,982 Square Feet; 6 Computer Stations

h. Minutes – 70,160

i. Teacher Workdays ~~5,580/5,670 = 98.41%~~ ~~6479~~ 6479 /6993=92.6%

j. Technology - Instructional Staff and Students have access to Promethean Boards, two fixed labs with 25 desktop computers in each

and 4 Laptop Carts with 24 Laptops in each. All computers have access to the Internet through either cabling or wireless. There are also document cameras and video projection systems. Instructional software and video capabilities available:

A+ Math	CNN.com and FoxNews.com	Cool Math	Fun Brain
Gale online Resources	Internet4Classrooms.com	Jefferson Lab	Multiplication.com
Starfall.com	SOLAR Accountability	IEP Online	Perspective
ePAT	TestNav	Accelerated Reader	ActivInspire/ActivStudio
Destiny Library Manager	Discovery Education Network	Interactive Notebook	Microsoft Office
PD 360	SOL Pass	TicketoRead.com	Tumble Book
World Book Online	Understanding Math Plus	Star Portal	iStation
Starbase			

k. Annual Goals -

- 2011-2012: 85% of all Reading, Language Arts, and Math students will be successful on Virginia Standards of Learning Assessments
- 2012-2013: 90% of all Reading, Language Arts, and Math students will be successful on Virginia Standards of Learning Assessments
- 2013-2014: 95% of all Reading, Language Arts, and Math students will be successful on Virginia Standards of Learning Assessments

JEB Stuart Elementary

a. Data – See Appendix A

b. Analyzed Data and Strategies to Address Failure Rates in English and Math –

1. LTP, ILTP, principal and the Leadership Team will analyze 2011 SOL test results and establish student groups based on student performance; specific emphasis will be placed on Recovery students. The Internal Lead Turnaround Partner (ILTP) will be the liaison between both the external partners and the superintendent. The ILTP will monitor the work of the external partners and disseminate information to the superintendent. The ILTP’s responsibilities will include but not be limited to: meeting weekly with each project manager; weekly with principals; weekly with superintendent; set staff development with partners and principals; attend leadership team meetings at each school; attend alternate governance meetings; monitor with the principal and external partner all teachers on improvement plans; attend VDOE meetings in Richmond and monitor the required reporting schedule of schools for compliance; and monitor external partner work schedules. The ILTP will work a total of thirty-two (32) hours per week, split between the two SIG schools. The time at each school will vary depending on needs of the schools, external lead partner and district meetings. The ILTP will devote 100% of the time working with SIG schools.
2. Teachers will develop a 30-day intervention plan to re-teach skills that revealed student performance deficits.
3. All students will complete a Reading diagnostic test administered via iStation and schedules will be established based on the iStation results. iStation resources will be utilized for individualized teaching/re-teaching.
4. Monthly benchmark testing will be administered using iStation. Results will be monitored to gauge student success and

- adjust teaching in English and Reading.
5. Monthly Leadership Team meetings and weekly grade level meetings will convene to monitor and adjust instruction, as well as determine student groups.
 6. Monthly benchmark assessment will be provided by Edison Learning. Instruction will be adjusted according to results.
 7. The LTP will assist the school improvement team with reviewing and adjusting pacing guides using Edison Companion Guides.
 8. PD 360 will be used to provide in-services for teachers. The principal, LTP, and ILTP will select the professional development based on: 1. The overall needs of teachers for general professional development such as differentiated instruction. All teachers will be required to view the PD360 videos and documented follow up will take place in full staff meetings and grade level meetings (teachers will be required to complete reflection narratives and discuss during staff and grade level/team meetings) and; 2. Individual teachers may view specific videos based on what the principal determines the teacher needs and documented follow up will occur with teacher, principal, LTP and ILTP.
 9. Teachers will continue to receive PD on Formative Assessment through VDOE and TeachFirst.
 10. The LTP will provide PD in student behavior management.
 11. In January, a 90-day plan will be developed and implemented based on the 2nd Quarter Benchmark results.
 12. Remediation services will be provided during the school day by Title I staff and in the afternoon by tutors. Afterschool tutors are regular classroom teachers holding appropriate licensure credentials. Depending on the needs of the afterschool program, retired teachers may be employed to ensure afterschool programs are run with complete fidelity. Additionally, SES providers may provide services but will be paid from the regular Title I grant, not the SIP grant.
 13. A Math Consultant will provide PD and modeling for 2 days per month for teachers in grades 3 – 5. . The principal, LTP, and ILTP will select the professional development based on the overall needs of teachers for math professional development. The consultant will assist teachers analyze the results on SOL math and benchmark assessments to determine areas for reteaching. The consultant will assist teachers in planning for instruction based on curriculum and pacing guides. The consultant will “model” effective teaching with follow up discussion occurring with teachers. The consultant will provide updates to the school principals based on conversations and/or observations held with teachers. The consultant will serve on the school leadership team, when needed, to discuss mathematics data based on benchmark assessments.

c. Teacher Experience – See Appendix B

d. Employment History – See Appendix C

e. Graduation Rate – N/A

f. Demographics – See Appendix D

g. Physical Plant –

1. Built in 1966; Additions 1973, 2008
2. 65,154 Square Feet
3. 32 Classrooms
4. 2 Computer Labs
5. 1 Choral Room
6. Cafeteria – 3,302 Square Feet; 2 Serving Lines
7. Gymnasium – 4,233 Square Feet
8. Library – 1,616 Square Feet; 5 Computer Stations

h. Minutes – 70,160

i. Teacher Workdays ~~$\frac{4,092}{4,158} = 98.41\%$~~ $\frac{5243}{5859} = 89.4\%$

j. Technology - Instructional Staff and Students have access to Promethean Boards, two fixed labs with 25 desktop computers in each and 4 Laptop Carts with 24 Laptops in each. All computers have access to the Internet through either cabling or wireless. There are also document cameras and video projection systems. Instructional software and video capabilities available:

CNN.com and FoxNews.com	Fun Brain	Gale online Resources	Internet4Classrooms.com
Jefferson Lab	Multiplication.com	Nick Jr.	PBS
Portaportal.com	SOLAR Accountability	IEP Online	Perspective
ePAT	TestNav	Accelerated Reader	ActivInspire/ActivStudio
Destiny Library Manager	Interactive Notebook	K-12 Station	Microsoft Office
Discovery Education Network	PD 360	Study Island	TicketoRead.com
Tumble Book	World Book Online	Star Portal	Istation
Starbase			

k. Annual Goals -

2011-2012: 85% of all Reading, Language Arts, and Math students will be successful on Virginia Standards of Learning Assessments
2012-2013: 90% of all Reading, Language Arts, and Math students will be successful on Virginia Standards of Learning Assessments
2013-2014: 95% of all Reading, Language Arts, and Math students will be successful on Virginia Standards of Learning Assessments

Part 2. Design and Implement an Intervention for Each School – Tier I and Tier II schools must implement one of the intervention models. Tier III schools may implement one of the intervention models or other school improvement strategies.

The LEA will need to have detailed plans in place to demonstrate how the interventions will be designed as well as the plan for implementation. Listed below are the factors that will be considered to assess an LEA's commitment to designing interventions

consistent with the factors below from the U.S. Department of Education (USED) Final Requirements for School Improvement Grants as amended November 1, 2010.

For each school listed in Section A that is implementing one of the intervention models, describe the following:

- a. The plan to implement the interventions by the beginning of the 2011-2012 school year.
- b. The plan to regularly engage the school community, with substantial emphasis on parental engagement, to inform members of progress toward the design and implementation of the interventions and to give them opportunity to provide input.
- c. The LEA resources to research and design the selected interventions as intended.
- d. The plan to set aside time and resources sufficient to facilitate the design and ongoing implementation of interventions.
- e. The SEA sponsored strategic planning session attended or to be attended by the LEA.
- f. The LEA's capacity to implement the selected intervention models.

Response: (Use as much space as needed.)

Both A.P. Hill and J.E.B Stuart Elementary Schools will implement the USED Transformation Model beginning July 1, 2011 with the assistance of a Lead Turnaround Partner. The Lead Turnaround Partner, Edison Learning, will operate under the 25 components established in the Virginia Department of Education's Request for Proposals, RFP#DOE2010-03. In addition to the Lead Turnaround Partner, an Internal Lead Partner will be employed by the LEA to ensure the full implementation of the Transformation Model.

The school superintendent has informed the School Board and community of the 4 USED reform models. The School Board selected the Transformation Model in 2010 as the model for designated Petersburg schools. This was confirmed again in 2011 for A.P. Hill and J.E.B. Stuart Elementary Schools. The school board and community will receive monthly updates during school board meetings. Parents and community at large will receive information about the status of the schools from the division website. A.P. Hill and J.E.B. Stuart will host three (3) parent nights, an information giving and gathering meeting, which will be coordinated with the PTA. The first one will be in September with two more to follow (one additional meeting during the first semester and one during the second semester). Parents serve on the principal's advisory committee and provide input on school-wide initiatives. The Title I office also sponsors two parent forums and information will be shared about the Transformational Model and how the model is progressing. Both the LTP and ILTP will be involved with planning and attend parent meetings/forums.

The LTP with district and school staff will develop specific strategies to meet the 25 components of the RFP. The Virginia Department of Education (VDOE) has provided ongoing technical assistance on implementing the Transformation Model through the Office of School Improvement and Chief Academic Officer, assigned by VDOE to Petersburg City Public Schools (PCPS). Members of the division-wide Improvement Team have attended technical assistance events sponsored by VDOE, including Intervention Model webinars and Application Planning sessions.

Additionally, the Division Improvement Team will attend a VDOE strategic planning session on July 21, 2011 and participate in 5 days of training sponsored by VDOE during the 2011-12 school year. The Superintendent, Internal Lead Turnaround Partner, Lead Turnaround Partner, and staff will update the School Board and community periodically via School Board meetings and other platforms.

For any Tier III school listed in Section A *not* implementing one of the intervention models, describe the following:

- g. The services the school will receive or the activities the school will implement; and

- h. The goals the LEA will establish to hold accountable its Tier III schools that receive school improvement grant funds. (See Appendix B of the guidance document for examples of other school improvement strategies.)

Response: (Use as much space as needed.)
N/A

- If the LEA lacks sufficient capacity to serve all of its Tier I schools, provide the following information:
 - a. What steps have been taken to secure the support of the local school board for the intervention model selected?
 - b. What steps have been taken to secure the support of the parents for the intervention model selected?
 - c. If the LEA does not have sufficient staff to implement the selected intervention model fully and effectively, has the LEA considered use of the SIG funds to hire necessary staff?
 - d. What steps have been taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to implement the model?

Response: (Use as much space as needed.)
Note: For divisions with Tier II and Tier III schools, this response is NA.
 Mark NA, if applicable

Part 3. Recruit, Screen, and Select External Providers, If Applicable

To assist school divisions with recruiting, screening, and selecting external providers, if applicable, the Virginia Department of Education (VDOE) conducted a Request for Proposals for Lead Turnaround Partners (LTPs). Awarded were four independent contractors: Cambridge Education; Edison Learning, Inc.; John Hopkins University; and Pearson Education. School divisions may select an LTP from the competitively awarded contract list or they may choose to initiate their own competitive process. The benefit of selecting a provider from the VDOE contract list is that the competition has already taken place and a school division will not have to delay the implementation of the work with the LTP by awaiting results from its own competitive process. Specific information

such as contract number and pricing about each awarded contractor is publicly posted on the VDOE Web site. The link below provides the request for proposal for the selection of the LTPs:

http://www.doe.virginia.gov/support/school_improvement/title1/1003_g/tier_1-2/meeting_apr_2010/rfp_low_achieving_schools.pdf

Below are the factors that will be considered to assess the LEA's commitment to recruit, screen, and select external providers, if applicable, consistent with the USED Final Requirements for School Improvement Grants as amended in November 1, 2010.

Describe the following:

- a. Reasonable and timely steps taken to recruit, screen, and select providers to be in place by the beginning of the 2011-2012 school year that may include, but are not limited to:
 - i. Analyzing the LEA's operational needs;
 - ii. Researching and prioritizing the external providers available to serve the school;
 - iii. Contacting other LEA's currently or formerly engaged with the external provider regarding their experience;
 - iv. Engaging parents and community members to assist in the selection process; and
 - v. Delineating the responsibilities and expectations to be carried out by the external provider as well as those to be carried out by the LEA.

Mark **NA** here if the LEA selected an LTP from the state's list.

Mark **NA** here if the selected model does not require an LTP.

Response: (Use as much space as needed.)

- b. Detailed and relevant criteria for selecting external providers that take into account the specific needs of the Tier I and/or Tier II schools to be served by external providers. These criteria may include, but are not limited to:

- i. A proven track record of success in working with a particular population or type of school;
- ii. Alignment between external provider services and needs of the LEA;
- iii. Capacity to and documented success in improving student achievement; and
- iv. Capacity to serve the identified school or schools with the selected intervention model.

Mark **NA** here if the LEA selected an LTP from the state's list.

Mark **NA** here if the selected model does not require an LTP.

Response: (Use as much space as needed.)

Part 4: Modify Practices and/or Policies, If Necessary, to Enable Implementation of the Intervention Fully and Effectively-Applicable to Tier I, II, and III Schools

The LEA will provide evidence that a review of division and school policies have been completed to ensure alignment with the selected interventions. Evidence will include copies of division meeting agenda and accompanying notes. If changes are needed to existing policies and/or procedures, additional documentation will be requested such as revisions to policy manuals, local board of education meeting minutes, and/or other appropriate division communication. *These documents may be scanned and attached as an appendix to this application with an explanation provided below.*

Response: (Use as much space as needed.)

See Appendix E

Part 5. Sustain the Reform Effort After the Funding Period Ends - Applicable to Tier I, II, and III Schools

The LEA will provide a narrative identifying resources, financial and otherwise, to demonstrate how the reform effort will be sustained after the funding period ends. The LEA's ability to sustain the reform effort after the funding period ends will be evaluated by considering descriptions provided for the required components below.

Describe the following:

- Use of the Indistar™ tool by the division and school improvement teams to inform, coach, sustain, track, and report school improvement activities;
- Implementation of contract with external provider, if applicable; and
- Division plan and budget for sustaining the reform effort.

Response: (Use as much space as needed.)

The School Division will sustain the efforts of this reform effort in a number of ways once the funding period ends:

1. Continue the use of Indistar as a means to develop and monitor School Improvement Plans

2. Continue the use of Quarterly Planning as prescribed by the SEA
3. Will participate in the Department of Education Teacher Evaluation Pilot Project in 2011-12 and this will enable Petersburg to develop a sound teacher evaluation process and teacher effectiveness will be tied to teacher evaluation.
4. The Division School Improvement Team will develop a means of determining program effectiveness and the school division is committed to sustaining the initiatives supported by the existing SIP with the following funding sources:
 - a. Title I, Part A – Basic Programs
 - b. Title II, Part A – Teacher Quality
 - c. Title III, Part A – Limited English Proficient
 - d. Title IV, Part B – 21st Century Community Learning Schools
 - e. Cameron Foundation Grants
 - f. Additional Partners and Grant Opportunities
5. Additionally, funding from the school operating budget will be designated to continue Professional Development for teachers and administrators.

Section C: Pre-implementation Activities

“Pre-implementation” enables an LEA to prepare for full implementation of a school intervention model at the start of the 2011–2012 school year. To help in its preparation, an LEA may use FY 2010 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application, consistent with the SIG final requirements. As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG-related activities in schools that will be served with FY 2010 SIG funds.

Allowable pre-implementation activities include, but are not limited to, the following. The LEA may:

- a. Hold parent and community meetings to review school performance, discuss the new intervention model to be implemented, and develop school improvement plans in line with the model selected.
- b. Either: 1) select a charter school operator, a charter management organization (CMO), or an educational management organization (EMO) from the state-approved list; or 2) conduct the required review process to select a charter school operator, a CMO, or an EMO and contract with that entity; or properly select any external provider that may be necessary to assist in planning for the implementation of an intervention model.
- c. Recruit and hire the incoming principal, leadership team, and/or instructional staff.
- d. Provide remediation and enrichment to students in schools that will implement an intervention model, purchase appropriate instructional materials, or compensate staff for instructional planning.

- e. Provide professional development that will enable staff to effectively implement new or revised instructional programs that are aligned with the school’s comprehensive and instructional plan and intervention model.
- f. Develop and pilot a data system for use in schools implementing an intervention model; analyze data; or develop and adopt interim assessments for use in those schools.
- g. Conduct other allowable pre-implementation activities.
- h. Include sufficient funds in the budget to conduct pre-implementation activities fully and effectively in addition to implementing an intervention model for its Tier I, Tier II, as well as to support school improvement activities in its Tier III schools throughout the period of availability of funds.

If applicable, describe the activities for pre-implementation.

Response: (Use as much space as needed.)

In June, 2011 the school division selected an EMO to work with both elementary schools designated as Tier 1 schools. The superintendent and Chief Academic Officer will develop the contract with the EMO prior to July 1, 2011 for School Board approval in July, 2011. Together, the EMO, Director of Personnel and Superintendent will hire a principal and assistant principal for AP Hill Elementary School. The EMO and school principals will attend a training conference sponsored by Edison Learning in early July. The EMO will work with school staff to review most recent testing data and adjust previously established achievement goals for the school year. The EMO, school leadership teams and central office staff will review curriculum, pacing guides and develop appropriate benchmark testing in July and August. Teachers from both schools will take part in summer institutes during the months of July and August to revise pacing guides and curriculum to ensure alignment with the new standards are evident in the subjects of language arts, science, mathematics, and social studies. The principals of both schools will hold leadership retreats with select staff members (School Improvement Teams/Leadership Teams) to discuss the mission and vision of the schools for the next three to five years. A review of SOL assessment data, working on finalizing the thirty-day plans, and orientation with the LTP will take place during the months of July and August. The cost associated with these pre-implementation activities is \$2500 per school.

Professional development will be provided to teachers and administrators during the month of August. The LTP, Internal Lead Turnaround Partner and principals will participate in SEA sponsored workshops in July, 2011. The EMO, central office staff and principals will participate in the Teacher Evaluation Pilot Project sponsored VDOE and implemented by The College of William and Mary. Training will begin in July, 2011.

SECTION D: BUDGET

As stipulated in the final USED SIG guidance, divisions may apply for \$50,000 to \$2,000,000 per school for each year of the grant. The total budget request may not exceed \$2,000,000 per school for each year or \$6,000,000 per school over three years.

Part 1: Budget Summary (one for the division and one for each school). School Improvement Grant (SIG) funds may be expended on any allowable expense as described in the Guidelines for School Improvement Grant Application document. School Improvement Grant funds may also be expended for the purchase of educational vendor/company services to support the implementation of the

selected intervention model(s). Appendix A in the guidance document contains additional information on the four intervention models. The LEA must submit the following:

- a. One combined LEA-level budget summary detailing expenditures designed to support implementation of the selected school intervention model(s) in all schools chosen to be served in the LEA (Tier I, Tier II and Tier III schools);
- b. For each school served with SIG funds, a budget summary detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies.
- c. For each school served with SIG funds, a detailed narrative describing the use of SIG funds and other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources supporting the SIG initiatives.

A description of expenditure codes can be found at the end of Section D.

See following pages for budget form(s).

Part 1(a): Combined Division-Level Budget Summary for ALL (Tier I, Tier II, and Tier III) Schools the LEA Commits to Serve

In the chart below, please include a budget summary of expenditures for activities designed to support implementation of the selected school intervention model(s) in the LEA’s **Tier I, Tier II, and Tier III** schools. Please duplicate the chart below and complete a separate budget for each school the LEA commits to serve with SIG funds.

Expenditure Codes	Year 1: 2011-2012 (includes pre-implementation period)			Year 2: 2012-2013		Year 3: 2013-2014		Total
	Pre-implementation (SIG Funds)	SIG Funds	Other Funds	SIG Funds	Other Funds	SIG Funds	Other Funds	Sum of SIG Funds for all three years. Do not include “other funds.”
1000 - Personnel	\$0.00	\$160,470.00	\$0.00	\$100,470.00	\$0.00	\$100,470.00	\$0.00	\$361,410.00
2000 - Employee Benefits	\$0.00	\$12,276.00	\$0.00	\$74,120.00	\$0.00	\$9,530.00	\$0.00	\$95,926.00
3000 - Purchased Services	\$5,000.00	\$840,200.00	\$66,000.00	\$696,200.00	\$66,000.00	\$692,200.00	\$66,000.00	\$2,233,600.00
4000 - Internal	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Services								
5000 - Other Charges	\$0.00	\$26,250.80	\$0.00	\$23,802.90	\$0.00	\$21,813.80	\$0.00	\$71,867.50
6000 - Materials and Supplies	\$0.00	\$47,254.00	\$15,400.00	\$0.00	\$15,400.00	\$0.00	\$15,400.00	\$47,254.00
8000 - Equipment/ Capital Outlay	\$0.00	\$0.00	\$0.00	\$108,000.00	\$0.00	\$108,000.00	\$0.00	\$216,000.00
Total	\$5,000.00	\$1,091,450.80	\$0.00	\$1,002,592.90	\$0.00	\$932,013.80	\$0.00	\$3,026,057.50

These expenditure codes are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

Part 1(b): Budget Summary for Each School the LEA Commits to Serve with SIG Funds

For **each school** served with SIG funds, please provide a budget detailing expenditures designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Separate division- and school-level expenses for SIG funds. Division-level expenses are those that occur at the division level to support school improvement activities for the specific school. School-level expenses are those expenses that are incurred for school improvement activities at the school building. Please duplicate the chart below as needed to complete a separate budget for each school the LEA commits to serve with SIG funds.

SCHOOL NAME: A.P. Hill Elementary				TIER IDENTIFICATION: <input checked="" type="checkbox"/> TIER I <input type="checkbox"/> TIER II <input type="checkbox"/> TIER III				
	Year 1: 2011-2012 (includes pre-implementation period)			Year 2: 2012-2013		Year 3: 2013-2014		Total
Expenditure Codes	Pre-implementation SIG Funds	SIG Funds	Other Funds	SIG Funds	Other Funds	SIG Funds	Other Funds	Sum of SIG Funds for all three years. Do not include "other funds."
1000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$80,235.00		School Expenses \$50,235.00		School Expenses \$50,235.00		School Expenses \$180,705.00
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$6,138.00		School Expenses \$37,060.00		School Expenses \$4,765.00		School Expenses \$47,963.00

3000 - Purchased Services	Division Expenses \$2,500	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$2500
	School Expenses \$	School Expenses \$420,100.00		School Expenses \$348,100.00		School Expenses \$346,100.00		School Expenses \$1,114,300.00
4000 - Internal Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$		School Expenses \$		School Expenses \$		School Expenses \$
5000 - Other Charges	Division Expenses \$	Division Expenses \$13,125.40	Other: \$	Division Expenses \$11,901.45	Other: \$	Division Expenses \$10,906.90	Other: \$	Division Expenses \$35,933.75
	School Expenses \$	School Expenses \$		School Expenses \$		School Expenses \$		School Expenses \$
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$23,627.00		School Expenses \$0.00		School Expenses \$0.00		School Expenses \$23,627.00
8000 - Equipment / Capital Outlay	Division Expenses \$	Division Expenses \$0.00	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$0.00		School Expenses \$54,000.00		School Expenses \$54,000.00		School Expenses \$108,000.00
Total	Division Expense \$2,500.00	Division Expense \$13,125.40	Other: \$	Division Expenses \$11,901.45	Other: \$	Division Expenses \$10,906.90	Other: \$	Division Expenses \$38,433.75
	School Expenses \$	School Expenses \$530,100.00		School Expenses \$489,395.00		School Expenses \$455,100.00		School Expenses \$1,474,595.00
Sum of SIG Funds for all three years for this school Do not include "other funds."								\$1,513,028.75

SCHOOL NAME: J.E.B. Stuart Elementary				TIER IDENTIFICATION: <input checked="" type="checkbox"/> TIER I <input type="checkbox"/> TIER II <input type="checkbox"/> TIER III				
	Year 1: 2011-2012 (includes pre-implementation period)			Year 2: 2012-2013		Year 3: 2013-2014		Total
Expenditure Codes	Pre-implementation SIG Funds	SIG Funds	Other Funds	SIG Funds	Other Funds	SIG Funds	Other Funds	Sum of SIG Funds for all three years. Do not include "other funds."
1000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$80,235.00		School Expenses \$50,235		School Expenses \$50,235		School Expenses \$180,705.00
2000 – Personnel	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$6,138.00		School Expenses \$37,060.00		School Expenses \$4765.00		School Expenses \$47,963.00
3000 - Purchased Services	Division Expenses \$2,500	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$2500
	School Expenses \$	School Expenses \$420,100.00		School Expenses \$348,100.00		School Expenses \$346,100.00		School Expenses \$1,114,300.00
4000 - Internal Services	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$0.00		School Expenses \$		School Expenses \$		School Expenses \$

5000 - Other Charges	Division Expenses \$	Division Expenses \$13,125.40	Other: \$	Division Expenses \$11,901.45	Other: \$	Division Expenses \$10,906.90	Other: \$	Division Expenses \$35,933.75
	School Expenses \$	School Expenses \$		School Expenses \$		School Expenses \$		School Expenses \$
6000 - Materials and Supplies	Division Expenses \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$23,627.00		School Expenses \$0.00		School Expenses \$0.00		School Expenses \$23,627.00
8000 – Equipment/ Capital Outlay	Division Expenses \$	Division Expenses \$0.00	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$	Other: \$	Division Expenses \$
	School Expenses \$	School Expenses \$0.00		School Expenses \$54,000.00		School Expenses \$54,000.00		School Expenses \$108,000.00
Total	Division Expense \$2,500.00	Division Expense \$13,125.40	Other: \$	Division Expenses \$11,901.45	Other: \$	Division Expenses \$10,906.90	Other: \$	Division Expenses \$38,433.75
	School Expenses \$	School Expenses \$530,100.00		School Expenses \$489,395.00		School Expenses \$455,100.00		School Expenses \$1,474,595.00
Sum of SIG Funds for all three years for this school Do not include "other funds."								\$1,513,028.75

Part 1(c): Budget Narrative for Each School the LEA Commits to Serve with SIG Funds

In the chart below, for each school served with SIG funds, please provide a budget narrative of expenditures for activities designed to support implementation of the selected school intervention model(s) or, if applicable, other school improvement strategies. Include the use of SIG funds and other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources supporting the SIG initiatives. Use as much space as needed for each Expenditure Code. Please duplicate the chart below as needed to complete a separate budget for each school the LEA commits to serve with SIG funds.

SCHOOL NAME: A.P. Hill Elementary	TIER IDENTIFICATION: <input checked="" type="checkbox"/> TIER I <input type="checkbox"/> TIER II <input type="checkbox"/> TIER III
<p>1000 – Personnel (Use as much space as necessary.) An Intervention Specialist will provide tutoring and support for students with emotional and social behavioral problems that prevents those students from meeting grade level academic expectations (27,000). Tutoring services will be provided during the day and afterschool with SIG funds (14,000). Teachers will receive a stipend to complete curriculum unit planning, pacing guide development, and PD. Five teachers from the school will work collectively to align the new curriculum standards in reading, science, math, and social studies. Teachers will be paid at a rate of \$20 per hour working a total of fifteen hours. Certified teachers will be paid to provide after school remediation for students (1 hour per day, 3 days per week) (Total \$9,235) Up to 10 qualifying teachers will receive a \$3,000 incentive for performance. (\$30,000)</p>	
<p>2000 -Employee Benefits (Use as much space as necessary.) FICA is estimated at 7.65%. FICA for up to 10 qualifying teachers will receive a \$3,000 incentive for performance</p>	
<p>3000 - Purchased Services (Use as much space as necessary.) The Lead Turnaround Partner will implement the 25 components of the Transformation Model (est. \$350,000 Yr. 1, \$300,000 Yr. 2, and \$300,000 Yr. 3) An Internal Lead Turnaround Partner will monitor and provide oversight to the transformation initiative (\$15,000 per year) A Math Consultant will provide PD and modeling (\$22,000 – Yr. 1). The math consultant is affiliated with SOPRIS West. She holds a masters’ degree and is a math specialist. She will work 20 days; 10 at each school, 2 days per month. The aforementioned fee includes travel costs. iStation will provide English/Language Arts Remediation (\$6,500 per year) TeachFirst will provide PD on formative assessment (\$2,000 per year) PD360 will provide both guided and independent PD online (\$3,000 per year) An AR Coach will facilitate the Accelerated Reader program (\$21,600 per year). The AR Coach is a licensed teacher. She will work 90 days (3 days per week for 30 weeks). The coach is responsible for implementing the AR Reading program in the school. She will be building the librarians capacity to run the program and responsible for purchasing student incentives and managing the incentive program. She will serve on the school leadership team. The division’s lawyer will validate the contract and scope of work for the LTP and the school division’s collaborative efforts (\$2,500—Yr. 1)</p>	
<p>4000 - Internal Services (Use as much space as necessary.) N/A</p>	
<p>5000 - Other Charges (Use as much space as necessary.) Indirect Cost is estimated at 2.9% (\$13,125.40 Yr. 1, \$11,901.45 Yr. 2, \$10,906.90 Yr. 3)</p>	
<p>6000 - Materials and Supplies (Use as much space as necessary.) iStation materials will be used to enhanced reading levels (\$3,000 per year). The cost for the Web based IStation program is (\$6500). AP Hill ES has requested additional funds for materials (folders, paper, etc). to provide students with hands on materials to take home, materials for small group intervention, and to develop portfolios to show student progress. AR incentives will be purchased to motivate students (\$0 per year). All students who meet their AR reading goals may be eligible to receive small tokens such as stickers, pencils, books etc. Larger prizes will be provided to top AR point achievers.</p>	

Voyager materials will be purchased to support reading initiatives (\$14,127 per year)

8000 – Equipment/Capital Outlay (Use as much space as necessary.)

One cart of 24 computers (COWS) will be purchased to enhance the Accelerated Reader program and to allow for students to do remediation using the web based iStation program(the cost will be 34,000) (\$0)

SCHOOL NAME: J.E.B. Stuart Elementary

TIER IDENTIFICATION: **TIER I** **TIER II** **TIER III**

1000 – Personnel (Use as much space as necessary.)

An Intervention Specialist will provide tutoring and support for students with emotional and social behavioral problems that prevents those students from meeting grade level academic expectations (27,000).

Tutoring services will be provided during the day and afterschool with SIG funds (14,000).

Teachers will receive a stipend to complete curriculum unit planning, pacing guide development, and PD. Five teachers from the school will work collectively to align the new curriculum standards in reading, science, math, and social studies. Teachers will be paid at a rate of \$20 per hour working a total of fifteen hours. Certified teachers will be paid to provide after school remediation for students (1 hour per day, 3 days per week) (Total \$9,235)

Up to 10 qualifying teachers will receive a \$3,000 incentive for performance. (\$30,000)

2000 -Employee Benefits (Use as much space as necessary.)

FICA is estimated at 7.65%.

FICA for up to 10 qualifying teachers will receive a \$3,000 incentive for performance.

3000 - Purchased Services (Use as much space as necessary.)

The Lead Turnaround Partner will implement the 25 components of the Transformation Model (est. \$350,000 Yr. 1, \$300,000 Yr. 2, and \$300,000 Yr. 3)

An Internal Lead Turnaround Partner will monitor and provide oversight to the transformation initiative (\$15,000 per year)

A Math Consultant will provide PD and modeling (\$22,000 – Yr. 1). The math consultant is affiliated with SOPRIS West. She holds a masters’ degree and is a math specialist. She will work 20 days; 10 at each school, 2 days per month. The aforementioned fee includes travel costs.

iStation will provide English/Language Arts Remediation (\$6,500 per year)

TeachFirst will provide PD on formative assessment (\$2,000 per year)

PD360 will provide both guided and independent PD online (\$3,000 per year)

An AR Coach will facilitate the Accelerated Reader program (\$21,600 per year). The AR Coach is a retired Richmond City educator. She will work 90 days (3 days per week for 30 weeks). The coach is responsible for implementing the AR Reading program in the school. She will be building the librarians capacity to run the program and responsible for purchasing student incentives and managing the incentive program. She will serve on the school leadership team.

The division’s lawyer will validate the contract and scope of work for the LTP and the school division’s collaborative efforts (\$2,500—Yr. 1)

4000 - Internal Services (Use as much space as necessary.)

N/A

5000 - Other Charges (Use as much space as necessary.)

Indirect Cost is estimated at 2.9% (\$13,125.40 Yr. 1, \$11,901.45 Yr. 2, \$10,906.90 Yr. 3)

6000 - Materials and Supplies (Use as much space as necessary.)

iStation materials will be used to enhanced reading levels (\$3,000 per year). The cost for the Web based IStation program is (\$6500). AP Hill ES has requested additional funds for materials (folders, paper, etc). to provide students with hands on materials to take home, materials for small group intervention, and to develop portfolios to show student progress.

AR incentives will be purchased to motivate students (\$0 per year). All students who meet their AR reading goals may be eligible to receive small tokens such as stickers, pencils, books etc. Larger prizes will be provided to top AR point achievers.

Voyager materials will be purchased to support reading initiatives (\$14,127 per year)

8000 – Equipment/Capital Outlay (Use as much space as necessary.)

One cart of 24 computers (COWS) will be purchased to enhance the Accelerated Reader program and to allow for students to do remediation using the web based iStation program(the cost will be 34,000) (\$0)

Expenditure Code Definitions

1000 Personal Services - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.

2000 Employee Benefits - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.

3000 Purchased Services - Services acquired from outside sources (i.e., private vendors, other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description.

4000 Internal Services - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intragovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management.

5000 Other Charges - Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (staff/administration), office phone charges, training, leases/rental, Indirect Cost, and other.

6000 Materials and Supplies - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies."

8000 Equipment/Capital Outlay - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the LEA has set a lower capitalization threshold.

Section E: Assurances

The LEA must assure that it will—

1. Use its SIG funds to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
2. Via the Indistar™ online school improvement tool, establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and, on a quarterly basis, measure progress on the leading indicators in Section B of this application to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved and monitored by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the SEA the school-level data required under the final requirements of this SIG grant.

Section F: Waivers

The LEA identifies the waiver that it will implement for each school. Not all waivers are applicable for each school. If the waiver is applicable, please identify the school that will implement the waiver.

A waiver from Section 1116(b)(12) of the *Elementary and Secondary Act of 1965* (ESEA) to permit local educational agencies to allow their Tier I, and Tier II, Tier III, Title I participating schools implementing a turnaround or restart model to “start over” in the school improvement timeline.

1. (School Name)
2. (School Name)
3. (School Name)
4. (School Name)

A waiver from the 40 percent poverty threshold in Section 1114(a)(1) of the ESEA to permit local educational agencies to implement a schoolwide program in a Tier I, Tier II, or Tier III school that does not meet the poverty threshold.

1. (School Name)
2. (School Name)
3. (School Name)
4. (School Name)

Application Submission

- Applications are due on **Friday, June 17, 2011**. The application must be submitted to the Department via the Virginia Department of Education's Single Sign-On for Web Systems (SSWS) DropBox no later than midnight on Friday, June 17, 2011.
- Applications should be sent to the attention of Marcia Birdsong.
- In the subject line, indicate the division name and application type (e.g., Portsmouth SIG Application).
- In the file name, include the division name, application type, and initial year of implementation (e.g., PortsmouthSIGApplication11-12).

(If there is a need for a dropbox user name and password, please contact your SSWS division administrator.)

Attachment #1 - Revised

Extended Day

During the 2011-2012 school year, the school division will conduct a feasibility study to investigate the possibility of extending the school day.

Extended Learning Opportunities

All Students at JEB Stuart and AP Hill Elementary Schools will be afforded the opportunity to participate in the Extended Day Program. The Extended Day Program is an after school remediation option for students at both schools. The program will provide a high quality after school program that integrates the educational, emotional, physical and social needs of each child. The program will specifically highlight the following areas: test-taking skills, intensive intervention with students in Tier 3 of iStation, remediation of students performing below average on weekly and 4.5 weeks math assessments. Students will receive an additional one-hour of remediation outside of the normal school day three days a week. The program will be staffed with four teachers being compensated at a rate of \$21 per hour. Through remediation efforts of the after-school teachers, the goal will be to have students rotate out of the program after noting progress with iStation and math assessments. Students will be administered a pretest prior to entering the program and a post assessment prior to exiting the program.

Accelerated Reading (AR) Program

Reading assessment scores at AP Hill declined from 64% to 62.08% during the 2010-11 SY while scores at JEB Stuart increased from 69% to 76.73%. The A.R. program increases reading comprehension when students are consistently provided with books on their independent reading levels. The program motivates reluctant readers through quality literature, and by providing incentives for reaching goals. To Implement the AR program with fidelity at each school, which will assist in increasing reading assessments scores, an A.R. Coach will be hired. This coach will work with the school librarian and the leadership team to ensure that AR is fully implemented for all students. Knowledgeable educators will work with librarians at each school to ensure all components of the program are implemented (Class Level and Student Level - Diagnostic Reports, Professional Development, Book Clubs). The educators will be charged with monitoring the AR program and tracking the successes of students who participate in the program. Students will be provided incentives for having the most points at the end of each marking period.

Teacher Evaluation

The Petersburg Public School division is participating in a pilot program with The College of William and Mary and the Virginia Department of Education to incorporate student growth measure into teacher evaluation. Petersburg's teacher evaluation system for all schools will incorporate student growth measures.

Intervention Specialist

The Intervention Specialist will provide tutoring and support for students with emotional and social behavioral problems that prevent those students from meeting grade level academic expectations.

A.P. HILL ELEMENTARY SCHOOL
DATA

2008 - 2009

AND

2009 - 2010

School/Division/State AYP Detail Report

School Year: 2009 - 2010 based on data from 2008 - 2009 AYP Overall Status This Year: Made AYP
 State: Virginia Last Year: Did Not Make AYP
 Division: 120 - PETERSBURG CITY PBLC SCHS Other Academic Indicator(s): History
 School: 0110 - A.P. HILL ELEM. Small N Status: Not Small N
 Title I - School Wide Program Small N Value: 50

Determining Values Continued:

Annual Measurable Objective (AMO)	Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
English Performance	All Students	3-Year Current	427	626	68.21%	81%	No
		Previous	196	243	80.65%	81%	Yes
	Black	3-Year Current	134	218	61.46%	81%	No
		Previous	406	602	67.44%	81%	R10
	Economically Disadvantaged	3-Year Current	188	235	80.00%	81%	R10
		Previous	125	208	60.09%	81%	No
	Hispanic	3-Year Current	373	563	66.25%	81%	R10
		Previous	145	184	78.80%	81%	TS
	Limited English Proficient	3-Year Current	131	215	60.93%	81%	TS
		Previous	9	10	90.00%	81%	TS
	Students with Disabilities	3-Year Current	4	4	100.00%	81%	TS
		Previous	4	4	100.00%	81%	TS
White	3-Year Current	11	11	100.00%	81%	TS	
	Previous	7	7	100.00%	81%	TS	
	3-Year Current	4	4	100.00%	81%	PP	
	Previous	50	73	68.49%	81%	TS	
	3-Year Current	24	28	85.71%	81%	TS	
	Previous	12	19	63.15%	81%	TS	
	3-Year Current	6	6	100.00%	81%	TS	
	Previous	1	1	100.00%	81%	TS	
	3-Year Current	3	3	100.00%	81%	TS	
	Previous						

- Notes:
- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.
 - These final AYP results are based on 08-09 SOL results and record changes processed by the testing vendor as of 09/11/09.
 - If the testing vendor has not yet processed all SOL results and record changes for your school or division, the AYP determinations may not be accurate.
 - Student counts may vary among Participation and Pass Rates due to IEP and transfer student rules.
 - AMO Met values: TS=Too Small to be Evaluated, R10=Met the objective due to a 10 percent reduction in the failure rate, PP=Met Objective when the Proxy Percent (15% English or 16% Math) was added, I=Met Objective by showing improvement, NA=Not Applicable

School/Division/State AYP Detail Report

School Year: 2009 - 2010 based on data from 2008 - 2009 AYP Overall Status This Year: Made AYP
 State: Virginia Last Year: Did Not Make AYP
 Division: 120 - PETERSBURG CITY PBLC SCHS Other Academic Indicator(s): History
 School: 0110 - A.P. HILL ELEM. Small N Status: Not Small N
 Title I - School Wide Program Small N Value: 50

Determining Values Continued:

Annual Measurable Objective (AMO)	Subgroup	Data Source	Students Counted	Total Students	Rate	AMO Met?
Mathematics Performance	All Students	3-Year Current	437	621	70.37%	79%
		Previous	198	247	80.16%	79%
	Black	3-Year Current	135	212	63.67%	
		Previous	415	597	69.51%	NO
	Economically Disadvantaged	3-Year Current	191	239	79.91%	79%
		Previous	125	202	61.88%	NO
	Hispanic	3-Year Current	385	560	68.75%	79%
		Previous	149	190	78.42%	79%
	Limited English Proficient	3-Year Current	132	209	63.15%	
		Previous	10	10	100.00%	79%
	Students with Disabilities	3-Year Current	4	4	100.00%	79%
		Previous	4	4	100.00%	
White	3-Year Current	10	11	90.90%	79%	
	Previous	6	7	85.71%	79%	
	3-Year Current	4	4	100.00%		
	Previous	53	75	70.66%	79%	
	3-Year Current	25	28	89.28%	79%	
	Previous	11	19	57.89%		
	3-Year Current	6	6	100.00%	79%	
	Previous	1	1	100.00%	79%	
	3-Year Current	3	3	100.00%		
	Previous					

- Notes:
- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.
 - These final AYP results are based on 08-09 SOL results and record changes processed by the testing vendor as of 09/11/09.
 - If the testing vendor has not yet processed all SOL results and record changes for your school or division, the AYP determinations may not be accurate.
 - Student counts may vary among Participation and Pass Rates due to LEP and transfer student rules.
 - AMO Met values: TS=Too Small to be Evaluated, R10=Met the objective due to a 10 percent reduction in the failure rate, PP=Met Objective when the Proxy Percent (15% English or 16% Math) was added, I=Met Objective by showing improvement, NA=Not Applicable

School/Division/State AYP Detail Report

School Year: 2010 - 2011 based on data from 2009 - 2010 AYP Overall Status This Year: Did Not Make AYP
 State: Virginia Last Year: Made AYP
 Division: 120 - PETERSBURG CITY PBLC SCLS Other Academic Indicator(s): History
 School: 0110 - A.P. HILL ELEM. Small N Status: Not Small N
 Title I - School Wide Program Small N Value: 50

Determining Values Continued:

Annual Measurable Objective (AMO)	Subgroup	Data Source	Students Counted	Total Students	Rate	AMO Met?
English Performance	All Students	3-Year Current	490	726	67.49%	81%
		Previous	160	265	60.37%	81%
	Black	3-Year Current	196	243	80.65%	
		Previous	466	701	66.47%	81%
	Economically Disadvantaged	3-Year Current	153	258	59.30%	81%
		Previous	188	235	80.00%	
	Hispanic	3-Year Current	356	533	66.79%	81%
		Previous	80	134	59.70%	81%
	Limited English Proficient	3-Year Current	145	184	78.80%	
		Previous	10	10	100.00%	81%
	Students with Disabilities	3-Year Current	2	2	100.00%	81%
		Previous	4	4	100.00%	
White	3-Year Current	16	16	100.00%	81%	
	Previous	5	5	100.00%	81%	
	3-Year Current	7	7	100.00%		
	Previous	50	74	67.56%	81%	
	3-Year Current	14	27	51.85%	81%	
	Previous	24	28	85.71%		
	3-Year Current	5	5	100.00%	81%	
	Previous	1	1	100.00%	81%	
	3-Year Current	1	1	100.00%		
	Previous					

- Notes:
- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.
 - These preliminary AYP results are based on 09-10 SOL results and record changes processed by the testing vendor as of 08/01/10.
 - If the testing vendor has not yet processed all SOL results and record changes for your school or division, the AYP determinations may not be accurate.
 - Student counts may vary among Participation and Pass Rates due to IEP and transfer student rules.
 - AMO Met values: TS=Too Small to be Evaluated, R10=Met the objective due to a 10 percent reduction in the failure rate, I=Met Objective by showing improvement, NA=Not Applicable
 - For more information on the Federal Graduation Indicator, see the USED-approved Accountability Workbook on the VDOE website.
 - Beginning with 2010-2011 AYP, the Proxy Percent is no longer used in AYP determinations for the Students with Disabilities subgroup

School/Division/State AYP Detail Report

School Year: 2010 - 2011 based on data from 2009 - 2010 AYP Overall Status This Year: Did Not Make AYP
 State: Virginia Last Year: Made AYP
 Division: 120 - PETERSBURG CITY PBLC SCHS Other Academic Indicator(s): History
 School: 0110 - A.P. HILL ELEM. Small N Status: Not Small N
 Title I - School Wide Program Small N Value: 50

Determining Values Continued:

Annual Measurable Objective (AMO)	Subgroup	Data Source	Students Counted	Total Students	Rate	AMO Met?
Mathematics Performance	All Students	3-Year Current	509	726	70.11%	79%
		Previous	176	267	65.91%	79%
	Black	3-Year Current	198	247	80.16%	
		Previous	486	701	69.32%	79%
	Economically Disadvantaged	3-Year Current	170	260	65.38%	79%
		Previous	191	239	79.91%	
	Hispanic	3-Year Current	367	534	68.72%	79%
		Previous	86	135	63.70%	79%
	Limited English Proficient	3-Year Current	149	190	78.42%	
		Previous	9	10	90.00%	79%
	Students with Disabilities	3-Year Current	1	2	50.00%	79%
		Previous	4	4	100.00%	
	White	3-Year Current	14	16	87.50%	79%
		Previous	4	5	80.00%	79%
		3-Year Current	6	7	85.71%	
		Previous	51	74	68.91%	79%
		3-Year Current	15	27	55.55%	79%
		Previous	25	28	89.28%	
		3-Year Current	5	5	100.00%	79%
		Previous	1	1	100.00%	79%
		3-Year Current	1	1	100.00%	79%
		Previous	1	1	100.00%	79%

Notes:

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.
- These preliminary AYP results are based on 09-10 SOL results and record changes processed by the testing vendor as of 08/01/10.
- If the testing vendor has not yet processed all SOL results and record changes for your school or division, the AYP determinations may not be accurate.
- Student counts may vary among Participation and Pass Rates due to LEP and transfer student rules.
- AMO Met values: TS=Too Small to be Evaluated, R10=Met the objective due to a 10 percent reduction in the failure rate, I=Met Objective by showing improvement, NA=Not Applicable
- For more information on the Federal Graduation Indicator, see the USED-approved Accountability Workbook on the VDOE website.
- Beginning with 2010-2011 AYP, the Proxy Percent is no longer used in AYP determinations for the Students with Disabilities subgroup



SubGroup Results Report

Multiple Choice Tests, Spring 2009

District: Petersburg City Public Schools

School Name: A. P. Hill Elem.

Report run on: June 7, 2011

Report Disaggregation Parameters	
Test Name: Reading Grade 3 (2002 Standards)	
Document Level: 03	
Student Group: All Tested	
Score Bands : >= 0 and < 601	

All Students In Testing Group

	Totals	Percent of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Number In Group	85	100.00%	56	65.88%	29	34.12%	427.66
Not Enrolled In Course	0	0.00%					
All Tested	85	100.00%	56	65.88%	29	34.12%	427.66
Eligible Only	85	100.00%	56	65.88%	29	34.12%	427.66

Subgroups Within Testing Group

	Tested Subgroup	Percentage of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Male	46	54.12%	31	67.39%	15	32.61%	425.48
Female	39	45.88%	25	64.10%	14	35.90%	430.23
Non-Minority	0	0.00%	0	0.00%	0	0.00%	0.00
Minority	85	100.00%	56	65.88%	29	34.12%	427.66
Non-Disabled	75	88.24%	51	68.00%	24	32.00%	433.16
Disabled	10	11.76%	5	50.00%	5	50.00%	385.40
Non-Limited English	85	100.00%	56	65.88%	29	34.12%	427.66
Limited English	0	0.00%	0	0.00%	0	0.00%	0.00
Non-Econ Disadvantage	15	17.65%	11	73.33%	4	26.67%	422.33
Econ Disadvantage	70	82.35%	45	64.29%	25	35.71%	428.80
Migrant	0	0.00%	0	0.00%	0	0.00%	0.00
Homeless	6	7.06%	3	50.00%	3	50.00%	395.67
Neglected	0	0.00%	0	0.00%	0	0.00%	0.00



SubGroup Results Report

Multiple Choice Tests, Spring 2009

District: Petersburg City Public Schools

School Name: A. P. Hill Elem.

Report run on: June 7, 2011

Selection Information	
Test Name: Reading Grade 3 (2002 Standards)	
Document Level: 03	
Student Group: All Tested	
Score Bands : >= 0 and < 601	

SUBGROUP CATEGORY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Total Number Of Students		85					
Total Number Tested		85	100%	427.66	20%	45.88%	34.12%

GENDER	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Males Tested	M	46	54.12%	425.48	19.57%	47.83%	32.61%
Females Tested	F	39	45.88%	430.23	20.51%	43.59%	35.9%

ETHNICITY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Unspecified	0	0	0%	0	0%	0%	0%
American Indian or Alaskan Native	1	0	0%	0	0%	0%	0%
Asian	2	0	0%	0	0%	0%	0%
Black (Not of Hispanic Origin)	3	83	97.65%	426.31	19.28%	45.78%	34.94%
Hispanic	4	1	1.18%	511	100%	0%	0%
White (Not of Hispanic Origin)	5	0	0%	0	0%	0%	0%
Native Hawaiian/Other Pacific Islander	6	1	1.18%	456	0%	100%	0%

DISABILITY STATUS	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
No Disabilities		75	88.24%	433.16	21.33%	46.67%	32%
Mental Retardation (both TMR & EMR)	01	0	0%	0	0%	0%	0%
Severe - Profound Disabilities	02	0	0%	0	0%	0%	0%
Multiple Disabilities	03	0	0%	0	0%	0%	0%
Orthopedic Disabilities	04	0	0%	0	0%	0%	0%
Visual Impairment	05	0	0%	0	0%	0%	0%
Hearing Impairment	06	0	0%	0	0%	0%	0%
Learning Disability	07	0	0%	0	0%	0%	0%
Serious Emotional Disturbance	08	0	0%	0	0%	0%	0%
Speech or Language Impairment	09	7	8.24%	398.14	14.29%	42.86%	42.86%
Other/Health Impairment	10	0	0%	0	0%	0%	0%
Physical Disability	11	0	0%	0	0%	0%	0%
Deafness and Blindness	12	0	0%	0	0%	0%	0%
Autism	13	0	0%	0	0%	0%	0%
Traumatic Brain Injury	14	0	0%	0	0%	0%	0%
Handicapped Under Section 504	15	3	3.53%	359	0%	33.33%	66.67%
Developmentally Delayed	16	0	0%	0	0%	0%	0%



SubGroup Results Report

Multiple Choice Tests, Spring 2009

District: Petersburg City Public Schools

School Name: A. P. Hill Elem.

Report run on: June 7, 2011

Report Disaggregation Parameters	
Test Name: Reading Grade 4 (2002 Standards)	
Document Level: 04	
Student Group: All Tested	
Score Bands : >= 0 and < 601	

All Students in Testing Group

	Totals	Percent of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Number In Group	79	100.00%	58	73.42%	21	26.58%	453.53
Not Enrolled In Course	0	0.00%					
All Tested	79	100.00%	58	73.42%	21	26.58%	453.53
Eligible Only	79	100.00%	58	73.42%	21	26.58%	453.53

Subgroups Within Testing Group

	Tested Subgroup	Percentage of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Male	36	45.67%	26	72.22%	10	27.78%	447.19
Female	43	54.43%	32	74.42%	11	25.58%	458.84
Non-Minority	1	1.27%	1	100.00%	0	0.00%	600.00
Minority	78	98.73%	57	73.08%	21	26.92%	451.65
Non-Disabled	74	93.67%	54	72.97%	20	27.03%	454.31
Disabled	5	6.33%	4	80.00%	1	20.00%	442.00
Non-Limited English	79	100.00%	58	73.42%	21	26.58%	453.53
Limited English	0	0.00%	0	0.00%	0	0.00%	0.00
Non-Econ Disadvantage	19	24.05%	16	84.21%	3	15.79%	478.32
Econ Disadvantage	60	75.95%	42	70.00%	18	30.00%	445.37
Migrant	0	0.00%	0	0.00%	0	0.00%	0.00
Homeless	5	6.33%	4	80.00%	1	20.00%	450.40
Neglected	0	0.00%	0	0.00%	0	0.00%	0.00



SubGroup Results Report

Multiple Choice Tests, Spring 2009

District: Petersburg City Public Schools

School Name: A. P. Hill Elem.

Report run on: June 7, 2011

Selection Information							
Test Name: Reading Grade 4 (2002 Standards)							
Document Level: 04							
Student Group: All Tested							
Score Bands: >= 0 and < 601							
SUBGROUP CATEGORY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Total Number Of Students		79					
Total Number Tested		79	100%	453.53	30.38%	43.04%	26.58%

GENDER	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Males Tested	M	36	45.57%	447.19	25%	47.22%	27.78%
Females Tested	F	43	54.43%	458.84	34.88%	39.53%	25.58%

ETHNICITY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Unspecified	0	0	0%	0	0%	0%	0%
American Indian or Alaskan Native	1	0	0%	0	0%	0%	0%
Asian	2	1	1.27%	600	100%	0%	0%
Black (Not of Hispanic Origin)	3	77	97.47%	449.73	28.57%	44.16%	27.27%
Hispanic	4	0	0%	0	0%	0%	0%
White (Not of Hispanic Origin)	5	1	1.27%	600	100%	0%	0%
Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	0%	0%

DISABILITY STATUS	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
No Disabilities		74	93.67%	454.31	32.43%	40.54%	27.03%
Mental Retardation (both TMR & EMR)	01	0	0%	0	0%	0%	0%
Severe - Profound Disabilities	02	0	0%	0	0%	0%	0%
Multiple Disabilities	03	0	0%	0	0%	0%	0%
Orthopedic Disabilities	04	0	0%	0	0%	0%	0%
Visual Impairment	05	0	0%	0	0%	0%	0%
Hearing Impairment	06	0	0%	0	0%	0%	0%
Learning Disability	07	1	1.27%	441	0%	100%	0%
Serious Emotional Disturbance	08	1	1.27%	441	0%	100%	0%
Speech or Language Impairment	09	2	2.53%	430	0%	50%	50%
Other/Health Impairment	10	0	0%	0	0%	0%	0%
Physical Disability	11	0	0%	0	0%	0%	0%
Deafness and Blindness	12	0	0%	0	0%	0%	0%
Autism	13	0	0%	0	0%	0%	0%
Traumatic Brain Injury	14	0	0%	0	0%	0%	0%
Handicapped Under Section 504	15	0	0%	0	0%	0%	0%
Developmentally Delayed	16	1	1.27%	468	0%	100%	0%



SubGroup Results Report

Multiple Choice Tests, Spring 2009

District: Petersburg City Public Schools

School Name: A. P. Hill Elem.

Report run on: June 7, 2011

Report Disaggregation Parameters	
Test Name: Reading Grade 5 (2002 Standards)	
Document Level: 05	
Student Group: All Tested	
Score Bands : >= 0 and < 601	

All Students in Testing Group

	Totals	Percent of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Number In Group	75	100.00%	66	88.00%	9	12.00%	449.59
Not Enrolled in Course	0	0.00%					
All Tested	75	100.00%	66	88.00%	9	12.00%	449.59
Eligible Only	75	100.00%	66	88.00%	9	12.00%	449.59

Subgroups Within Testing Group

	Tested Subgroup	Percentage of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Male	35	46.67%	32	91.43%	3	8.57%	446.91
Female	40	53.33%	34	85.00%	6	15.00%	451.92
Non-Minority	0	0.00%	0	0.00%	0	0.00%	0.00
Minority	75	100.00%	66	88.00%	9	12.00%	449.59
Non-Disabled	72	96.00%	63	87.50%	9	12.50%	449.94
Disabled	3	4.00%	3	100.00%	0	0.00%	441.00
Non-Limited English	75	100.00%	66	88.00%	9	12.00%	449.59
Limited English	0	0.00%	0	0.00%	0	0.00%	0.00
Non-Econ Disadvantage	18	24.00%	16	88.89%	2	11.11%	461.22
Econ Disadvantage	57	76.00%	50	87.72%	7	12.28%	445.91
Migrant	0	0.00%	0	0.00%	0	0.00%	0.00
Homeless	3	4.00%	2	66.67%	1	33.33%	418.33
Neglected	0	0.00%	0	0.00%	0	0.00%	0.00



SubGroup Results Report

Multiple Choice Tests, Spring 2009

District: Petersburg City Public Schools

School Name: A. P. Hill Elem.

Report run on: June 7, 2011

Selection Information							
Test Name: Reading Grade 5 (2002 Standards)							
Document Level: 05							
Student Group: All Tested							
Score Bands : >= 0 and < 601							
SUBGROUP CATEGORY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Total Number Of Students		75					
Total Number Tested		75	100%	449.59	9.33%	78.67%	12%

GENDER	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Males Tested	M	35	46.67%	446.91	6.71%	85.71%	8.57%
Females Tested	F	40	53.33%	451.92	12.5%	72.5%	15%

ETHNICITY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Unspecified	0	0	0%	0	0%	0%	0%
American-Indian or Alaskan Native	1	0	0%	0	0%	0%	0%
Asian	2	0	0%	0	0%	0%	0%
Black (Not of Hispanic Origin)	3	72	96%	448.88	8.33%	79.17%	12.5%
Hispanic	4	3	4%	466.67	33.33%	66.67%	0%
White (Not of Hispanic Origin)	5	0	0%	0	0%	0%	0%
Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	0%	0%

DISABILITY STATUS	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
No Disabilities		72	96%	449.84	9.72%	77.78%	12.5%
Mental Retardation (both TMR & EMR)	01	0	0%	0	0%	0%	0%
Severe - Profound Disabilities	02	0	0%	0	0%	0%	0%
Multiple Disabilities	03	0	0%	0	0%	0%	0%
Orthopedic Disabilities	04	0	0%	0	0%	0%	0%
Visual Impairment	05	0	0%	0	0%	0%	0%
Hearing Impairment	06	0	0%	0	0%	0%	0%
Learning Disability	07	0	0%	0	0%	0%	0%
Serious Emotional Disturbance	08	0	0%	0	0%	0%	0%
Speech or Language Impairment	09	0	0%	0	0%	0%	0%
Other/Health Impairment	10	1	1.33%	441	0%	100%	0%
Physical Disability	11	0	0%	0	0%	0%	0%
Deafness and Blindness	12	0	0%	0	0%	0%	0%
Autism	13	0	0%	0	0%	0%	0%
Traumatic Brain Injury	14	0	0%	0	0%	0%	0%
Handicapped Under Section 504	15	2	2.67%	441	0%	100%	0%
Developmentally Delayed	16	0	0%	0	0%	0%	0%



SubGroup Results Report

Multiple Choice Tests, Spring 2009

District: Petersburg City Public Schools

School Name: A. P. Hill Elem.

Report run on: June 7, 2011

Report Disaggregation Parameters	
Test Name: Mathematics Grade 3 (2001 Standards)	
Document Level: 03	
Student Group: All Tested	
Score Bands : ≥ 0 and < 601	

All Students in Testing Group

	Totals	Percent of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Number In Group	85	100.00%	64	75.29%	21	24.71%	442.68
Not Enrolled In Course	0	0.00%					
All Tested	85	100.00%	64	75.29%	21	24.71%	442.68
Eligible Only	85	100.00%	64	75.29%	21	24.71%	442.68

Subgroups Within Testing Group

	Tested Subgroup	Percentage of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Male	47	55.29%	36	76.60%	11	23.40%	445.74
Female	38	44.71%	28	73.68%	10	26.32%	438.68
Non-Minority	0	0.00%	0	0.00%	0	0.00%	0.00
Minority	85	100.00%	64	75.29%	21	24.71%	442.68
Non-Disabled	74	87.06%	58	78.38%	16	21.62%	450.47
Disabled	11	12.94%	6	54.55%	5	45.45%	389.45
Non-Limited English	85	100.00%	64	75.29%	21	24.71%	442.68
Limited English	0	0.00%	0	0.00%	0	0.00%	0.00
Non-Econ Disadvantage	15	17.65%	11	73.33%	4	26.67%	443.07
Econ Disadvantage	70	82.35%	53	75.71%	17	24.29%	442.47
Migrant	0	0.00%	0	0.00%	0	0.00%	0.00
Homeless	6	7.06%	3	50.00%	3	50.00%	401.17
Neglected	0	0.00%	0	0.00%	0	0.00%	0.00



SubGroup Results Report

Multiple Choice Tests, Spring 2009

District: Petersburg City Public Schools

School Name: A. P. Hill Elem.

Report run on: June 7, 2011

Selection Information							
Test Name: Mathematics Grade 3 (2001 Standards)							
Document Level: 03							
Student Group: All Tested							
Score Bands : >= 0 and < 601							
SUBGROUP CATEGORY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Total Number Of Students		85	100%	442.58	17.65%	57.65%	24.71%
Total Number Tested		85					

GENDER	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Males Tested	M	47	55.29%	445.74	21.28%	65.32%	23.4%
Females Tested	F	38	44.71%	438.66	13.16%	60.63%	26.32%

ETHNICITY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Unspecified	0	0	0%	0	0%	0%	0%
American Indian or Alaskan Native	1	0	0%	0	0%	0%	0%
Asian	2	0	0%	0	0%	0%	0%
Black (Not of Hispanic Origin)	3	83	97.85%	440.72	18.87%	57.83%	25.3%
Hispanic	4	1	1.18%	592	100%	0%	0%
White (Not of Hispanic Origin)	5	0	0%	0	0%	0%	0%
Native Hawaiian/Other Pacific Islander	6	1	1.18%	447	0%	100%	0%

DISABILITY STATUS	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
No Disabilities		74	87.06%	450.47	20.27%	68.11%	21.62%
Mental Retardation (both TMR & EMR)	01	0	0%	0	0%	0%	0%
Severe - Profound Disabilities	02	0	0%	0	0%	0%	0%
Multiple Disabilities	03	0	0%	0	0%	0%	0%
Orthopedic Disabilities	04	0	0%	0	0%	0%	0%
Visual Impairment	05	0	0%	0	0%	0%	0%
Hearing Impairment	06	0	0%	0	0%	0%	0%
Learning Disability	07	0	0%	0	0%	0%	0%
Serious Emotional Disturbance	08	0	0%	0	0%	0%	0%
Speech or Language Impairment	09	7	8.24%	417.29	0%	71.43%	28.57%
Other/Health Impairment	10	0	0%	0	0%	0%	0%
Physical Disability	11	0	0%	0	0%	0%	0%
Deafness and Blindness	12	0	0%	0	0%	0%	0%
Autism	13	0	0%	0	0%	0%	0%
Traumatic Brain Injury	14	0	0%	0	0%	0%	0%
Handicapped Under Section 504	15	4	4.71%	340.75	0%	25%	75%
Developmentally Delayed	16	0	0%	0	0%	0%	0%



SubGroup Results Report

Multiple Choice Tests, Spring 2009

District: Petersburg City Public Schools

School Name: A. P. Hill Elem.

Report run on: June 7, 2011

Report Disaggregation Parameters	
Test Name: Mathematics Grade 4 (2001 Standards)	
Document Level: 04	
Student Group: All Tested	
Score Bands : >= 0 and < 601	

All Students in Testing Group

	Totals	Percent of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Number In Group	79	100.00%	65	82.28%	14	17.72%	452.10
Not Enrolled In Course	0	0.00%					
All Tested	79	100.00%	65	82.28%	14	17.72%	452.10
Eligible Only	79	100.00%	65	82.28%	14	17.72%	452.10

Subgroups Within Testing Group

	Tested Subgroup	Percentage of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Male	38	45.67%	29	80.56%	7	19.44%	451.86
Female	43	54.43%	38	83.72%	7	16.28%	452.30
Non-Minority	1	1.27%	1	100.00%	0	0.00%	527.00
Minority	78	98.73%	64	82.05%	14	17.95%	451.14
Non-Disabled	74	93.67%	60	81.08%	14	18.92%	453.05
Disabled	5	6.33%	5	100.00%	0	0.00%	438.00
Non-Limited English	79	100.00%	65	82.28%	14	17.72%	452.10
Limited English	0	0.00%	0	0.00%	0	0.00%	0.00
Non-Econ Disadvantage	19	24.05%	18	94.74%	1	5.26%	473.00
Econ Disadvantage	60	76.95%	47	78.33%	13	21.67%	445.48
Migrant	0	0.00%	0	0.00%	0	0.00%	0.00
Homeless	5	6.33%	4	80.00%	1	20.00%	438.40
Neglected	0	0.00%	0	0.00%	0	0.00%	0.00



SubGroup Results Report

Multiple Choice Tests, Spring 2009

District: Petersburg City Public Schools

School Name: A. P. Hill Elem.

Report run on: June 7, 2011

SELECTION INFORMATION							
Test Name: Mathematics Grade 4 (2001 Standards)							
Document Level: 04							
Student Group: All Tested							
Score Bands : >= 0 and < 601							
SUBGROUP CATEGORY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Total Number Of Students- Total Number Tested		79 79	100%	452.1	25.32%	66.96%	17.72%

GENDER	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Males Tested	M	36	45.67%	451.86	25%	55.56%	19.44%
Females Tested	F	43	54.43%	452.3	25.58%	58.14%	18.28%

ETHNICITY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Unspecified	0	0	0%	0	0%	0%	0%
American Indian or Alaskan Native	1	0	0%	0	0%	0%	0%
Asian	2	1	1.27%	600	100%	0%	0%
Black (Not of Hispanic Origin)	3	77	97.47%	450.51	23.38%	58.44%	18.18%
Hispanic	4	0	0%	0	0%	0%	0%
White (Not of Hispanic Origin)	5	1	1.27%	527	100%	0%	0%
Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	0%	0%

DISABILITY STATUS	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
No Disabilities		74	93.67%	453.05	27.03%	54.05%	18.92%
Mental Retardation (both TMR & EMR)	01	0	0%	0	0%	0%	0%
Severe - Profound Disabilities	02	0	0%	0	0%	0%	0%
Multiple Disabilities	03	0	0%	0	0%	0%	0%
Orthopedic Disabilities	04	0	0%	0	0%	0%	0%
Visual Impairment	05	0	0%	0	0%	0%	0%
Hearing Impairment	06	0	0%	0	0%	0%	0%
Learning Disability	07	1	1.27%	488	0%	100%	0%
Serious Emotional Disturbance	08	1	1.27%	469	0%	100%	0%
Speech or Language Impairment	09	2	2.53%	415.5	0%	100%	0%
Other/Health Impairment	10	0	0%	0	0%	0%	0%
Physical Disability	11	0	0%	0	0%	0%	0%
Deafness and Blindness	12	0	0%	0	0%	0%	0%
Autism	13	0	0%	0	0%	0%	0%
Traumatic Brain Injury	14	0	0%	0	0%	0%	0%
Handicapped Under Section 504	15	0	0%	0	0%	0%	0%
Developmentally Delayed	16	1	1.27%	402	0%	100%	0%



SubGroup Results Report

Multiple Choice Tests, Spring 2009

District: Petersburg City Public Schools

School Name: A. P. Hill Elem.

Report run on: June 7, 2011

Report Disaggregation Parameters

Test Name: Mathematics Grade 5 (2001 Standards)
 Document Level: 05
 Student Group: All Tested
 Score Bands : >= 0 and < 601

All Students in Testing Group

	Totals	Percent of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Number in Group	74	100.00%	55	74.32%	19	25.68%	466.99
Not Enrolled in Course	0	0.00%					
All Tested	74	100.00%	55	74.32%	19	25.68%	466.99
Eligible Only	74	100.00%	55	74.32%	19	25.68%	466.99

Subgroups Within Testing Group

	Tested Subgroup	Percentage of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Male	34	45.95%	26	76.47%	8	23.53%	470.26
Female	40	54.05%	29	72.50%	11	27.50%	464.20
Non-Minority	0	0.00%	0	0.00%	0	0.00%	0.00
Minority	74	100.00%	55	74.32%	19	25.68%	466.99
Non-Disabled	70	94.59%	54	77.14%	16	22.86%	472.74
Disabled	4	5.41%	1	25.00%	3	75.00%	366.25
Non-Limited English	74	100.00%	55	74.32%	19	25.68%	466.99
Limited English	0	0.00%	0	0.00%	0	0.00%	0.00
Non-Econ Disadvantage	18	24.32%	13	72.22%	5	27.78%	472.94
Econ Disadvantage	56	75.68%	42	75.00%	14	25.00%	465.07
Migrant	0	0.00%	0	0.00%	0	0.00%	0.00
Homeless	3	4.05%	2	66.67%	1	33.33%	463.33
Neglected	0	0.00%	0	0.00%	0	0.00%	0.00



SubGroup Results Report

Multiple Choice Tests, Spring 2009

District: Petersburg City Public Schools

School Name: A. P. Hill Elem.

Report run on: June 7, 2011

Selection Information	
Test Name: Mathematics Grade 5 (2001 Standards)	
Document Level: 05	
Student Group: All Tested	
Score Bands : >= 0 and < 601	

SUBGROUP CATEGORY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Total Number Of Students		74					
Total Number Tested		74	100%	466.99	39.19%	35.14%	25.68%

GENDER	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Males Tested	M	34	45.95%	470.26	41.18%	35.29%	23.53%
Females Tested	F	40	54.05%	464.2	37.6%	35%	27.5%

ETHNICITY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Unspecified	0	0	0%	0	0%	0%	0%
American Indian or Alaskan Native	1	0	0%	0	0%	0%	0%
Asian	2	0	0%	0	0%	0%	0%
Black (Not of Hispanic Origin)	3	71	95.95%	464.27	38.03%	35.21%	26.76%
Hispanic	4	3	4.05%	531.33	66.67%	33.33%	0%
White (Not of Hispanic Origin)	5	0	0%	0	0%	0%	0%
Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	0%	0%

DISABILITY STATUS	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
No Disabilities		70	94.59%	472.74	41.43%	35.71%	22.86%
Mental Retardation (both TMR & EMR)	01	0	0%	0	0%	0%	0%
Severe - Profound Disabilities	02	0	0%	0	0%	0%	0%
Multiple Disabilities	03	0	0%	0	0%	0%	0%
Orthopedic Disabilities	04	0	0%	0	0%	0%	0%
Visual Impairment	05	0	0%	0	0%	0%	0%
Hearing Impairment	06	0	0%	0	0%	0%	0%
Learning Disability	07	0	0%	0	0%	0%	0%
Serious Emotional Disturbance	08	0	0%	0	0%	0%	0%
Speech or Language Impairment	09	0	0%	0	0%	0%	0%
Other/Health Impairment	10	1	1.35%	426	0%	100%	0%
Physical Disability	11	0	0%	0	0%	0%	0%
Deafness and Blindness	12	0	0%	0	0%	0%	0%
Autism	13	0	0%	0	0%	0%	0%
Traumatic Brain Injury	14	0	0%	0	0%	0%	0%
Handicapped Under Section 504	15	3	4.05%	346.33	0%	0%	100%
Developmentally Delayed	16	0	0%	0	0%	0%	0%



SubGroup Results Report

Multiple Choice Tests, Spring 2010

District: Petersburg City Public Schools

School Name: A. P. Hill Elem.

Report run on: June 7, 2011

Report Disaggregation Parameters

Test Name: Reading Grade 3 (2002 Standards)
 Document Level: 03
 Student Group: All Tested
 Score Bands : >= 0 and < 601

All Students in Testing Group

	Totals	Percent of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Number In Group	87	100.00%	40	45.98%	47	54.02%	397.46
Not Enrolled In Course	0	0.00%					
All Tested	87	100.00%	40	45.98%	47	54.02%	397.46
Eligible Only	87	100.00%	40	45.98%	47	54.02%	397.46

Subgroups Within Testing Group

	Tested Subgroup	Percentage of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Male	39	44.83%	16	38.46%	24	61.54%	382.97
Female	48	55.17%	25	52.08%	23	47.92%	409.23
Non-Minority	0	0.00%	0	0.00%	0	0.00%	0.00
Minority	87	100.00%	40	45.98%	47	54.02%	397.46
Non-Disabled	82	94.25%	38	46.34%	44	53.66%	398.28
Disabled	5	5.75%	2	40.00%	3	60.00%	384.40
Non-Limited English	87	100.00%	40	45.98%	47	54.02%	397.46
Limited English	0	0.00%	0	0.00%	0	0.00%	0.00
Non-Econ Disadvantage	39	44.83%	17	43.59%	22	56.41%	392.92
Econ Disadvantage	48	55.17%	23	47.92%	25	52.08%	401.15
Migrant	0	0.00%	0	0.00%	0	0.00%	0.00
Homeless	2	2.30%	1	50.00%	1	50.00%	394.00
Neglected	0	0.00%	0	0.00%	0	0.00%	0.00



SubGroup Results Report

Multiple Choice Tests, Spring 2010

District: Petersburg City Public Schools

School Name: A. P. Hill Elem.

Report run on: June 7, 2011

Selection Information							
Test Name: Reading Grade 3 (2002 Standards)							
Document Level: 03							
Student Group: All Tested							
Score Bands : >= 0 and < 601							

SUBGROUP CATEGORY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Total Number Of Students		87					
Total Number Tested		87	100%	397.46	12.64%	33.33%	54.02%

GENDER	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Males Tested	M	39	44.83%	382.97	12.82%	25.64%	61.54%
Females Tested	F	48	55.17%	409.23	12.5%	39.58%	47.92%

ETHNICITY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Unspecified	0	0	0%	0	0%	0%	0%
American Indian or Alaskan Native	1	0	0%	0	0%	0%	0%
Asian	2	1	1.15%	485	0%	100%	0%
Black (Not of Hispanic Origin)	3	86	98.85%	396.44	12.78%	32.56%	54.65%
Hispanic	4	0	0%	0	0%	0%	0%
White (Not of Hispanic Origin)	5	0	0%	0	0%	0%	0%
Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	0%	0%

DISABILITY STATUS	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
No Disabilities		82	94.25%	398.26	12.2%	34.15%	53.66%
Mental Retardation (both TMR & EMR)	01	0	0%	0	0%	0%	0%
Severe - Profound Disabilities	02	0	0%	0	0%	0%	0%
Multiple Disabilities	03	0	0%	0	0%	0%	0%
Orthopedic Disabilities	04	0	0%	0	0%	0%	0%
Visual Impairment	05	0	0%	0	0%	0%	0%
Hearing Impairment	06	0	0%	0	0%	0%	0%
Learning Disability	07	0	0%	0	0%	0%	0%
Serious Emotional Disturbance	08	0	0%	0	0%	0%	0%
Speech or Language Impairment	09	3	3.45%	383.33	0%	33.33%	66.67%
Other/Health Impairment	10	0	0%	0	0%	0%	0%
Physical Disability	11	0	0%	0	0%	0%	0%
Deafness and Blindness	12	0	0%	0	0%	0%	0%
Autism	13	0	0%	0	0%	0%	0%
Traumatic Brain Injury	14	0	0%	0	0%	0%	0%
Handicapped Under Section 504	15	0	0%	0	0%	0%	0%
Developmentally Delayed	16	2	2.3%	386	50%	0%	50%



SubGroup Results Report

Multiple Choice Tests, Spring 2010

District: Petersburg City Public Schools

School Name: A. P. Hill Elem.

Report run on: June 7, 2011

Report Disaggregation Parameters

Test Name: Reading Grade 4 (2002 Standards)
 Document Level: 04
 Student Group: All Tested -
 Score Bands : >= 0 and < 601

All Students In Testing Group

	Totals	Percent of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Number In Group	80	100.00%	42	52.50%	38	47.50%	418.62
Not Enrolled In Course	0	0.00%					
All Tested	80	100.00%	42	52.50%	38	47.50%	418.62
Eligible Only	80	100.00%	42	52.50%	38	47.50%	418.62

Subgroups Within Testing Group

	Tested Subgroup	Percentage of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Male	45	56.25%	21	46.67%	24	53.33%	404.33
Female	35	43.75%	21	60.00%	14	40.00%	437.00
Non-Minority	0	0.00%	0	0.00%	0	0.00%	0.00
Minority	80	100.00%	42	52.50%	38	47.50%	418.62
Non-Disabled	70	87.50%	38	54.29%	32	45.71%	422.06
Disabled	10	12.50%	4	40.00%	6	60.00%	394.60
Non-Limited English	80	100.00%	42	52.50%	38	47.50%	418.62
Limited English	0	0.00%	0	0.00%	0	0.00%	0.00
Non-Econ Disadvantage	43	53.75%	23	53.49%	20	46.51%	428.51
Econ Disadvantage	37	46.25%	19	51.35%	18	48.65%	407.14
Migrant	0	0.00%	0	0.00%	0	0.00%	0.00
Homeless	1	1.25%	1	100.00%	0	0.00%	434.00
Neglected	0	0.00%	0	0.00%	0	0.00%	0.00



SubGroup Results Report

Multiple Choice Tests, Spring 2010

District: Petersburg City Public Schools

School Name: A. P. Hill Elem.

Report run on: June 7, 2011

Selection information	
Test Name: Reading Grade 4 (2002 Standards)	
Document Level: 04	
Student Group: All Tested	
Score Bands : >= 0 and <601	

SUBGROUP CATEGORY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Total Number Of Students		80					
Total Number Tested		80	100%	418.62	15%	37.5%	47.5%

GENDER	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Males Tested	M	45	56.25%	404.33	6.67%	40%	63.33%
Females Tested	F	35	43.75%	437	25.71%	34.29%	40%

ETHNICITY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Unspecified	0	0	0%	0	0%	0%	0%
American Indian or Alaskan Native	1	0	0%	0	0%	0%	0%
Asian	2	0	0%	0	0%	0%	0%
Black (Not of Hispanic Origin)	3	79	98.75%	418.57	13.92%	37.97%	48.1%
Hispanic	4	0	0%	0	0%	0%	0%
White (Not of Hispanic Origin)	5	0	0%	0	0%	0%	0%
Native Hawaiian/Other Pacific Islander	6	1	1.25%	581	100%	0%	0%

DISABILITY STATUS	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
No Disabilities		70	87.5%	422.08	15.71%	38.57%	45.71%
Mental Retardation (both TMR & EMR)	01	0	0%	0	0%	0%	0%
Severe - Profound Disabilities	02	0	0%	0	0%	0%	0%
Multiple Disabilities	03	0	0%	0	0%	0%	0%
Orthopedic Disabilities	04	0	0%	0	0%	0%	0%
Visual Impairment	05	0	0%	0	0%	0%	0%
Hearing Impairment	06	0	0%	0	0%	0%	0%
Learning Disability	07	1	1.25%	307	0%	0%	100%
Serious Emotional Disturbance	08	0	0%	0	0%	0%	0%
Speech or Language Impairment	09	6	7.5%	422.33	16.67%	50%	33.33%
Other/Health Impairment	10	1	1.25%	371	0%	0%	100%
Physical Disability	11	0	0%	0	0%	0%	0%
Deafness and Blindness	12	0	0%	0	0%	0%	0%
Autism	13	0	0%	0	0%	0%	0%
Traumatic Brain Injury	14	0	0%	0	0%	0%	0%
Handicapped Under Section 504	15	2	2.5%	367	0%	0%	100%
Developmentally Delayed	18	0	0%	0	0%	0%	0%



SubGroup Results Report

Multiple Choice Tests, Spring 2010

District: Petersburg City Public Schools

School Name: A. P. Hill Elem.

Report run on: June 7, 2011

Report Disaggregation Parameters

Test Name: Reading Grade 5 (2002 Standards)
 Document Level: 05
 Student Group: All Tested
 Score Bands : >= 0 and < 601

All Students in Testing Group

	Totals	Percent of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Number In Group	92	100.00%	71	77.17%	21	22.83%	429.67
Not Enrolled In Course	0	0.00%					
All Tested	92	100.00%	71	77.17%	21	22.83%	429.67
Eligible Only	92	100.00%	71	77.17%	21	22.83%	429.67

Subgroups Within Testing Group

	Tested Subgroup	Percentage of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Male	41	44.57%	30	73.17%	11	26.83%	416.59
Female	51	55.43%	41	80.39%	10	19.61%	440.20
Non-Minority	1	1.09%	1	100.00%	0	0.00%	555.00
Minority	91	98.91%	70	76.92%	21	23.08%	428.30
Non-Disabled	87	94.57%	68	78.16%	19	21.84%	431.95
Disabled	5	5.43%	3	60.00%	2	40.00%	390.00
Non-Limited English	92	100.00%	71	77.17%	21	22.83%	429.67
Limited English	0	0.00%	0	0.00%	0	0.00%	0.00
Non-Econ Disadvantage	45	48.91%	38	84.44%	7	15.56%	441.73
Econ Disadvantage	47	51.09%	33	70.21%	14	29.79%	418.13
Migrant	0	0.00%	0	0.00%	0	0.00%	0.00
Homeless	0	0.00%	0	0.00%	0	0.00%	0.00
Neglected	0	0.00%	0	0.00%	0	0.00%	0.00



SubGroup Results Report

Multiple Choice Tests, Spring 2010

District: Petersburg City Public Schools

School Name: A. P. Hill Elem.

Report run on: June 7, 2011

SUBGROUP CATEGORY		Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Total Number Of Students			92					
Total Number Tested			92	100%	429.87	9.76%	67.39%	22.83%

GENDER		Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Males Tested		M	41	44.67%	416.59	7.32%	65.85%	26.83%
Females Tested		F	51	55.43%	440.2	11.76%	68.63%	19.61%

ETHNICITY		Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Unspecified		0	1	1.09%	555	100%	0%	0%
American Indian or Alaskan Native		1	0	0%	0	0%	0%	0%
Asian		2	1	1.09%	432	0%	100%	0%
Black (Not of Hispanic Origin)		3	88	95.65%	426.67	7.95%	68.18%	23.86%
Hispanic		4	1	1.09%	441	0%	100%	0%
White (Not of Hispanic Origin)		5	1	1.09%	555	100%	0%	0%
Native Hawaiian/Other Pacific Islander		6	0	0%	0	0%	0%	0%

DISABILITY STATUS		Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
No Disabilities			87	94.57%	431.95	10.34%	67.82%	21.84%
Mental Retardation (both TMR & EMR)		01	0	0%	0	0%	0%	0%
Severe - Profound Disabilities		02	0	0%	0	0%	0%	0%
Multiple Disabilities		03	0	0%	0	0%	0%	0%
Orthopedic Disabilities		04	0	0%	0	0%	0%	0%
Visual Impairment		05	0	0%	0	0%	0%	0%
Hearing Impairment		06	0	0%	0	0%	0%	0%
Learning Disability		07	3	3.26%	397.67	0%	66.67%	33.33%
Serious Emotional Disturbance		08	0	0%	0	0%	0%	0%
Speech or Language Impairment		09	2	2.17%	378.5	0%	50%	50%
Other/Health Impairment		10	0	0%	0	0%	0%	0%
Physical Disability		11	0	0%	0	0%	0%	0%
Deafness and Blindness		12	0	0%	0	0%	0%	0%
Autism		13	0	0%	0	0%	0%	0%
Traumatic Brain Injury		14	0	0%	0	0%	0%	0%
Handicapped Under Section 504		15	0	0%	0	0%	0%	0%
Developmentally Delayed		16	0	0%	0	0%	0%	0%



SubGroup Results Report

Multiple Choice Tests, Spring 2010

District: Petersburg City Public Schools

School Name: A. P. Hill Elem.

Report run on: June 7, 2011

Report Disaggregation Parameters

Test Name: Mathematics Grade 3 (2001 Standards)
 Document Level: 03
 Student Group: All Tested
 Score Bands : ≥ 0 and < 601

All Students in Testing Group

	Totals	Percent of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Number In Group	87	100.00%	53	60.92%	34	39.08%	426.93
Not Enrolled In Course	0	0.00%					
All Tested	87	100.00%	53	60.92%	34	39.08%	426.93
Eligible Only	87	100.00%	53	60.92%	34	39.08%	426.93

Subgroups Within Testing Group

	Tested Subgroup	Percentage of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Male	39	44.83%	20	51.28%	19	48.72%	411.74
Female	48	55.17%	33	68.75%	15	31.25%	439.27
Non-Minority	0	0.00%	0	0.00%	0	0.00%	0.00
Minority	87	100.00%	53	60.92%	34	39.08%	426.93
Non-Disabled	82	94.25%	50	60.98%	32	39.02%	426.57
Disabled	5	5.75%	3	60.00%	2	40.00%	432.80
Non-Limited English	87	100.00%	53	60.92%	34	39.08%	426.93
Limited English	0	0.00%	0	0.00%	0	0.00%	0.00
Non-Econ Disadvantage	39	44.83%	25	64.10%	14	35.90%	431.44
Econ Disadvantage	48	55.17%	28	58.33%	20	41.67%	423.27
Migrant	0	0.00%	0	0.00%	0	0.00%	0.00
Homeless	2	2.30%	1	50.00%	1	50.00%	441.00
Neglected	0	0.00%	0	0.00%	0	0.00%	0.00



SubGroup Results Report

Multiple Choice Tests, Spring 2010

District: Petersburg City Public Schools

School Name: A. P. Hill Elem.

Report run on: June 7, 2011

Selection Information							
Test Name: Mathematics Grade 3 (2001 Standards)							
Document Level: 03							
Student Group: All Tested							
Score Bands : >= 0 and < 601							

SUBGROUP CATEGORY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Total Number Of Students		87					
Total Number Tested		87	100%	426.93	21.84%	39.08%	39.08%

GENDER	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Males Tested	M	39	44.83%	411.74	17.95%	33.33%	48.72%
Females Tested	F	48	55.17%	439.27	25%	43.75%	31.25%

ETHNICITY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Unspecified	0	0	0%	0	0%	0%	0%
American Indian or Alaskan Native	1	0	0%	0	0%	0%	0%
Asian	2	1	1.15%	451	0%	100%	0%
Black (Not of Hispanic Origin)	3	86	98.85%	426.65	22.09%	38.37%	39.53%
Hispanic	4	0	0%	0	0%	0%	0%
White (Not of Hispanic Origin)	5	0	0%	0	0%	0%	0%
Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	0%	0%

DISABILITY STATUS	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
No Disabilities		82	94.25%	426.57	20.73%	40.24%	39.02%
Mental Retardation (both TMR & EMR)	01	0	0%	0	0%	0%	0%
Severe - Profound Disabilities	02	0	0%	0	0%	0%	0%
Multiple Disabilities	03	0	0%	0	0%	0%	0%
Orthopedic Disabilities	04	0	0%	0	0%	0%	0%
Visual Impairment	05	0	0%	0	0%	0%	0%
Hearing Impairment	06	0	0%	0	0%	0%	0%
Learning Disability	07	0	0%	0	0%	0%	0%
Serious Emotional Disturbance	08	0	0%	0	0%	0%	0%
Speech or Language Impairment	09	3	3.45%	416.33	33.33%	33.33%	33.33%
Other/Health Impairment	10	0	0%	0	0%	0%	0%
Physical Disability	11	0	0%	0	0%	0%	0%
Deafness and Blindness	12	0	0%	0	0%	0%	0%
Autism	13	0	0%	0	0%	0%	0%
Traumatic Brain Injury	14	0	0%	0	0%	0%	0%
Handicapped Under Section 504	15	0	0%	0	0%	0%	0%
Developmentally Delayed	16	2	2.3%	457.5	50%	0%	50%



SubGroup Results Report

Multiple Choice Tests, Spring 2010

District: Petersburg City Public Schools

School Name: A. P. Hill Elem.

Report run on: June 7, 2011

Report Disaggregation Parameters

Test Name: Mathematics Grade 4 (2001 Standards)
 Document Level: 04
 Student Group: All Tested
 Score Bands : >= 0 and < 601

All Students In Testing Group

	Totals	Percent of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Number in Group	79	100.00%	56	70.89%	23	29.11%	439.85
Not Enrolled In Course	0	0.00%					
All Tested	79	100.00%	56	70.89%	23	29.11%	439.85
Eligible Only	79	100.00%	56	70.89%	23	29.11%	439.85

Subgroups Within Testing Group

	Tested Subgroup	Percentage of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Male	45	56.96%	33	73.33%	12	26.67%	437.93
Female	34	43.04%	23	67.65%	11	32.35%	442.38
Non-Minority	0	0.00%	0	0.00%	0	0.00%	0.00
Minority	79	100.00%	56	70.89%	23	29.11%	439.85
Non-Disabled	71	89.87%	51	71.83%	20	28.17%	443.56
Disabled	8	10.13%	5	62.50%	3	37.50%	408.88
Non-Limited English	79	100.00%	56	70.89%	23	29.11%	439.85
Limited English	0	0.00%	0	0.00%	0	0.00%	0.00
Non-Econ Disadvantage	44	55.70%	32	72.73%	12	27.27%	439.16
Econ Disadvantage	35	44.30%	24	68.57%	11	31.43%	440.71
Migrant	0	0.00%	0	0.00%	0	0.00%	0.00
Homeless	1	1.27%	1	100.00%	0	0.00%	600.00
Neglected	0	0.00%	0	0.00%	0	0.00%	0.00



SubGroup Results Report

Multiple Choice Tests, Spring 2010

District: Petersburg City Public Schools

School Name: A. P. Hill Elem.

Report run on: June 7, 2011

Selection Information	
Test Name: Mathematics Grade 4 (2001 Standards)	
Document Level: 04	
Student Group: All Tested	
Score Bands : >= 0 and < 601	

SUBGROUP CATEGORY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fail
Total Number Of Students		79					
Total Number Tested		79	100%	439.85	12.66%	58.23%	29.11%

GENDER	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fail
Males Tested	M	45	56.96%	437.93	8.89%	64.44%	26.67%
Females Tested	F	34	43.04%	442.38	17.65%	50%	32.35%

ETHNICITY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fail
Unspecified	0	0	0%	0	0%	0%	0%
American Indian or Alaskan Native	1	0	0%	0	0%	0%	0%
Asian	2	0	0%	0	0%	0%	0%
Black (Not of Hispanic Origin)	3	78	98.73%	438.05	11.54%	58.97%	29.49%
Hispanic	4	0	0%	0	0%	0%	0%
White (Not of Hispanic Origin)	5	0	0%	0	0%	0%	0%
Native Hawaiian/Other Pacific Islander	6	1	1.27%	580	100%	0%	0%

DISABILITY STATUS	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fail
No Disabilities		71	89.87%	443.58	14.08%	57.76%	28.17%
Mental Retardation (both TMR & EMR)	01	0	0%	0	0%	0%	0%
Severe - Profound Disabilities	02	0	0%	0	0%	0%	0%
Multiple Disabilities	03	0	0%	0	0%	0%	0%
Orthopedic Disabilities	04	0	0%	0	0%	0%	0%
Visual Impairment	05	0	0%	0	0%	0%	0%
Hearing Impairment	06	0	0%	0	0%	0%	0%
Learning Disability	07	0	0%	0	0%	0%	0%
Serious Emotional Disturbance	08	0	0%	0	0%	0%	0%
Speech or Language Impairment	09	6	7.59%	427.17	0%	83.33%	16.67%
Other/Health Impairment	10	0	0%	0	0%	0%	0%
Physical Disability	11	0	0%	0	0%	0%	0%
Deafness and Blindness	12	0	0%	0	0%	0%	0%
Autism	13	0	0%	0	0%	0%	0%
Traumatic Brain Injury	14	0	0%	0	0%	0%	0%
Handicapped Under Section 504	15	2	2.53%	346	0%	0%	100%
Developmentally Delayed	16	0	0%	0	0%	0%	0%



SubGroup Results Report

Multiple Choice Tests, Spring 2010

District: Petersburg City Public Schools

School Name: A. P. Hill Elem.

Report run on: June 7, 2011

Report Disaggregation Parameters

Test Name: Mathematics Grade 5 (2001 Standards)
 Document Level: 05
 Student Group: All Tested
 Score Bands : >= 0 and < 601

All Students In Testing Group

	Totals	Percent of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Number In-Group	90	100.00%	61	67.78%	29	32.22%	438.14
Not Enrolled In Course	0	0.00%					
All Tested	90	100.00%	61	67.78%	29	32.22%	438.14
Eligible-Only	90	100.00%	61	67.78%	29	32.22%	438.14

Subgroups Within Testing Group

	Tested Subgroup	Percentage of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Male	40	44.44%	28	70.00%	12	30.00%	433.98
Female	50	55.56%	33	66.00%	17	34.00%	441.48
Non-Minority	1	1.11%	1	100.00%	0	0.00%	600.00
Minority	89	98.89%	60	67.42%	29	32.58%	436.33
Non-Disabled	87	96.67%	60	68.97%	27	31.03%	441.16
Disabled	3	3.33%	1	33.33%	2	66.67%	350.67
Non-Limited English	90	100.00%	61	67.78%	29	32.22%	438.14
Limited English	0	0.00%	0	0.00%	0	0.00%	0.00
Non-Econ Disadvantage	43	47.78%	30	69.77%	13	30.23%	447.65
Econ Disadvantage	47	52.22%	31	65.96%	16	34.04%	429.45
Migrant	0	0.00%	0	0.00%	0	0.00%	0.00
Homeless	0	0.00%	0	0.00%	0	0.00%	0.00
Neglected	0	0.00%	0	0.00%	0	0.00%	0.00



SubGroup Results Report

Multiple Choice Tests, Spring 2010

District: Petersburg City Public Schools

School Name: A. P. Hill Elem.

Report run on: June 7, 2011

Selection Information	
Test Name: Mathematics Grade 5 (2001 Standards)	
Document Level: 05	
Student Group: All Tested	
Score Bands : >= 0 and < 601	

SUBGROUP CATEGORY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Total Number Of Students		90					
Total Number Tested		90	100%	438.14	21.11%	46.67%	32.22%

GENDER	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Males Tested	M	40	44.44%	433.98	20%	50%	30%
Females Tested	F	50	55.56%	441.48	22%	44%	34%

ETHNICITY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Unspecified	0	1	1.11%	558	100%	0%	0%
American Indian or Alaskan Native	1	0	0%	0	0%	0%	0%
Asian	2	1	1.11%	613	100%	0%	0%
Black (Not of Hispanic Origin)	3	86	95.56%	432.9	17.44%	48.84%	33.72%
Hispanic	4	1	1.11%	533	100%	0%	0%
White (Not of Hispanic Origin)	5	1	1.11%	600	100%	0%	0%
Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	0%	0%

DISABILITY STATUS	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
No Disabilities		87	96.67%	441.16	21.84%	47.13%	31.03%
Mental Retardation (both TMR & EMR)	01	0	0%	0	0%	0%	0%
Severe - Profound Disabilities	02	0	0%	0	0%	0%	0%
Multiple Disabilities	03	0	0%	0	0%	0%	0%
Orthopedic Disabilities	04	0	0%	0	0%	0%	0%
Visual Impairment	05	0	0%	0	0%	0%	0%
Hearing Impairment	06	0	0%	0	0%	0%	0%
Learning Disability	07	1	1.11%	325	0%	0%	100%
Serious Emotional Disturbance	08	0	0%	0	0%	0%	0%
Speech or Language Impairment	09	2	2.22%	363.5	0%	50%	50%
Other/Health Impairment	10	0	0%	0	0%	0%	0%
Physical Disability	11	0	0%	0	0%	0%	0%
Deafness and Blindness	12	0	0%	0	0%	0%	0%
Autism	13	0	0%	0	0%	0%	0%
Traumatic Brain Injury	14	0	0%	0	0%	0%	0%
Handicapped Under Section 504	15	0	0%	0	0%	0%	0%
Developmentally Delayed	16	0	0%	0	0%	0%	0%

J.E.B. STUART ELEMENTARY SCHOOL
DATA

2008 - 2009

AND

2009 - 2010

Tuesday January 26 2010 1:6 PM

School/Division/State AYP Detail Report

School Year: 2009 - 2010 based on data from 2008 - 2009 AYP Overall Status This Year: Did Not Make AYP
 State: Virginia Last Year: Did Not Make AYP
 Division: 120 - PETERSBURG CITY PEBC SCHS Other Academic Indicator(s): History
 School: 0180 - J.E.B. STUART ELEM. Small N Status: Not Small N
 Title I - School Wide Program Small N Value: 50

Determining Values Continued:

Annual Measurable Objective (AMO)	Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
English Performance	All Students	3-Year Current	426	604	70.52%	81%	No
		Previous	161	212	75.94%	81%	R10
	Black	3-Year Current	156	226	69.02%		
		Previous	388	557	69.65%	81%	No
	Economically Disadvantaged	3-Year Current	149	197	75.63%	81%	R10
		Previous	143	209	68.42%		
	Hispanic	3-Year Current	384	549	69.94%	81%	No
		Previous	128	170	75.29%	81%	R10
	Limited English Proficient	3-Year Current	149	216	68.98%		
		Previous	29	37	78.37%	81%	TS
	Students with Disabilities	3-Year Current	9	12	75.00%	81%	TS
		Previous	11	14	78.57%		
White	3-Year Current	14	19	73.68%	81%	TS	
	Previous	6	9	66.66%	81%	TS	
	3-Year Current	8	10	80.00%			
	Previous	32	77	41.55%	81%	No	
	3-Year Current	8	24	33.33%	81%	TS	
	Previous	18	30	60.00%			
	3-Year Current	3	9	88.88%	81%	TS	
	Previous	3	3	100.00%	81%	TS	
	3-Year Current	2	3	66.66%			
	Previous						

- Notes:
- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.
 - These final AYP results are based on 08-09 SOL results and record changes processed by the testing vendor as of 09/11/09.
 - If the testing vendor has not yet processed all SOL results and record changes for your school or division, the AYP determinations may not be accurate.
 - Student counts may vary among Participation and Pass Rates due to LEP and transfer student rules.
 - AMO Met values: TS=Too Small to be Evaluated, R10=Met the objective due to a 10 percent reduction in the failure rate, PP=Met Objective when the Proxy Percent (15% English or 16% Math) was added, I=Met Objective by showing improvement, NA=Not Applicable

School/Division/State AYP Detail Report

School Year: 2009 - 2010 based on data from 2008 - 2009 AYP Overall Status This Year: Did Not Make AYP
 State: Virginia Last Year: Did Not Make AYP
 Division: 120 - PETERSBURG CITY PLC SCHS Other Academic Indicator(s): History
 School: 0180 - J.E.B. STUART ELEM. Small N Status: Not Small N
 Title I - School Wide Program Small N Value: 50

Determining Values Continued:

Annual Measurable Objective (AMO)	Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
Mathematics Performance	All Students	3-Year Current	388	509	63.71%	79%	No
		Previous	137	214	64.01%	79%	No
	Black	3-Year Current	167	228	73.24%	79%	No
		Previous	352	550	62.85%	79%	No
	Economically Disadvantaged	3-Year Current	124	198	62.62%	79%	No
		Previous	154	211	72.98%	79%	No
	Hispanic	3-Year Current	351	553	63.47%	79%	No
		Previous	109	170	64.11%	79%	No
	Limited English Proficient	3-Year Current	159	219	72.60%	79%	TS
		Previous	27	37	72.97%	79%	TS
	Students with Disabilities	3-Year Current	9	12	75.00%	79%	TS
		Previous	11	14	78.57%	79%	TS
White	3-Year Current	16	20	80.00%	79%	TS	
	Previous	8	10	80.00%	79%	TS	
	3-Year Current	8	10	80.00%	79%	No	
	Previous	36	76	47.36%	79%	TS	
	3-Year Current	9	22	40.90%	79%	TS	
	Previous	22	30	73.33%	79%	TS	
	3-Year Current	8	10	80.00%	79%	TS	
	Previous	3	3	100.00%	79%	TS	
	3-Year Current	2	3	66.66%	79%	TS	
	Previous						

- Notes:
- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.
 - These final AYP results are based on 08-09 SOL results and record changes processed by the testing vendor as of 09/11/09.
 - If the testing vendor has not yet processed all SOL results and record changes for your school or division, the AYP determinations may not be accurate.
 - Student counts may vary among Participation and Pass Rates due to LEP and transfer student rules.
 - AMO Met values: TS=Too Small to be Evaluated, R10=Met the objective due to a 10 percent reduction in the failure rate, PP=Met Objective when the Proxy Percent (15% English or 16% Math) was added, I=Met Objective by showing improvement, NA=Not Applicable

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School/Division/State AYP Detail Report

School Year: 2010 - 2011 based on data from 2009 - 2010 AYP Overall Status This Year: Did Not Make AYP
 Last Year: Did Not Make AYP
 State: Virginia Other Academic Indicator(s): History
 Division: 120 - PETERSBURG CITY PBLC SCLS Small N Status: Not Small N
 School: 0180 - J.E.B. STUART ELEM. Small N Value: 50
 Title I - School Wide Program

Determining Values Continued:

Annual Measurable Objective (AMO)	Subgroup	Data Source	Students Counted	Total Students	Rate	AMO Met?
English Performance	All Students	3-Year Current	446	640	69.68%	81%
		Previous	129	202	63.86%	81%
	Black	3-Year Current	161	212	75.94%	
		Previous	411	596	68.95%	No
	Economically Disadvantaged	3-Year Current	119	190	62.63%	81%
		Previous	149	197	75.63%	
	Hispanic	3-Year Current	383	559	68.51%	81%
		Previous	106	173	61.27%	81%
	Limited English Proficient	3-Year Current	128	170	75.29%	
		Previous	28	36	77.77%	81%
	Students with Disabilities	3-Year Current	8	10	80.00%	81%
		Previous	9	12	75.00%	
White	3-Year Current	21	27	77.77%	81%	
	Previous	7	8	87.50%	81%	
		Current	6	9	66.66%	
		Previous	35	74	47.29%	81%
		Current	9	20	45.00%	81%
		Previous	8	24	33.33%	
		Current	7	8	87.50%	81%
		Previous	2	2	100.00%	81%
			3	3	100.00%	

- Notes:
- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.
 - These preliminary AYP results are based on 09-10 SOL results and record changes processed by the testing vendor as of 08/01/10.
 - If the testing vendor has not yet processed all SOL results and record changes for your school or division, the AYP determinations may not be accurate.
 - Student counts may vary among Participation and Pass Rates due to LEP and transfer student rules.
 - AMO Met values: TS=Too Small to be Evaluated, R10=Met the objective due to a 10 percent reduction in the failure rate, I=Met Objective by showing improvement, NA=Not Applicable
 - For more information on the Federal Graduation Indicator, see the USED-approved Accountability Workbook on the VDOE website.
 - Beginning with 2010-2011 AYP, the Proxy Percent is no longer used in AYP determinations for the Students with Disabilities subgroup

School/Division/State AYP Detail Report

School Year: 2010 - 2011 based on data from 2009 - 2010 AYP Overall Status This Year: Did Not Make AYP
 State: Virginia Last Year: Did Not Make AYP
 Division: 120 - PETERSBURG CITY PUBLIC SCHOOLS Other Academic Indicator(s): History
 School: 0180 - J.E.B. STUART ELEM. Small N Status: Not Small N
 Title I - School Wide Program Small N Value: 50

Determining Values Continued:

Annual Measurable Objective (AMO)	Subgroup	Data Source	Students Counted	Total Students	Rate	AMO Met?
Mathematics Performance	All Students	3-Year	470	657	71.53%	79%
		Current	166	215	77.20%	79%
	Black	Previous	137	214	64.01%	
		3-Year	432	612	70.58%	79%
	Economically Disadvantaged	Current	154	203	75.86%	79%
		Previous	124	198	62.62%	
	Hispanic	3-Year	407	573	71.02%	79%
		Current	139	184	75.54%	79%
	Limited English Proficient	Previous	109	170	64.11%	
		3-Year	30	36	83.33%	79%
	Students with Disabilities	Current	10	10	100.00%	79%
		Previous	9	12	75.00%	
White	3-Year	24	28	85.71%	79%	
	Current	8	8	100.00%	79%	
		Previous	8	10	80.00%	
		3-Year	45	78	57.69%	79%
		Current	14	26	53.84%	79%
		Previous	9	22	40.90%	
		3-Year	7	8	87.50%	79%
		Current	2	2	100.00%	79%
		Previous	3	3	100.00%	79%

- Notes:
- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.
 - These preliminary AYP results are based on 09-10 SOL results and record changes processed by the testing vendor as of 08/01/10.
 - If the testing vendor has not yet processed all SOL results and record changes for your school or division, the AYP determinations may not be accurate.
 - Student counts may vary among Participation and Pass Rates due to LEP and transfer student rules.
 - AMO Met values: TS=Too Small to be Evaluated, R10=Met the objective due to a 10 percent reduction in the failure rate, I=Met Objective by showing improvement, NA=Not Applicable
 - For more information on the Federal Graduation Indicator, see the USED-approved Accountability Workbook on the VDOE website.
 - Beginning with 2010-2011 AYP, the Proxy Percent is no longer used in AYP determinations for the Students with Disabilities subgroup



SubGroup Results Report

Multiple Choice Tests, Spring 2009

District: Petersburg City Public Schools

School Name: J. E. B. Stuart Elem.

Report run on: June 7, 2011

Report Disaggregation Parameters	
Test Name: Reading Grade 3 (2002 Standards)	
Document Level: 03	
Student Group: All Tested	
Score Bands : >= 0 and < 601	

All Students In Testing Group

	Totals	Percent of Group	Number Passing	Percent Passing	Number Falling	Percent Falling	Average Scores
Number In Group	65	100.00%	49	75.38%	16	24.62%	450.23
Not Enrolled In Course	0	0.00%					
All Tested	65	100.00%	49	75.38%	16	24.62%	450.23
Eligible Only	65	100.00%	49	75.38%	16	24.62%	450.23

Subgroups Within Testing Group

	Tested Subgroup	Percentage of Group	Number Passing	Percent Passing	Number Falling	Percent Falling	Average Scores
Male	28	43.08%	20	71.43%	8	28.57%	435.57
Female	37	56.92%	29	78.38%	8	21.62%	461.32
Non-Minority	2	3.08%	2	100.00%	0	0.00%	521.50
Minority	63	96.92%	47	74.60%	16	25.40%	447.97
Non-Disabled	60	92.31%	46	76.67%	14	23.33%	452.28
Disabled	5	7.69%	3	60.00%	2	40.00%	425.60
Non-Limited English	65	100.00%	49	75.38%	16	24.62%	450.23
Limited English	0	0.00%	0	0.00%	0	0.00%	0.00
Non-Econ Disadvantage	13	20.00%	9	69.23%	4	30.77%	423.69
Econ Disadvantage	52	80.00%	40	76.92%	12	23.08%	456.87
Migrant	0	0.00%	0	0.00%	0	0.00%	0.00
Homeless	5	7.69%	1	20.00%	4	80.00%	378.40
Neglected	0	0.00%	0	0.00%	0	0.00%	0.00



SubGroup Results Report

Multiple Choice Tests, Spring 2009

District: Petersburg City Public Schools

School Name: J. E. B. Stuart Elem.

Report run on: June 7, 2011

Selection Information							
Test Name: Reading Grade 3 (2002 Standards)							
Document Level: 03							
Student Group: All Tested							
Score Bands : >= 0 and < 601							

SUBGROUP CATEGORY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Total Number Of Students		65					
Total Number Tested		65	100%	450.23	26.15%	49.23%	24.62%

GENDER	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Males Tested	M	28	43.08%	435.57	21.43%	50%	28.57%
Females Tested	F	37	56.92%	461.32	29.73%	48.65%	21.62%

ETHNICITY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Unspecified	0	0	0%	0	0%	0%	0%
American Indian or Alaskan Native	1	0	0%	0	0%	0%	0%
Asian	2	0	0%	0	0%	0%	0%
Black (Not of Hispanic Origin)	3	69	90.77%	448.27	25.42%	50.85%	23.73%
Hispanic	4	4	6.15%	443.5	25%	25%	50%
White (Not of Hispanic Origin)	5	2	3.08%	621.5	50%	50%	0%
Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	0%	0%

DISABILITY STATUS	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
No Disabilities		60	92.31%	452.28	26.67%	50%	23.33%
Mental Retardation (both TMR & EMB)	01	0	0%	0	0%	0%	0%
Severe - Profound Disabilities	02	0	0%	0	0%	0%	0%
Multiple Disabilities	03	0	0%	0	0%	0%	0%
Orthopedic Disabilities	04	0	0%	0	0%	0%	0%
Visual Impairment	05	0	0%	0	0%	0%	0%
Hearing Impairment	06	0	0%	0	0%	0%	0%
Learning Disability	07	0	0%	0	0%	0%	0%
Serious Emotional Disturbance	08	0	0%	0	0%	0%	0%
Speech or Language Impairment	09	3	4.62%	425	33.33%	33.33%	33.33%
Other/Health Impairment	10	1	1.54%	489	0%	100%	0%
Physical Disability	11	0	0%	0	0%	0%	0%
Deafness and Blindness	12	0	0%	0	0%	0%	0%
Autism	13	0	0%	0	0%	0%	0%
Traumatic Brain Injury	14	0	0%	0	0%	0%	0%
Handicapped Under Section 504	15	0	0%	0	0%	0%	0%
Developmentally Delayed	16	1	1.54%	364	0%	0%	100%



SubGroup Results Report

Multiple Choice Tests, Spring 2009

District: Petersburg City Public Schools

School Name: J. E. B. Stuart Elem.

Report run on: June 7, 2011

Report Disaggregation Parameters	
Test Name: Reading Grade 4 (2002 Standards)	
Document Level: 04	
Student Group: All Tested	
Score Bands : >= 0 and < 601	

All Students In Testing Group

	Totals	Percent of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Number In Group	72	100.00%	54	75.00%	18	25.00%	443.86
Not Enrolled In Course	0	0.00%					
All Tested	72	100.00%	54	75.00%	18	25.00%	443.86
Eligible Only	72	100.00%	54	75.00%	18	25.00%	443.86

Subgroups Within Testing Group

	Tested Subgroup	Percentage of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Male	32	44.44%	27	84.38%	5	15.62%	446.94
Female	40	55.56%	27	67.50%	13	32.50%	441.40
Non-Minority	1	1.39%	1	100.00%	0	0.00%	441.00
Minority	71	98.61%	53	74.65%	18	25.35%	443.90
Non-Disabled	71	98.81%	54	76.06%	17	23.94%	445.04
Disabled	1	1.39%	0	0.00%	1	100.00%	360.00
Non-Limited English	72	100.00%	54	75.00%	18	25.00%	443.86
Limited English	0	0.00%	0	0.00%	0	0.00%	0.00
Non-Econ Disadvantage	16	20.83%	12	80.00%	3	20.00%	450.33
Econ Disadvantage	57	79.17%	42	73.68%	15	26.32%	442.18
Migrant	0	0.00%	0	0.00%	0	0.00%	0.00
Homeless	3	4.17%	3	100.00%	0	0.00%	454.33
Neglected	0	0.00%	0	0.00%	0	0.00%	0.00



SubGroup Results Report

Multiple Choice Tests, Spring 2009

District: Petersburg City Public Schools

School Name: J. E. B. Stuart Elem.

Report run on: June 7, 2011

Selection Information							
Test Name: Reading Grade 4 (2002 Standards)							
Document Level: 04							
Student Group: All Tested							
Score Bands : >= 0 and < 601							
SUBGROUP CATEGORY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Total Number Of Students		72					
Total Number Tested		72	100%	443.86	23.61%	51.39%	25%

GENDER	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Males Tested	M	32	44.44%	446.94	25%	59.38%	15.62%
Females Tested	F	40	55.56%	441.4	22.5%	45%	32.5%

ETHNICITY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Unspecified	0	0	0%	0	0%	0%	0%
American Indian or Alaskan Native	1	0	0%	0	0%	0%	0%
Asian	2	0	0%	0	0%	0%	0%
Black (Not of Hispanic Origin)	3	68	94.44%	437.69	20.59%	52.94%	26.47%
Hispanic	4	3	4.17%	584.67	100%	0%	0%
White (Not of Hispanic Origin)	5	1	1.39%	441	0%	100%	0%
Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	0%	0%

DISABILITY STATUS	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
No Disabilities		71	98.61%	445.04	23.94%	52.11%	23.94%
Mental Retardation (both TMR & EMR)	01	0	0%	0	0%	0%	0%
Severe - Profound Disabilities	02	0	0%	0	0%	0%	0%
Multiple Disabilities	03	0	0%	0	0%	0%	0%
Orthopedic Disabilities	04	0	0%	0	0%	0%	0%
Visual Impairment	05	0	0%	0	0%	0%	0%
Hearing Impairment	06	0	0%	0	0%	0%	0%
Learning Disability	07	0	0%	0	0%	0%	0%
Serious Emotional Disturbance	08	0	0%	0	0%	0%	0%
Speech or Language Impairment	09	0	0%	0	0%	0%	0%
Other/Health Impairment	10	1	1.39%	360	0%	0%	100%
Physical Disability	11	0	0%	0	0%	0%	0%
Deafness and Blindness	12	0	0%	0	0%	0%	0%
Autism	13	0	0%	0	0%	0%	0%
Traumatic Brain Injury	14	0	0%	0	0%	0%	0%
Handicapped Under Section 504	15	0	0%	0	0%	0%	0%
Developmentally Delayed	16	0	0%	0	0%	0%	0%



SubGroup Results Report

Multiple Choice Tests, Spring 2009

District: Petersburg City Public Schools

School Name: J. E. B. Stuart Elem.

Report run on: June 7, 2011

Report Disaggregation Parameters	
Test Name: Reading Grade 5 (2002 Standards)	
Document Level: 05	
Student Group: All Tested	
Score Bands : ≥ 0 and < 601	

All Students in Testing Group

	Totals	Percent of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Number In Group-	69	100.00%	55	79.71%	14	20.29%	436.26
Not Enrolled In Course	0	0.00%					
All Tested	69	100.00%	55	79.71%	14	20.29%	436.26
Eligible Only	69	100.00%	55	79.71%	14	20.29%	436.26

Subgroups Within Testing Group

	Tested Subgroup	Percentage of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Male	38	55.07%	27	71.05%	11	28.95%	427.42
Female	31	44.93%	28	90.32%	3	9.68%	447.10
Non-Minority	0	0.00%	0	0.00%	0	0.00%	0.00
Minority	69	100.00%	55	79.71%	14	20.29%	436.26
Non-Disabled	65	94.20%	53	81.54%	12	18.46%	437.91
Disabled	4	5.80%	2	50.00%	2	50.00%	409.50
Non-Limited English	69	100.00%	55	79.71%	14	20.29%	436.26
Limited English	0	0.00%	0	0.00%	0	0.00%	0.00
Non-Econ Disadvantage	13	18.84%	12	92.31%	1	7.69%	476.23
Econ Disadvantage	56	81.16%	43	76.79%	13	23.21%	426.98
Migrant	0	0.00%	0	0.00%	0	0.00%	0.00
Homeless	4	5.80%	3	75.00%	1	25.00%	429.00
Neglected	0	0.00%	0	0.00%	0	0.00%	0.00



SubGroup Results Report

Multiple Choice Tests, Spring 2009

District: Petersburg City Public Schools

School Name: J. E. B. Stuart Elem.

Report run on: June 7, 2011

SELECTION INFORMATION							
Test Name: Reading Grade 5 (2002 Standards)							
Document Level: 05							
Student Group: All Tested							
Score Bands : >= 0 and < 601							
SUBGROUP CATEGORY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Total Number Of Students		89					
Total Number Tested		89	100%	436.26	8.7%	71.01%	20.29%

GENDER	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Males Tested	M	38	55.07%	427.42	5.26%	65.79%	28.85%
Females Tested	F	31	44.93%	447.1	12.9%	77.42%	9.68%

ETHNICITY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Unspecified	0	0	0%	0	0%	0%	0%
American Indian or Alaskan Native	1	0	0%	0	0%	0%	0%
Asian	2	0	0%	0	0%	0%	0%
Black (Not of Hispanic Origin)	3	65	94.2%	435.89	9.23%	69.23%	21.54%
Hispanic	4	4	5.8%	442.25	0%	100%	0%
White (Not of Hispanic Origin)	5	0	0%	0	0%	0%	0%
Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	0%	0%

DISABILITY STATUS	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
No Disabilities		85	94.2%	437.91	9.23%	72.31%	18.46%
Mental Retardation (both TMR & EMR)	01	0	0%	0	0%	0%	0%
Severe - Profound Disabilities	02	0	0%	0	0%	0%	0%
Multiple Disabilities	03	0	0%	0	0%	0%	0%
Orthopedic Disabilities	04	0	0%	0	0%	0%	0%
Visual Impairment	05	0	0%	0	0%	0%	0%
Hearing Impairment	06	0	0%	0	0%	0%	0%
Learning Disability	07	0	0%	0	0%	0%	0%
Serious Emotional Disturbance	08	0	0%	0	0%	0%	0%
Speech or Language Impairment	09	3	4.35%	380.33	0%	33.33%	66.67%
Other/Health Impairment	10	1	1.45%	497	0%	100%	0%
Physical Disability	11	0	0%	0	0%	0%	0%
Deafness and Blindness	12	0	0%	0	0%	0%	0%
Autism	13	0	0%	0	0%	0%	0%
Traumatic Brain Injury	14	0	0%	0	0%	0%	0%
Handicapped Under Section 504	15	0	0%	0	0%	0%	0%
Developmentally Delayed	16	0	0%	0	0%	0%	0%



SubGroup Results Report

Multiple Choice Tests, Spring 2009

District: Petersburg City Public Schools

School Name: J. E. B. Stuart Elem.

Report run on: June 7, 2011

Report Disaggregation Parameters

Test Name: Mathematics Grade 3 (2001 Standards)

Document Level: 03

Student Group: All Tested

Score Bands : ≥ 0 and < 601

All Students in Testing Group

	Totals	Percent of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Number in Group	62	100.00%	34	54.84%	28	45.16%	416.11
Not Enrolled in Course	0	0.00%					
All Tested	62	100.00%	34	54.84%	28	45.16%	416.11
Eligible Only	62	100.00%	34	54.84%	28	45.16%	416.11

Subgroups Within Testing Group

	Tested Subgroup	Percentage of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Male	27	43.55%	15	55.56%	12	44.44%	414.04
Female	35	56.45%	19	54.29%	16	45.71%	417.71
Non-Minority	2	3.23%	2	100.00%	0	0.00%	491.50
Minority	60	96.77%	32	53.33%	28	46.67%	413.60
Non-Disabled	68	93.55%	32	55.17%	26	44.83%	419.17
Disabled	4	6.45%	2	50.00%	2	50.00%	371.75
Non-Limited English	62	100.00%	34	54.84%	28	45.16%	416.11
Limited English	0	0.00%	0	0.00%	0	0.00%	0.00
Non-Econ Disadvantage	13	20.97%	7	53.85%	6	46.15%	403.77
Econ Disadvantage	49	79.03%	27	55.10%	22	44.90%	419.39
Migrant	0	0.00%	0	0.00%	0	0.00%	0.00
Homeless	5	8.06%	0	0.00%	5	100.00%	364.40
Neglected	0	0.00%	0	0.00%	0	0.00%	0.00



SubGroup Results Report

Multiple Choice Tests, Spring 2009

District: Petersburg City Public Schools

School Name: J. E. B. Stuart Elem.

Report run on: June 7, 2011

Selection Information	
Test Name: Mathematics Grade 3 (2001 Standards)	
Document Level: 03	
Student Group: All Tested	
Score Bands : >= 0 and < 601	

SUBGROUP CATEGORY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fail
Total Number Of Students		62					
Total Number Tested		62	100%	416.11	12.9%	41.94%	45.16%

GENDER	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fail
Males Tested	M	27	43.55%	414.04	14.81%	40.74%	44.44%
Females Tested	F	35	56.45%	417.71	11.43%	42.86%	45.71%

ETHNICITY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fail
Unspecified	0	0	0%	0	0%	0%	0%
American Indian or Alaskan Native	1	0	0%	0	0%	0%	0%
Asian	2	0	0%	0	0%	0%	0%
Black (Not of Hispanic Origin)	3	69	95.16%	413.2	11.86%	40.68%	47.46%
Hispanic	4	1	1.61%	437	0%	100%	0%
White (Not of Hispanic Origin)	5	2	3.23%	491.5	50%	50%	0%
Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	0%	0%

DISABILITY STATUS	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fail
No Disabilities		58	93.55%	419.17	13.79%	41.38%	44.83%
Mental Retardation (both TMR & EMR)	01	0	0%	0	0%	0%	0%
Severe - Profound Disabilities	02	0	0%	0	0%	0%	0%
Multiple Disabilities	03	0	0%	0	0%	0%	0%
Orthopedic Disabilities	04	0	0%	0	0%	0%	0%
Visual Impairment	05	0	0%	0	0%	0%	0%
Hearing Impairment	06	0	0%	0	0%	0%	0%
Learning Disability	07	0	0%	0	0%	0%	0%
Serious Emotional Disturbance	08	0	0%	0	0%	0%	0%
Speech or Language Impairment	09	2	3.23%	374	0%	50%	50%
Other/Health Impairment	10	1	1.61%	437	0%	100%	0%
Physical Disability	11	0	0%	0	0%	0%	0%
Deafness and Blindness	12	0	0%	0	0%	0%	0%
Autism	13	0	0%	0	0%	0%	0%
Traumatic Brain Injury	14	0	0%	0	0%	0%	0%
Handicapped Under Section 504	15	0	0%	0	0%	0%	0%
Developmentally Delayed	16	1	1.61%	302	0%	0%	100%



SubGroup Results Report

Multiple Choice Tests, Spring 2009

District: Petersburg City Public Schools

School Name: J. E. B. Stuart Elem.

Report run on: June 7, 2011

Report Disaggregation Parameters	
Test Name: Mathematics Grade 4 (2001 Standards)	
Document Level: 04	
Student Group: All Tested	
Score Bands : >= 0 and < 601	

All Students in Testing Group

	Totals	Percent of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Number In Group	71	100.00%	46	64.79%	25	35.21%	428.85
Not Enrolled in Course	0	0.00%					
All Tested	71	100.00%	46	64.79%	25	35.21%	428.85
Eligible Only	71	100.00%	46	64.79%	25	35.21%	428.85

Subgroups Within Testing Group

	Tested Subgroup	Percentage of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Male	32	45.07%	22	68.75%	10	31.25%	439.62
Female	39	54.93%	24	61.54%	15	38.46%	420.00
Non-Minority	1	1.41%	1	100.00%	0	0.00%	469.00
Minority	70	98.59%	45	64.29%	25	35.71%	428.27
Non-Disabled	71	100.00%	46	64.79%	25	35.21%	428.85
Disabled	0	0.00%	0	0.00%	0	0.00%	0.00
Non-Limited English	71	100.00%	46	64.79%	25	35.21%	428.85
Limited English	0	0.00%	0	0.00%	0	0.00%	0.00
Non-Econ Disadvantage	14	19.72%	9	64.29%	5	35.71%	423.86
Econ Disadvantage	57	80.28%	37	64.91%	20	35.09%	430.07
Migrant	0	0.00%	0	0.00%	0	0.00%	0.00
Homeless	3	4.23%	2	66.67%	1	33.33%	445.67
Neglected	0	0.00%	0	0.00%	0	0.00%	0.00



SubGroup Results Report

Multiple Choice Tests, Spring 2009

District: Petersburg City Public Schools

School Name: J. E. B. Stuart Elem.

Report run on: June 7, 2011

Selection Information	
Test Name: Mathematics Grade 4 (2001 Standards)	
Document Level: 04	
Student Group: All Tested	
Score Bands : >= 0 and < 601	

SUBGROUP CATEGORY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Total Number Of Students		71					
Total Number Tested		71	100%	428.85	21.13%	43.66%	35.21%

GENDER	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Males Tested	M	32	45.07%	439.62	31.25%	37.5%	31.25%
Females Tested	F	39	54.93%	420	12.82%	48.72%	38.46%

ETHNICITY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Unspecified	0	0	0%	0	0%	0%	0%
American Indian or Alaskan Native	1	0	0%	0	0%	0%	0%
Asian	2	0	0%	0	0%	0%	0%
Black (Not of Hispanic Origin)	3	67	94.37%	422.33	17.91%	44.78%	37.31%
Hispanic	4	3	4.23%	561	100%	0%	0%
White (Not of Hispanic Origin)	5	1	1.41%	469	0%	100%	0%
Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	0%	0%

DISABILITY STATUS	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
No Disabilities		71	100%	428.85	21.13%	43.66%	35.21%
Mental Retardation (both TMR & EMR)	01	0	0%	0	0%	0%	0%
Severe - Profound Disabilities	02	0	0%	0	0%	0%	0%
Multiple Disabilities	03	0	0%	0	0%	0%	0%
Orthopedic Disabilities	04	0	0%	0	0%	0%	0%
Visual Impairment	05	0	0%	0	0%	0%	0%
Hearing Impairment	06	0	0%	0	0%	0%	0%
Learning Disability	07	0	0%	0	0%	0%	0%
Serious Emotional Disturbance	08	0	0%	0	0%	0%	0%
Speech or Language Impairment	09	0	0%	0	0%	0%	0%
Other/Health Impairment	10	0	0%	0	0%	0%	0%
Physical Disability	11	0	0%	0	0%	0%	0%
Deafness and Blindness	12	0	0%	0	0%	0%	0%
Autism	13	0	0%	0	0%	0%	0%
Traumatic Brain Injury	14	0	0%	0	0%	0%	0%
Handicapped Under Section 504	15	0	0%	0	0%	0%	0%
Developmentally Delayed	16	0	0%	0	0%	0%	0%



SubGroup Results Report

Multiple Choice Tests, Spring 2010

District: Petersburg City Public Schools

School Name: J. E. B. Stuart Elem.

Report run on: June 7, 2011

Report Disaggregation Parameters	
Test Name: Reading Grade 3 (2002 Standards)	
Document Level: 03	
Student Group: All Tested	
Score Bands : >= 0 and < 601	

All Students In Testing Group

	Totals	Percent of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Number In Group	77	100.00%	35	45.45%	42	54.55%	401.05
Not Enrolled In Course	0	0.00%					
All Tested	77	100.00%	35	45.45%	42	54.55%	401.05
Eligible Only	77	100.00%	35	45.45%	42	54.55%	401.05

Subgroups Within Testing Group

	Tested Subgroup	Percentage of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Male	41	53.25%	17	41.46%	24	58.54%	386.49
Female	36	46.75%	18	50.00%	18	50.00%	417.64
Non-Minority	1	1.30%	1	100.00%	0	0.00%	485.00
Minority	76	98.70%	34	44.74%	42	55.26%	399.95
Non-Disabled	74	96.10%	35	47.30%	39	52.70%	402.96
Disabled	3	3.90%	0	0.00%	3	100.00%	354.00
Non-Limited English	77	100.00%	35	45.45%	42	54.55%	401.05
Limited English	0	0.00%	0	0.00%	0	0.00%	0.00
Non-Econ Disadvantage	8	10.39%	4	50.00%	4	50.00%	419.75
Econ Disadvantage	69	89.61%	31	44.93%	38	55.07%	398.88
Migrant	0	0.00%	0	0.00%	0	0.00%	0.00
Homeless	4	5.19%	4	100.00%	0	0.00%	518.00
Neglected	0	0.00%	0	0.00%	0	0.00%	0.00



SubGroup Results Report

Multiple Choice Tests, Spring 2010

District: Petersburg City Public Schools

School Name: J. E. B. Stuart Elem.

Report run on: June 7, 2011

Selection Information	
Test Name: Reading Grade 3 (2002 Standards)	
Document Level: 03	
Student Group: All Tested	
Score Bands : >= 0 and < 601	

SUBGROUP CATEGORY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Total Number Of Students		77					
Total Number Tested		77	100%	401.05	15.58%	29.87%	54.55%

GENDER	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Males Tested	M	41	53.25%	386.49	7.32%	34.15%	58.54%
Females Tested	F	36	46.75%	417.64	25%	26%	50%

ETHNICITY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Unspecified	0	0	0%	0	0%	0%	0%
American Indian or Alaskan Native	1	0	0%	0	0%	0%	0%
Asian	2	0	0%	0	0%	0%	0%
Black (Not of Hispanic Origin)	3	73	94.81%	395.68	13.7%	28.77%	57.53%
Hispanic	4	3	3.9%	503.67	66.67%	33.33%	0%
White (Not of Hispanic Origin)	5	1	1.3%	485	0%	100%	0%
Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	0%	0%

DISABILITY STATUS	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
No Disabilities		74	98.1%	402.98	16.22%	31.08%	52.7%
Mental Retardation (both TMR & EMR)	01	0	0%	0	0%	0%	0%
Severe - Profound Disabilities	02	0	0%	0	0%	0%	0%
Multiple Disabilities	03	0	0%	0	0%	0%	0%
Orthopedic Disabilities	04	0	0%	0	0%	0%	0%
Visual Impairment	05	0	0%	0	0%	0%	0%
Hearing Impairment	06	0	0%	0	0%	0%	0%
Learning Disability	07	2	2.6%	332.5	0%	0%	100%
Serious Emotional Disturbance	08	0	0%	0	0%	0%	0%
Speech or Language Impairment	09	1	1.3%	397	0%	0%	100%
Other/Health Impairment	10	0	0%	0	0%	0%	0%
Physical Disability	11	0	0%	0	0%	0%	0%
Deafness and Blindness	12	0	0%	0	0%	0%	0%
Autism	13	0	0%	0	0%	0%	0%
Traumatic Brain Injury	14	0	0%	0	0%	0%	0%
Handicapped Under Section 504	15	0	0%	0	0%	0%	0%
Developmentally Delayed	16	0	0%	0	0%	0%	0%



SubGroup Results Report

Multiple Choice Tests, Spring 2010

District: Petersburg City Public Schools

School Name: J. E. B. Stuart Elem.

Report run on: June 7, 2011

Report Disaggregation Parameters

Test Name: Reading Grade 4 (2002 Standards)

Document Level: 04

Student Group: All Tested

Score Bands : >= 0 and < 601

All Students in Testing Group

	Totals	Percent of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Number In Group	62	100.00%	41	66.13%	21	33.87%	440.90
Not Enrolled In Course	0	0.00%					
All Tested	62	100.00%	41	66.13%	21	33.87%	440.90
Eligible Only	62	100.00%	41	66.13%	21	33.87%	440.90

Subgroups Within Testing Group

	Tested Subgroup	Percentage of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Male	30	48.39%	24	80.00%	6	20.00%	449.20
Female	32	51.61%	17	53.12%	15	46.88%	433.12
Non-Minority	0	0.00%	0	0.00%	0	0.00%	0.00
Minority	62	100.00%	41	66.13%	21	33.87%	440.90
Non-Disabled	57	91.94%	39	68.42%	18	31.58%	446.39
Disabled	5	8.06%	2	40.00%	3	60.00%	378.40
Non-Limited English	62	100.00%	41	66.13%	21	33.87%	440.90
Limited English	0	0.00%	0	0.00%	0	0.00%	0.00
Non-Econ Disadvantage	11	17.74%	9	81.82%	2	18.18%	450.36
Econ Disadvantage	51	82.26%	32	62.75%	19	37.25%	438.86
Migrant	0	0.00%	0	0.00%	0	0.00%	0.00
Homeless	1	1.61%	1	100.00%	0	0.00%	536.00
Neglected	0	0.00%	0	0.00%	0	0.00%	0.00



SubGroup Results Report

Multiple Choice Tests, Spring 2010

District: Petersburg City Public Schools

School Name: J. E. B. Stuart Elem.

Report run on: June 7, 2011

Selection Information	
Test Name: Reading Grade 4 (2002 Standards)	
Document Level: 04	
Student Group: All Tested	
Score Bands : >= 0 and < 601	

SUBGROUP CATEGORY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Total Number Of Students		62					
Total Number Tested		62	100%	440.9	22.58%	43.55%	33.87%

GENDER	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Males Tested	M	30	48.39%	449.2	20%	60%	20%
Females Tested	F	32	51.61%	433.12	25%	28.12%	46.88%

ETHNICITY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Unspecified	0	0	0%	0	0%	0%	0%
American Indian or Alaskan Native	1	0	0%	0	0%	0%	0%
Asian	2	0	0%	0	0%	0%	0%
Black (Not of Hispanic Origin)	3	57	91.94%	442.84	22.81%	43.86%	33.33%
Hispanic	4	5	8.06%	418.8	20%	40%	40%
White (Not of Hispanic Origin)	5	0	0%	0	0%	0%	0%
Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	0%	0%

DISABILITY STATUS	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
No Disabilities		57	91.94%	446.39	24.58%	43.86%	31.58%
Mental Retardation (both TMR & EMR)	01	0	0%	0	0%	0%	0%
Severe - Profound Disabilities	02	0	0%	0	0%	0%	0%
Multiple Disabilities	03	0	0%	0	0%	0%	0%
Orthopedic Disabilities	04	0	0%	0	0%	0%	0%
Visual Impairment	05	0	0%	0	0%	0%	0%
Hearing Impairment	06	0	0%	0	0%	0%	0%
Learning Disability	07	1	1.61%	434	0%	100%	0%
Serious Emotional Disturbance	08	0	0%	0	0%	0%	0%
Speech or Language Impairment	09	1	1.61%	472	0%	100%	0%
Other/Health Impairment	10	2	3.23%	335	0%	0%	100%
Physical Disability	11	0	0%	0	0%	0%	0%
Deafness and Blindness	12	0	0%	0	0%	0%	0%
Autism	13	0	0%	0	0%	0%	0%
Traumatic Brain Injury	14	0	0%	0	0%	0%	0%
Handicapped Under Section 504	15	0	0%	0	0%	0%	0%
Developmentally Delayed	16	1	1.61%	316	0%	0%	100%



SubGroup Results Report

Multiple Choice Tests, Spring 2010

District: Petersburg City Public Schools

School Name: J. E. B. Stuart Elem.

Report run on: June 7, 2011

Report Disaggregation Parameters

Test Name: Reading Grade 5 (2002 Standards)
 Document Level: 05
 Student Group: All Tested
 Score Bands : >= 0 and < 601

All Students in Testing Group

	Totals	Percent of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Number In Group	64	100.00%	47	73.44%	17	26.56%	439.76
Not Enrolled In Course	0	0.00%					
All Tested	64	100.00%	47	73.44%	17	26.56%	439.75
Eligible Only	64	100.00%	47	73.44%	17	26.56%	439.75

Subgroups Within Testing Group

	Tested Subgroup	Percentage of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Male	30	46.88%	20	66.67%	10	33.33%	435.40
Female	34	53.12%	27	79.41%	7	20.59%	443.69
Non-Minority	1	1.56%	1	100.00%	0	0.00%	452.00
Minority	63	98.44%	46	73.02%	17	26.98%	439.66
Non-Disabled	62	96.88%	45	72.58%	17	27.42%	438.68
Disabled	2	3.12%	2	100.00%	0	0.00%	473.00
Non-Limited English	64	100.00%	47	73.44%	17	26.56%	439.75
Limited English	0	0.00%	0	0.00%	0	0.00%	0.00
Non-Econ Disadvantage	13	20.31%	10	76.92%	3	23.08%	438.85
Econ Disadvantage	51	79.69%	37	72.55%	14	27.45%	439.98
Migrant	0	0.00%	0	0.00%	0	0.00%	0.00
Homeless	1	1.56%	1	100.00%	0	0.00%	494.00
Neglected	0	0.00%	0	0.00%	0	0.00%	0.00



SubGroup Results Report

Multiple Choice Tests, Spring 2010

District: Petersburg City Public Schools

School Name: J. E. B. Stuart Elem.

Report run on: June 7, 2011

Selection Information	
Test Name: Reading Grade 5 (2002 Standards)	
Document Level: 05	
Student Group: All Tested	
Score Bands : >= 0 and < 801	

SUBGROUP CATEGORY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Total Number Of Students		64					
Total Number Tested		64	100%	439.75	12.5%	60.94%	26.56%

GENDER	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Males Tested	M	30	46.88%	435.4	13.33%	53.33%	33.33%
Females Tested	F	34	53.12%	443.59	11.76%	67.65%	20.59%

ETHNICITY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Unspecified	0	0	0%	0	0%	0%	0%
American Indian or Alaskan Native	1	0	0%	0	0%	0%	0%
Asian	2	0	0%	0	0%	0%	0%
Black (Not of Hispanic Origin)	3	62	96.88%	437.69	11.29%	61.29%	27.42%
Hispanic	4	1	1.56%	555	100%	0%	0%
White (Not of Hispanic Origin)	5	1	1.56%	452	0%	100%	0%
Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	0%	0%

DISABILITY STATUS	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
No Disabilities		62	96.88%	438.68	12.9%	59.68%	27.42%
Mental Retardation (both TMR & EMR)	01	0	0%	0	0%	0%	0%
Severe - Profound Disabilities	02	0	0%	0	0%	0%	0%
Multiple Disabilities	03	0	0%	0	0%	0%	0%
Orthopedic Disabilities	04	0	0%	0	0%	0%	0%
Visual Impairment	05	0	0%	0	0%	0%	0%
Hearing Impairment	06	0	0%	0	0%	0%	0%
Learning Disability	07	0	0%	0	0%	0%	0%
Serious Emotional Disturbance	08	1	1.56%	494	0%	100%	0%
Speech or Language Impairment	09	1	1.56%	452	0%	100%	0%
Other/Health Impairment	10	0	0%	0	0%	0%	0%
Physical Disability	11	0	0%	0	0%	0%	0%
Deafness and Blindness	12	0	0%	0	0%	0%	0%
Autism	13	0	0%	0	0%	0%	0%
Traumatic Brain Injury	14	0	0%	0	0%	0%	0%
Handicapped Under Section 504	15	0	0%	0	0%	0%	0%
Developmentally Delayed	16	0	0%	0	0%	0%	0%



SubGroup Results Report

Multiple Choice Tests, Spring 2010

District: Petersburg City Public Schools

School Name: J. E. B. Stuart Elem.

Report run on: June 7, 2011

Report Disaggregation Parameters

Test Name: Mathematics Grade 3 (2001 Standards)
 Document Level: 03
 Student Group: All Tested
 Score Bands : >= 0 and < 601

All Students in Testing Group

	Totals	Percent of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Number In Group	76	100.00%	53	69.74%	23	30.26%	424.29
Not Enrolled In Course	0	0.00%					
All Tested	76	100.00%	53	69.74%	23	30.26%	424.29
Eligible Only	76	100.00%	53	69.74%	23	30.26%	424.29

Subgroups Within Testing Group

	Tested Subgroup	Percentage of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Male	41	53.95%	26	63.41%	15	36.59%	419.56
Female	35	46.05%	27	77.14%	8	22.86%	429.83
Non-Minority	1	1.32%	1	100.00%	0	0.00%	451.00
Minority	75	98.68%	52	69.33%	23	30.67%	423.93
Non-Disabled	75	98.68%	52	69.33%	23	30.67%	424.39
Disabled	1	1.32%	1	100.00%	0	0.00%	417.00
Non-Limited English	76	100.00%	53	69.74%	23	30.26%	424.29
Limited English	0	0.00%	0	0.00%	0	0.00%	0.00
Non-Econ Disadvantage	7	9.21%	4	57.14%	3	42.86%	429.00
Econ Disadvantage	69	90.79%	49	71.01%	20	28.99%	423.81
Migrant	0	0.00%	0	0.00%	0	0.00%	0.00
Homeless	4	5.26%	4	100.00%	0	0.00%	469.50
Neglected	0	0.00%	0	0.00%	0	0.00%	0.00



SubGroup Results Report

Multiple Choice Tests, Spring 2010

District: Petersburg City Public Schools

School Name: J. E. B. Stuart Elem.

Report run on: June 7, 2011

Selection Information							
Test Name: Mathematics Grade 3 (2001 Standards)							
Document Level: 03							
Student Group: All Tested							
Score Bands : >= 0 and < 601							

SUBGROUP CATEGORY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Total Number Of Students		76					
Total Number Tested		76	100%	424.29	9.21%	60.53%	30.26%

GENDER	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Males Tested	M	41	53.95%	419.58	7.32%	56.1%	36.59%
Females Tested	F	35	46.05%	429.83	11.43%	65.71%	22.86%

ETHNICITY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Unspecified	0	0	0%	0	0%	0%	0%
American Indian or Alaskan Native	1	0	0%	0	0%	0%	0%
Asian	2	0	0%	0	0%	0%	0%
Black (Not of Hispanic Origin)	3	72	94.74%	420.88	8.33%	59.72%	31.94%
Hispanic	4	3	3.95%	497.33	33.33%	66.67%	0%
White (Not of Hispanic Origin)	5	1	1.32%	451	0%	100%	0%
Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	0%	0%

DISABILITY STATUS	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
No Disabilities		75	98.68%	424.39	9.33%	60%	30.67%
Mental Retardation (both TMR & EMR)	01	0	0%	0	0%	0%	0%
Severe - Profound Disabilities	02	0	0%	0	0%	0%	0%
Multiple Disabilities	03	0	0%	0	0%	0%	0%
Orthopedic Disabilities	04	0	0%	0	0%	0%	0%
Visual Impairment	05	0	0%	0	0%	0%	0%
Hearing Impairment	06	0	0%	0	0%	0%	0%
Learning Disability	07	0	0%	0	0%	0%	0%
Serious Emotional Disturbance	08	0	0%	0	0%	0%	0%
Speech or Language Impairment	09	1	1.32%	417	0%	100%	0%
Other/Health Impairment	10	0	0%	0	0%	0%	0%
Physical Disability	11	0	0%	0	0%	0%	0%
Deafness and Blindness	12	0	0%	0	0%	0%	0%
Autism	13	0	0%	0	0%	0%	0%
Traumatic Brain Injury	14	0	0%	0	0%	0%	0%
Handicapped Under Section 504	15	0	0%	0	0%	0%	0%
Developmentally Delayed	16	0	0%	0	0%	0%	0%



SubGroup Results Report

Multiple Choice Tests, Spring 2010

District: Petersburg City Public Schools

School Name: J. E. B. Stuart Elem.

Report run on: June 7, 2011

Report Disaggregation Parameters	
Test Name: Mathematics Grade 4 (2001 Standards)	
Document Level: 04	
Student Group: All Tested	
Score Bands : >= 0 and < 601	

All Students in Testing Group

	Totals	Percent of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Number In Group	59	100.00%	49	83.05%	10	16.95%	469.59
Not Enrolled In Course	0	0.00%					
All Tested	59	100.00%	49	83.05%	10	16.95%	469.59
Eligible Only	59	100.00%	49	83.05%	10	16.95%	469.59

Subgroups Within Testing Group

	Tested Subgroup	Percentage of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Male	28	47.46%	24	85.71%	4	14.29%	485.50
Female	31	52.54%	25	80.65%	6	19.35%	455.23
Non-Minority	0	0.00%	0	0.00%	0	0.00%	0.00
Minority	59	100.00%	49	83.05%	10	16.95%	469.59
Non-Disabled	57	96.61%	48	84.21%	9	15.79%	468.67
Disabled	2	3.39%	1	50.00%	1	50.00%	496.00
Non-Limited English	59	100.00%	49	83.05%	10	16.95%	469.59
Limited English	0	0.00%	0	0.00%	0	0.00%	0.00
Non-Econ Disadvantage	11	18.64%	10	90.91%	1	9.09%	473.91
Econ Disadvantage	48	81.36%	39	81.25%	9	18.75%	468.60
Migrant	0	0.00%	0	0.00%	0	0.00%	0.00
Homeless	1	1.69%	1	100.00%	0	0.00%	458.00
Neglected	0	0.00%	0	0.00%	0	0.00%	0.00



SubGroup Results Report

Multiple Choice Tests, Spring 2010

District: Petersburg City Public Schools

School Name: J. E. B. Stuart Elem.

Report run on: June 7, 2011

Selection Information	
Test Name: Mathematics Grade 4 (2001 Standards)	
Document Level: 04	
Student Group: All Tested	
Score Bands : >= 0 and < 601	

SUBGROUP CATEGORY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Total Number Of Students		59					
Total Number Tested		59	100%	469.59	27.12%	55.93%	16.95%

GENDER	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Males Tested	M	28	47.46%	485.5	32.14%	53.57%	14.29%
Females Tested	F	31	52.54%	455.23	22.58%	58.06%	19.35%

ETHNICITY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Unspecified	0	0	0%	0	0%	0%	0%
American Indian or Alaskan Native	1	0	0%	0	0%	0%	0%
Asian	2	0	0%	0	0%	0%	0%
Black (Not of Hispanic Origin)	3	54	91.53%	468.19	25.93%	55.56%	18.52%
Hispanic	4	5	8.47%	484.8	40%	60%	0%
White (Not of Hispanic Origin)	5	0	0%	0	0%	0%	0%
Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	0%	0%

DISABILITY STATUS	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
No Disabilities		57	96.61%	468.67	26.32%	57.89%	15.79%
Mental Retardation (both TMR & EMR)	01	0	0%	0	0%	0%	0%
Severe - Profound Disabilities	02	0	0%	0	0%	0%	0%
Multiple Disabilities	03	0	0%	0	0%	0%	0%
Orthopedic Disabilities	04	0	0%	0	0%	0%	0%
Visual Impairment	05	0	0%	0	0%	0%	0%
Hearing Impairment	06	0	0%	0	0%	0%	0%
Learning Disability	07	0	0%	0	0%	0%	0%
Serious Emotional Disturbance	08	0	0%	0	0%	0%	0%
Speech or Language Impairment	09	1	1.69%	600	100%	0%	0%
Other/Health Impairment	10	0	0%	0	0%	0%	0%
Physical Disability	11	0	0%	0	0%	0%	0%
Deafness and Blindness	12	0	0%	0	0%	0%	0%
Autism	13	0	0%	0	0%	0%	0%
Traumatic Brain Injury	14	0	0%	0	0%	0%	0%
Handicapped Under Section 504	15	0	0%	0	0%	0%	0%
Developmentally Delayed	16	1	1.69%	392	0%	0%	100%



SubGroup Results Report

Multiple Choice Tests, Spring 2010

District: Petersburg City Public Schools

School Name: J. E. B. Stuart Elem.

Report run on: June 7, 2011

Report Disaggregation Parameters	
Test Name: Mathematics Grade 5 (2001 Standards)	
Document Level: 05	
Student Group: All Tested	
Score Bands : >= 0 and < 601	

All Students in Testing Group

	Totals	Percent of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Number In Group	63	100.00%	52	82.54%	11	17.46%	468.49
Not Enrolled In Course	0	0.00%					
All Tested	63	100.00%	52	82.54%	11	17.46%	468.49
Eligible Only	63	100.00%	52	82.54%	11	17.46%	468.49

Subgroups Within Testing Group

	Tested Subgroup	Percentage of Group	Number Passing	Percent Passing	Number Failing	Percent Failing	Average Scores
Male	30	47.62%	23	76.67%	7	23.33%	478.83
Female	33	52.38%	29	87.88%	4	12.12%	459.09
Non-Minority	1	1.59%	1	100.00%	0	0.00%	558.00
Minority	62	98.41%	51	82.26%	11	17.74%	467.05
Non-Disabled	62	98.41%	51	82.26%	11	17.74%	467.05
Disabled	1	1.59%	1	100.00%	0	0.00%	558.00
Non-Limited English	63	100.00%	52	82.54%	11	17.46%	468.49
Limited English	0	0.00%	0	0.00%	0	0.00%	0.00
Non-Econ Disadvantage	13	20.63%	12	92.31%	1	7.69%	488.31
Econ Disadvantage	50	79.37%	40	80.00%	10	20.00%	463.86
Migrant	0	0.00%	0	0.00%	0	0.00%	0.00
Homeless	0	0.00%	0	0.00%	0	0.00%	0.00
Neglected	0	0.00%	0	0.00%	0	0.00%	0.00



SubGroup Results Report

Multiple Choice Tests, Spring 2010

District: Petersburg City Public Schools

School Name: J. E. B. Stuart Elem.

Report run on: June 7, 2011

Selection Information	
Test Name: Mathematics Grade 5 (2001 Standards)	
Document Level: 05	
Student Group: All Tested	
Score Bands : ≥ 0 and < 601	

SUBGROUP CATEGORY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Total Number Of Students		63					
Total Number Tested		63	100%	468.49	30.16%	52.38%	17.46%

GENDER	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Males Tested	M	30	47.62%	478.83	40%	36.67%	23.33%
Females Tested	F	33	52.38%	459.09	21.21%	66.67%	12.12%

ETHNICITY	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
Unspecified	0	0	0%	0	0%	0%	0%
American Indian or Alaskan Native	1	0	0%	0	0%	0%	0%
Asian	2	0	0%	0	0%	0%	0%
Black (Not of Hispanic Origin)	3	61	96.83%	465.56	27.87%	54.1%	18.03%
Hispanic	4	1	1.59%	558	100%	0%	0%
White (Not of Hispanic Origin)	5	1	1.59%	558	100%	0%	0%
Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	0%	0%

DISABILITY STATUS	Codes	Totals	Percentage Tested	Group Average	Pass Advanced	Pass Proficient	Fall
No Disabilities		62	98.41%	467.05	29.03%	53.23%	17.74%
Mental Retardation (both TMR & EMR)	01	0	0%	0	0%	0%	0%
Severe - Profound Disabilities	02	0	0%	0	0%	0%	0%
Multiple Disabilities	03	0	0%	0	0%	0%	0%
Orthopedic Disabilities	04	0	0%	0	0%	0%	0%
Visual Impairment	05	0	0%	0	0%	0%	0%
Hearing Impairment	06	0	0%	0	0%	0%	0%
Learning Disability	07	0	0%	0	0%	0%	0%
Serious Emotional Disturbance	08	0	0%	0	0%	0%	0%
Speech or Language Impairment	09	1	1.59%	558	100%	0%	0%
Other/Health Impairment	10	0	0%	0	0%	0%	0%
Physical Disability	11	0	0%	0	0%	0%	0%
Deafness and Blindness	12	0	0%	0	0%	0%	0%
Autism	13	0	0%	0	0%	0%	0%
Traumatic Brain Injury	14	0	0%	0	0%	0%	0%
Handicapped Under Section 504	15	0	0%	0	0%	0%	0%
Developmentally Delayed	16	0	0%	0	0%	0%	0%

A. P. Hill - (Less than 3 years experience)

Name	Assignment
Teacher "N"	Kindergarten
Teacher "N"	First Grade
Teacher "N"	First Grade
Teacher "N"	Fourth Grade
Teacher "N"	Title I Reading
Teacher "N"	Art

Teachers With Less Than Three Years of Experience - 6

Number of Highly Qualified Teachers – 38

Percentage of Highly Qualified Teachers – 97.06

J. E. B. Stuart - (Less than 3 years experience)

Name	Assignment
Teacher "N"	Kindergarten
Teacher "N"	Music
Teacher "N"	Art
Teacher "N"	Librarian

Teachers With Less Than Three Years of Experience -4

Number of Highly Qualified Teachers – 33

Percentage of Highly Qualified Teachers – 94.28

Instructional Staff at A. P. Hill

Name	Position	Years at A. P. Hill
Teacher "N"	Fifth Grade	5
Teacher "N"	First Grade	8
Teacher "N"	Title I Reading Teacher	1
Teacher "N"	Instructional Specialist	2
Teacher "N"	Math Resource Teacher	2
Teacher "N"	Fifth Grade	2.5
Teacher "N"	Kindergarten	5
Teacher "N"	Music	5
Teacher "N"	Third Grade	6
Teacher "N"	Second Grade	5
Teacher "N"	Fifth Grade	13
Teacher "N"	Sp. Ed. M R	3
Teacher "N"	First Grade	2
Teacher "N"	Kindergarten	1
Teacher "N"	Third Grade	2
Teacher "N"	Third Grade	5
Teacher "N"	Fifth Grade	4
Teacher "N"	Second Grade	18
Teacher "N"	Kindergarten	5
Teacher "N"	Sp. Ed. LD	4
Teacher "N"	Sp. Ed Dev. Delayed	1
Teacher "N"	Fourth Grade	2
Teacher "N"	Third Grade	5
Teacher "N"	Second Grade	4
Teacher "N"	Second Grade	2
Teacher "N"	Fourth Grade	2
Teacher "N"	First Grade	1
Teacher "N"	Fourth Grade	3
Teacher "N"	Third Grade	4
Teacher "N"	Sp. Ed. MR	13
Teacher "N"	First Grade	1
Teacher "N"	Second Grade	5
Teacher "N"	Kindergarten	13
Teacher "N"	Phy Ed.	7
Teacher "N"	Kindergarten	5
Teacher "N"	Fourth Grade	5
Teacher "N"	Librarian	1
Teacher "N"	Art	2
Teacher "N"	First Grade	4

Instructional Staff at J. E. B. Stuart

Name	Position	Years at Stuart
Teacher "N"	Sp. Ed. LD	1
Teacher "N"	Fourth Grade	4
Teacher "N"	Kindergarten	2
Teacher "N"	Second Grade	1
Teacher "N"	Kindergarten	2
Teacher "N"	ESL	4
Teacher "N"	Kindergarten	1
Teacher "N"	First Grade	27
Teacher "N"	Music	1
Teacher "N"	Kindergarten	1
Teacher "N"	Third Grade	6
Teacher "N"	Second Grade	7
Teacher "N"	First Grade	3
Teacher "N"	Sp. Ed. MR	1
Teacher "N"	First Grade	7
Teacher "N"	Instructional Specialist	23
Teacher "N"	Fourth Grade	3
Teacher "N"	Fourth Grade	1
Teacher "N"	Reading Teacher	2
Teacher "N"	Fifth Grade	3
Teacher "N"	Third Grade	0
Teacher "N"	Art	1
Teacher "N"	Second Grade	4
Teacher "N"	Sp. Ed. MR	10
Teacher "N"	Title I Math	10
Teacher "N"	Librarian	1
Teacher "N"	Sp. Ed. Severe Disabilities	3
Teacher "N"	First Grade	37
Teacher "N"	Second Grade	4
Teacher "N"	Third Grade	6
Teacher "N"	Fifth Grade	4
Teacher "N"	Fifth Grade	7
Teacher "N"	Phy. Ed.	8
Teacher "N"	Instructional Technology	1
Teacher "N"	Fourth Grade	5

APPENDIX D

SCHOOL	# STUDENTS			RACE					
	BOYS	GIRLS	TOTAL	ASIAN	BLACK	HISPANIC	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	2 OR MORE RACES
A. P. HILL	322	277	599	6	581	6	1	5	
J.E.B. STUART	217	202	419	2	379	23		11	4

SCHOOL	ATTENDANCE RATE	DISABILITY STATUS										
		A U T	DD	ED	ID	MD	OHI	OI	SD	SLD	SLI	TOTAL
A.P. HILL	94.04	9	1	1	10	1	13	1		3	15	54
J.E.B. STUAR	93.74	1	2		11	3	4		3	9	12	45

SCHOOL	LEP	MIGRANT	HOMELESS	ECONOMICALLY DISADV.
A.P. HILL	10		32	515
J.E.B. STUAR	22		24	367

APPENDIX E

PETERSBURG CITY PUBLIC SCHOOLS
SCHOOL BOARD MEETING

AGENDAS
AND
PRESENTATIONS

Wednesday, June 1, 2011
School Board Regular Meeting

LOCATION: Vernon Johns Junior High School, 3101 Homestead Drive, Petersburg, VA Time: 6:30 p.m. Any questions or concerns for the Board Clerk, Chairman, or Superintendent? Please call: (804) 732-0510 (Switchboard)

1. Call to Order

Subject **A. Moment of Silence**
Meeting Jun 1, 2011 - School Board Regular Meeting
Category 1. Call to Order
Type Procedural

Subject **B. Pledge of Allegiance: Alexis Bridgeforth**
Meeting Jun 1, 2011 - School Board Regular Meeting
Category 1. Call to Order
Type Procedural

2. Recognitions

Subject **A. PCPS Teacher of the Year - Dr. Alvera J. Parrish**
Meeting Jun 1, 2011 - School Board Regular Meeting
Category 2. Recognitions
Type Recognition

File Attachments

[TOY school candidates.pdf \(206 KB\)](#)

[Teacher of the year overview.pdf \(87 KB\)](#)

Subject **B. Recognition of Seniors: Appomattox Regional and Maggie L. Walker Governor's Schools, and Richard Bland Middle College High School – Ms. Sabrina Beamon and Dr. Brenda Petteway**
Meeting Jun 1, 2011 - School Board Regular Meeting
Category 2. Recognitions
Type Recognition

Subject **C. Recognition of PCPS Maintenance Department Workers - Mr. Russell Lawrence and Mr. Darrell Godette**
Meeting Jun 1, 2011 - School Board Regular Meeting
Category 2. Recognitions
Type Recognition

3. Public Comment Period

Subject **A. Procedures for Public Comment**
Meeting Jun 1, 2011 - School Board Regular Meeting
Category 3. Public Comment Period
Type Information

Public and staff comments are encouraged during the discussion of each information item. No person may speak on an issue for more than 3 minutes; and no one may speak twice on an issue until all present have had an opportunity to speak.

4. Correspondence

5. Agenda Approval

Subject **A. Approval of Agenda**
Meeting Jun 1, 2011 - School Board Regular Meeting
Category 5. Agenda Approval
Type Action (Consent)

6. Approval of Consent Agenda

Subject **A. Personnel**
Meeting Jun 1, 2011 - School Board Regular Meeting
Category 6. Approval of Consent Agenda
Type Action (Consent)

Subject **B. Approval of Minutes**
Meeting Jun 1, 2011 - School Board Regular Meeting
Category 6. Approval of Consent Agenda
Type Action (Consent)

7. Action Items

Subject ~~A. Policy Updates/Revisions: BCG (Advisory Committees to the School Board), CLA (Reporting Acts of Violence and Substance Abuse), DJF (Purchasing Procedures), GAB/IIBEA (Acceptable Computer System Use), GBA/JFHA (Sexual or Gender Harassment/Harassment based on Race, National Origin, Disability and Religion), GBEA (Unlawful Manufacture, Distribution, Dispensing, Possession or Use of Controlled Substance), GCN (Evaluation of Professional Staff), IGBB (Programs for Gifted Students), IIBEA/GAB (Acceptable Computer System Use), IKEB (Acceleration), JFHA/GBA (Sexual Harassment/Harassment based on Race, National Origin, Disability and Religion), JHH (Suicide Prevention), JO (Student Records), and KKA (Service Animals in Public Schools) - Mrs. Gail Wade~~
Meeting Jun 1, 2011 - School Board Regular Meeting
Category 7. Action Items
Type Action

File Attachments

[Policy Updates May 2011.pdf \(490 KB\)](#)

8. Information Items

Subject **A. Update on the Algebra Project - Mrs. Gwendolyn Price**

Meeting Jun 1, 2011 - School Board Regular Meeting

Category 8. Information Items

Type Information

File Attachments

[The Algebra Project June 1 2011 \(2\).pdf \(958-KB\)](#)

Subject **B. Technology Plan - Mr. Williams Rawles**

Meeting Jun 1, 2011 - School Board Regular Meeting

Category 8. Information Items

Type Information

File Attachments

[PCPS Tech Plan Final Draft 6-1-11 Reg Bd Mtg.pdf \(3,053 KB\)](#)

Subject **C. Update on the Elementary Schools in Tier I - Dr. Dorothea Shannon**

Meeting Jun 1, 2011 - School Board Regular Meeting

Category 8. Information Items

Type Information

File Attachments

[Process for Tier I Schools-SIG Grant.pdf \(80 KB\)](#)

9. New Business from Board Members

10. Adjournment

Subject **A. Motion to Adjourn**

Meeting Jun 1, 2011 - School Board Regular Meeting

Category 10. Adjournment

Type Action

11. A closed session may be held prior to or after the public hearing.

12. FYI

Subject **A. The Virginia Early Warning System (VEWS) - Dr. Brenda Petteway**

Meeting Jun 1, 2011 - School Board Regular Meeting

Category 12. FYI

Type FYI

File Attachments

[The Virginia Early Warning System Synopsis-April 9 2011 Provided for the 6-1-11 Reg Bd Mtg.pdf \(385 KB\)](#)

Subject **B. Improving Literacy Through School Libraries Summary Evaluation - Mrs. Cheryl Bostick**

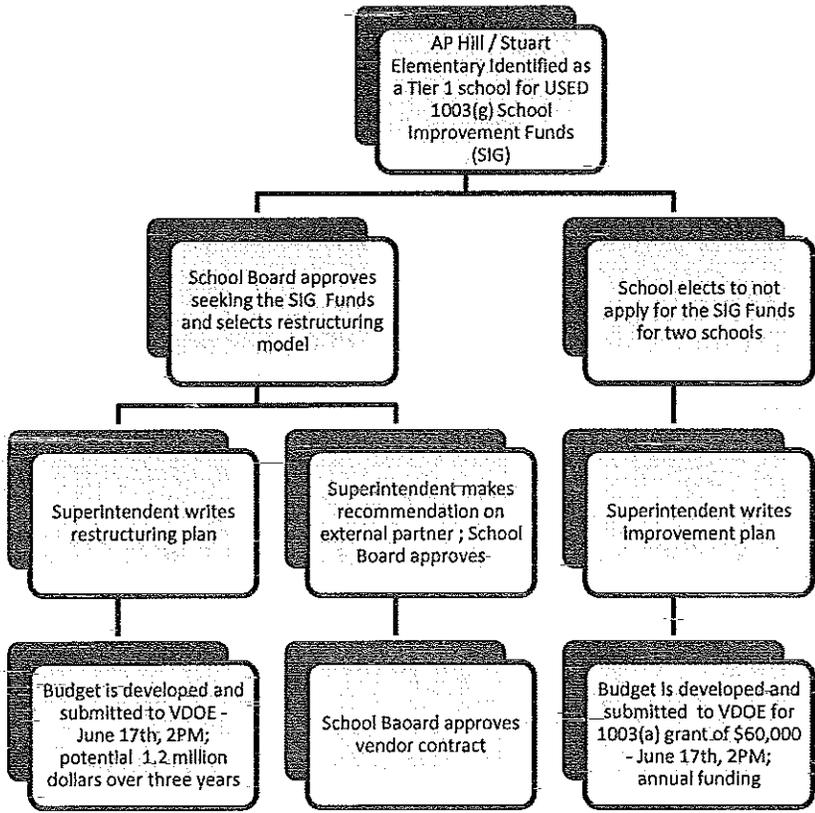
Meeting Jun 1, 2011 - School Board Regular Meeting

Category 12. FYI

Type FYI

Public and staff comments are encouraged during the discussion of each information item. No person may speak on an issue for more than 3 minutes; and no one may speak twice on an issue until all present have had an opportunity to speak.

A closed session may be held prior to or after the public hearing.



Monday, June 6, 2011

**Special Meeting of the Petersburg School Board to Discuss USED Grant Funding
for J.E.B. Stuart Elementary School**

LOCATION: Petersburg City Public Schools Administrative Office, 255 South Boulevard East,
Petersburg, VA - Main Board Room Time: 6:00 p.m. Any questions or concerns for the Board
Clerk, Chairman, or Superintendent? Please call: (804) 732-0510 (Switchboard)

1. Call to Order

2. Roll Call

3. USED Grant Funding for J.E.B. Stuart Elementary School

4. Announcements

5. Closed Session

6. Adjournment

Subject **A. Motion to Adjourn**

Meeting Jun 6, 2011 - Special Meeting of the Petersburg School Board to Discuss USED Grant
Funding for J.E.B. Stuart Elementary School

Category 6. Adjournment

Type Action

7. FYI

Public and staff comments are encouraged during the discussion of each information item. No person may speak on an issue for more than 3 minutes; and no one may speak twice on an issue until all present have had an opportunity to speak.

A closed session may be held prior to or after the public hearing.

Monday, June 13, 2011
Special Meeting of the Petersburg School Board - Approval of FY11- FY12
Operating Budget & Turnaround Partner Presentation

LOCATION: Petersburg City Public Schools Administrative Office, 255 South Boulevard East, Petersburg, VA - Main Board Room Time: 6:00 p.m. Any questions or concerns for the Board Clerk, Chairman, or Superintendent? Please call: (804) 732-0510 (Switchboard)

1. Call to Order

2. Roll Call

3. Agenda Approval

4. Action Items

Subject **A. Approval of the FY11-FY12 Operating Budget - Dr. Alvera J. Parrish**
Meeting Jun 13, 2011 - Special Meeting of the Petersburg School Board - Approval of FY11-
 FY12 Operating Budget & Turnaround Partner Presentation
Category 4- Action Items
Type Action

Subject **B. School Calendar Change (School-Closure - June 17, 2011) - Dr. Alvera J. Parrish**
Meeting Jun 13, 2011 - Special Meeting of the Petersburg School Board - Approval of FY11-
 FY12 Operating Budget & Turnaround Partner Presentation
Category 4. Action Items
Type Action

5. Information Item

Subject **A. Virginia Lead Turnaround Partner - A.P. Hill Elementary & J.E.B. Stuart Elementary with Edison Learning Alliance - Mr. Chris Wheedleton**
Meeting Jun 13, 2011 - Special Meeting of the Petersburg School Board - Approval of FY11-
 FY12 Operating Budget & Turnaround Partner Presentation
Category 5. Information Item
Type Action

File Attachments

[Alliance Brochure_6082011_LoRes.pdf \(832 KB\)](#)

[Petersburg Turnaround Partner Presentation 6-7-11.pdf \(504 KB\)](#)

6. Announcements

7. Adjournment

Subject **A. Motion to Adjourn**

Meeting Jun 13, 2011 - Special Meeting of the Petersburg School Board - Approval of FY11-
FY12 Operating Budget & Turnaround Partner Presentation

Category 7. Adjournment

Type Action

8. FYI

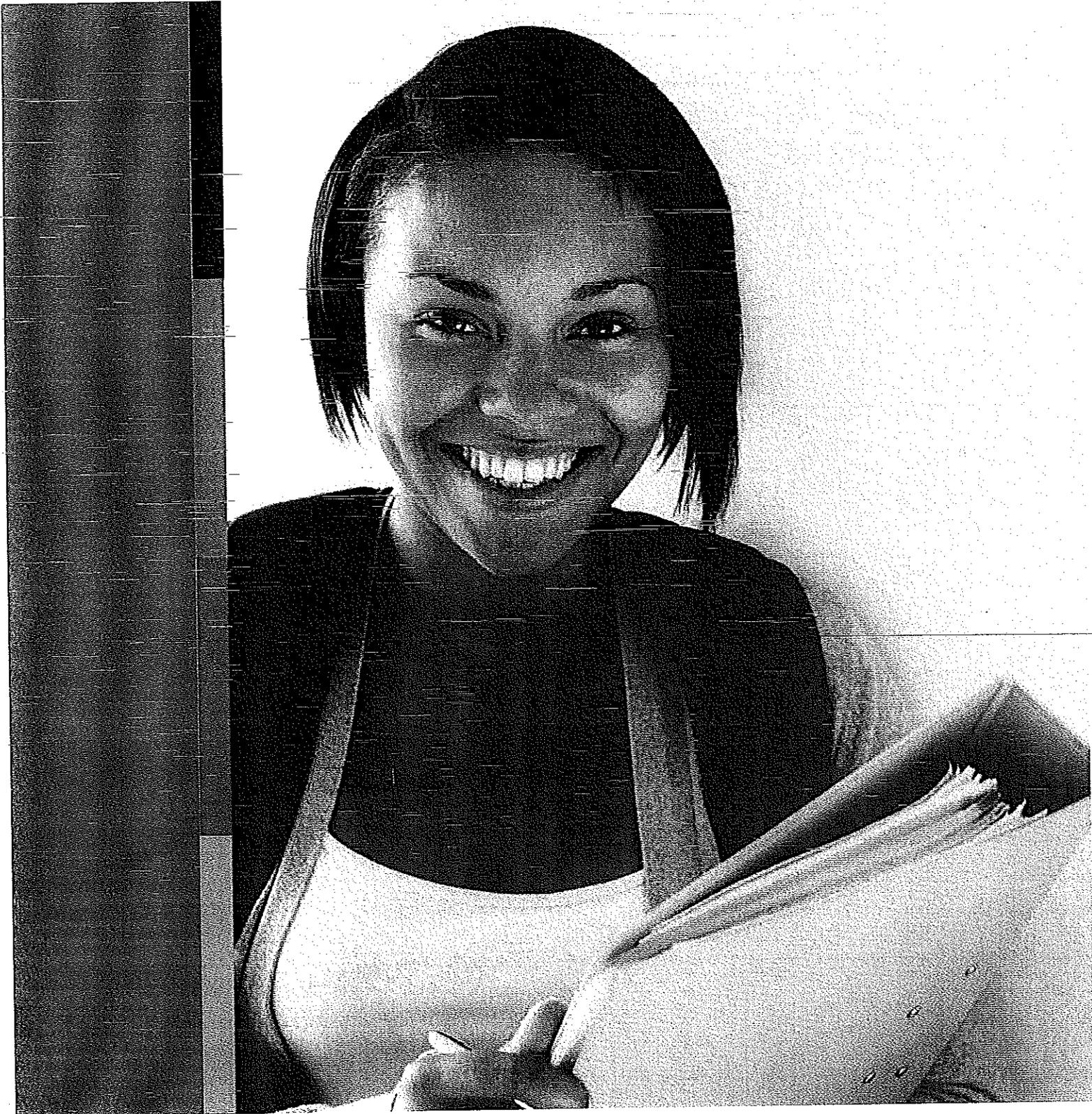
Public and staff comments are encouraged during the discussion of each information item. No person may speak on an issue for more than 3 minutes; and no one may speak twice on an issue until all present have had an opportunity to speak.

A closed session may be held prior to or after the public hearing.



Alliance™

Driving Achievement Through Partnership



Alliance™ is a comprehensive leadership development and change-management program designed to turnaround underperforming schools, developing site capacity to ensure sustained and ongoing improvement.

With *Alliance*, EdisonLearning partners with your district, sending a team of education professionals to work closely with the local staff to transform the school. The program operates with a whole school approach, combining professional development, curriculum support and a proven assessment system to target all components of the learning process.

“*Alliance* is a true partnership and has had an enormous impact on Scott’s Branch Middle School in a single year. The impact has affected not only student behavior but also teacher behavior. The combination of proven tools, strategies, and a team to help implement them, has created both achievement results and a culture of achievement as well.” — Patricia Middleton, 2009-2010 Principal
Scott’s Branch Middle School, Summerton, South Carolina

Why choose EdisonLearning?

The *Alliance* model draws on EdisonLearning’s nearly 20 years of experience working in some of the most challenged schools in the United States and internationally.

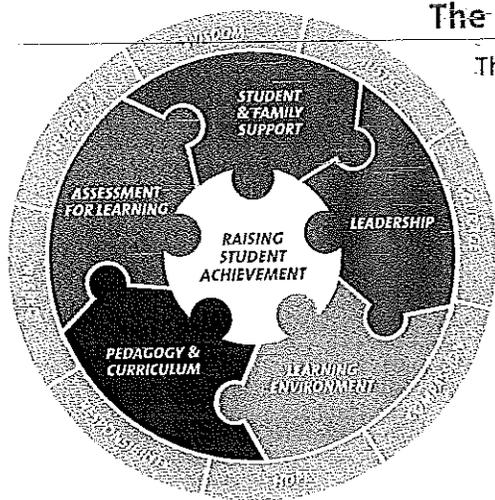
- EdisonLearning partnership programs are built on solid research and practice
- Programs are implemented with a high degree of fidelity on a large scale
- Proven results show EdisonLearning programs demonstrate efficacy while serving a diverse student population

The Five Strands

The *Alliance* model is based on EdisonLearning’s Five Strands of high functioning schools: *Leadership, Learning Environment, Assessment for Learning, Pedagogy and Curriculum, and Student and Family Support*.

We focus our work on five, interrelated strands that represent the essential support systems that are effectively managed at today’s high-functioning schools.

Our approach is founded on a set of core values that encourage a positive culture and guide decision making: *Wisdom, Justice, Courage, Compassion, Hope, Respect, Responsibility and Integrity*.





Alliance Implementation

With every *Alliance* partnership, a team of EdisonLearning experts is placed on site to work with the school and community. The implementation begins with a **diagnostic assessment** of the school's strengths and weaknesses that serves as the basis for a customized program for success. The *Alliance Diagnostic* combines a **quantitative analysis of existing school data with an on-site assessment, including interviews and classroom observations**. The result is a diagnostic report that highlights achievements and challenges, and provides recommendations in such areas as school leadership, curriculum, student learning, and professional development.

“The Alliance team was not a group of consultants who came in, looked around for a few days, and left us with a report about what we needed to change. They became a part of our community and helped us transform into a highly effective school by rolling up their sleeves and working alongside our staff, our students, and our parents throughout the year.” — Patricia Middleton, 2009-2010 Principal, Scott's Branch Middle School, Summerton, South Carolina

The *Alliance* Team then works with district and school leadership to develop a results-oriented achievement plan for each school that addresses its particular needs.

The plan is aligned with the Five Strands model and includes:

Leadership	Learning Environment	Pedagogy & Curriculum	Assessment for Learning	Student & Family Support
Shared vision and values	Values-driven Code of Conduct	Targeted Professional Development	School Diagnostic	Parent, Student & Teacher Learning Conferences
Distributed leadership	Positive & Proactive Behavior Management	Framework for Shared Language around Quality Teaching	Monthly Formative Assessment System	Response to Intervention
Strategic Change Management	Nurturing Physical Environment	Core Learning Skills	Data-Driven Decision Making & Action Planning	Dedicated Support Teams
Professional Learning & Achievement Teams	Student Voice	Companion Guides for Standards-based Instruction	Self & Peer Assessment	Community Engagement
Team & Time Skill Building	College NEXT Focus	Data-Driven Curriculum Planning	Targeted Response Process for At-Risk Students	English Language Learners and Special Education Professional Development
Protocols for Robust Planning & Self Evaluation	Celebrations of Achievement	Focus on Reading & Writing Across Curriculum	Quality Formal & Informal Assessments	
		Meaningful Classroom Visits & Reflection	School Level Dashboards	

EdisonLearning *Alliance* Success in Hawaii!

EdisonLearning was one of three companies chosen for a restructuring effort by the Hawaii Department of Education in 2005. Using the *Alliance* model, these schools have seen sustained student achievement increases, exceeding state gains in percent of students who are proficient or above proficient.

Initially assigned 7 schools in 2005, EdisonLearning was awarded 40 schools by the 2010-2011 school year.

First year achievement gains for *Alliance* schools were on average 7.5% in reading and 11% in math.

Schools raised achievement by 22% in reading and 30% in math within three years.

Among all partner providers in Hawaii, EdisonLearning partnership schools continue to have the highest combined achievement results.

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Offering details are subject to change, and may vary by individual client engagement. Student and school performance depends on many variables; as such, specific results are not guaranteed and may vary.

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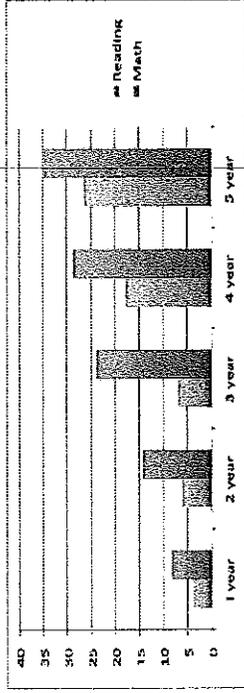


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New York, NY 10017

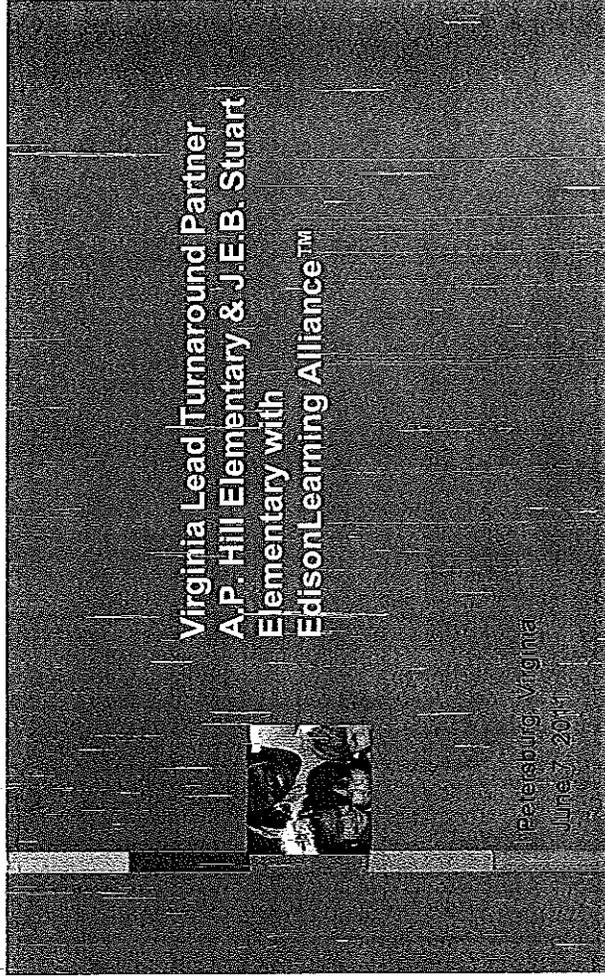
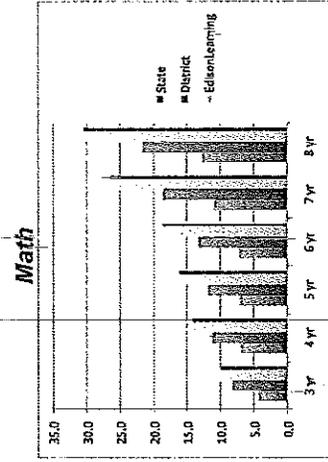
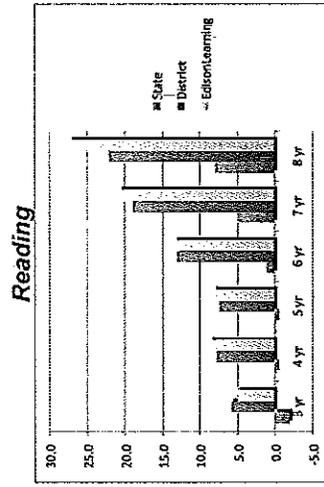
Proven Results at scale

- Today: Edison is working with 128 schools in partnerships similar to our Lead Turnaround Partnerships in Virginia. Overall EL serves hundreds of thousands of students worldwide.
- In those schools there are:
 - 73,221 students
 - 82% minority population
 - 64% qualify for Free and Reduced Lunch
 - 19% of students are ELL/ESL
- Our largest state partnership involves 40 schools in Hawaii – The partnership helped drive remarkable state test achievement gains.



Proven Results – Continuous Improvement

- The longer EdisonLearning is able to work with partners to ensure good practice and fidelity of implementation, the better results are.
- The Data below is an aggregate of state test data for partnership schools that have been with EdisonLearning for multiple years.

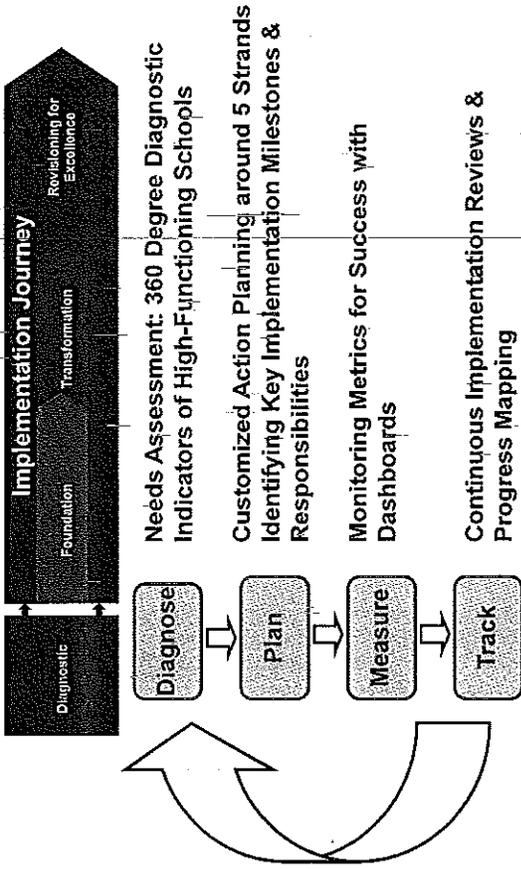


Why Choose EdisonLearning

- We build our partnership programs on solid research and practice
- We can implement programs with a high degree of fidelity on a large scale
- We can demonstrate efficacy with impressive data while serving a diverse student population
- EdisonLearning has been chosen as an approved “Lead Turnaround Provider” by states that have had extensive provider reviews. They include Virginia, Colorado, Illinois, Hawaii, and South Carolina.

Strategic Journey

Research tells us that effective and systematic change management is the most critical ingredient in successful school transformation.

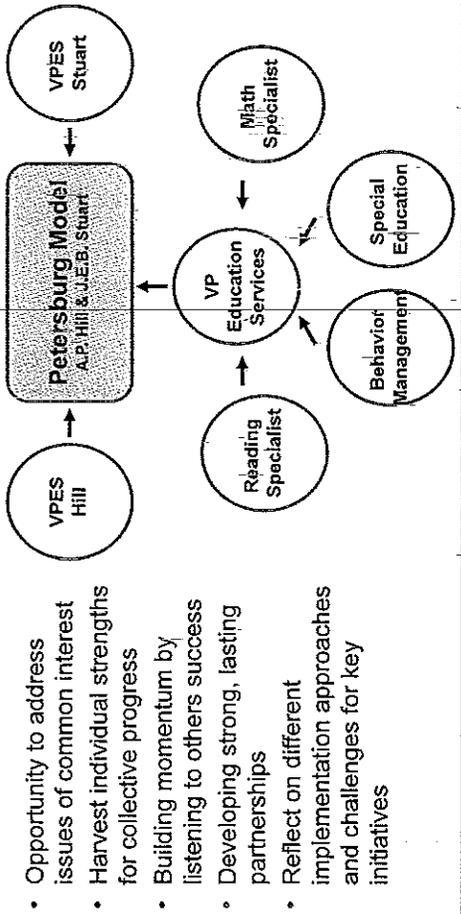


A Solid Foundation

- EdisonLearning builds our Alliance partnerships on a sound foundation of research with an eye toward continuous improvement of our model, our practice and student results.
- In building our Alliance partnerships, we looked at the most compelling educational research in a number of areas including but not limited to the following:
 - School Organization and Culture
 - Professional Development
 - Reading and Mathematics instruction
 - Assessment
 - Data Based decision making
 - Instructional Grouping and Inclusion
 - Technology

The Power of Clusters

Schools experience a partnership with a group of leading educationalists, working with them in a unique way to introduce new and better ways of building relationships for developing the skills and capacity needed to embed and sustain improvement in the long-term.



- Opportunity to address issues of common interest
- Harvest individual strengths for collective progress
- Building momentum by listening to others success
- Developing strong, lasting partnerships
- Reflect on different implementation approaches and challenges for key initiatives

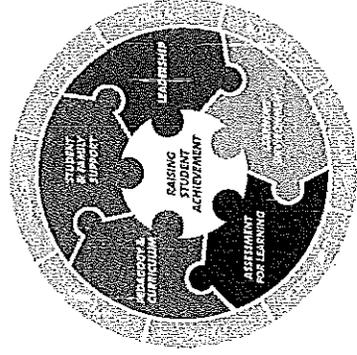
What is EdisonLearning Alliance?

Alliance is a comprehensive *leadership development* and *change management program* designed to *turnaround a cluster of underperforming schools* and *develop site capacity* to ensure sustained and ongoing improvement

A Holistic '5 Strand' Approach

We focus our work on *five*, interrelated strands that represent the *essential support systems* that are effectively managed at today's high-functioning schools.

Our approach is *underpinned* by a *set of core values* that can encourage a positive culture and guide decision making.



EdisonLearning: What we do

Fulfilling our promise of achievement through product innovation

Restart Model	Transformation/ Turnaround Model	Extended Education Extended day, extended year, extended school year, extended school year	Gifted Gifted and Talented, Gifted and Talented, Gifted and Talented
School Designs A comprehensive and coherent whole school experience		Learning Force™ Summer Journey™	Provost Academy® eAcademy eCourses eSchoolware
K-8	Alliance™ Alliance™ High School		
High School			

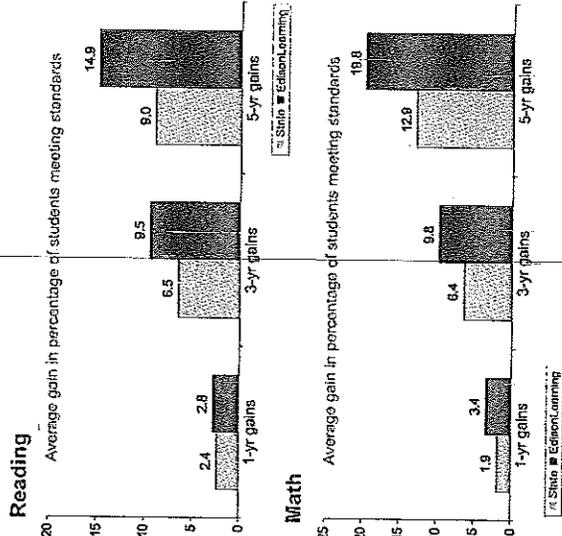
EdisonLearning solutions meet the range of needs that face large and diverse public school systems

Building-based Solution	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cluster-based Solution	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
District-wide Solution	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Achievement Update

In our most recent school year for which test scores are final, students in EdisonLearning schools have made significant gains in Reading and Math on high stakes tests.

In the school year ending in 2009, EdisonLearning partnership schools' proficiency gains exceeded state averages.



EdisonLearning today

A lot has changed since we opened our first school:

- 400,000 total students across all partnerships
 - ✓ 65% African American
 - ✓ 23% Hispanic
 - ✓ 77% FRL
- 500+ school partnerships in 24 states plus the U.K.
- On-site, regional, and national support staff

But some things have not changed a bit!

- Our commitment to clients and unrelenting focus on outcomes
- Our belief that every child can achieve when supported by talent, tools and technology
- Our results for the students we serve

Detailed Supplemental Slides

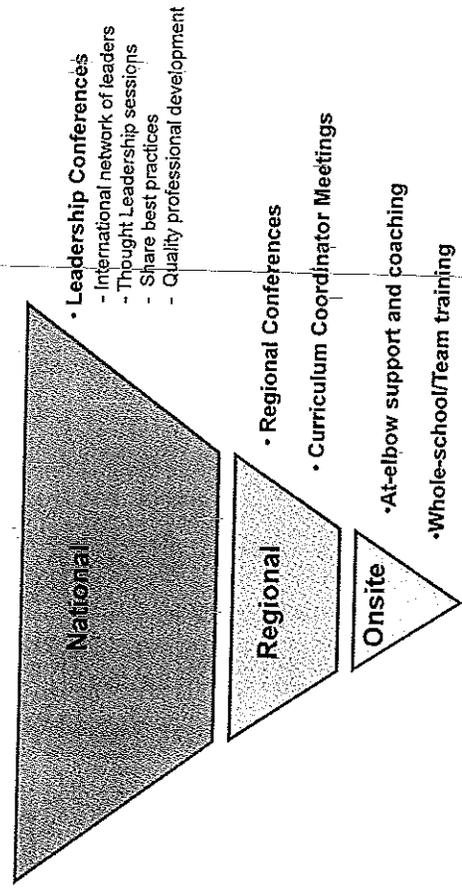


Richmond, Virginia
May 2, 2011

Key Elements

Leadership	Learning Environment	Pedagogy & Curriculum	Assessment for Learning	Student & Family Supports
Shared vision and values	Values driven Code of Conduct	Targeted PD	School Diagnostic	Parent, Student & Teacher Learning Conferences
Distributed leadership	Positive & Proactive Behavior Management	Framework for Shared Language around Quality Teaching	Value Monthly Formative Assessment System	Response to Intervention
Strategic Change Management	Nurturing Physical Environment	Core Learning Skills	Data-Driven Decision Making & Action Planning	Dedicated Support Teams
Professional Learning & Achievement Teams	Student Voice	Companion Guides for Standards-based Instruction	Self & Peer Assessment	Community Engagement
Team & Time Skill Building	College NEXT Focus	Data-Driven Curriculum Planning	Targeted Response Process for At-Risk Students	ELL & SPED PD
Protocols for Robust Planning & Self Evaluation	Celebrations of Achievement	Focus on Reading & Writing Across Curriculum	Quality Formal & Informal Assessments	
National Conferences & Networking Opportunities		Meaningful Classroom Visits & Reflection	School Level Dashboards	

Top Talent: Developing Long-Term Site Capacity



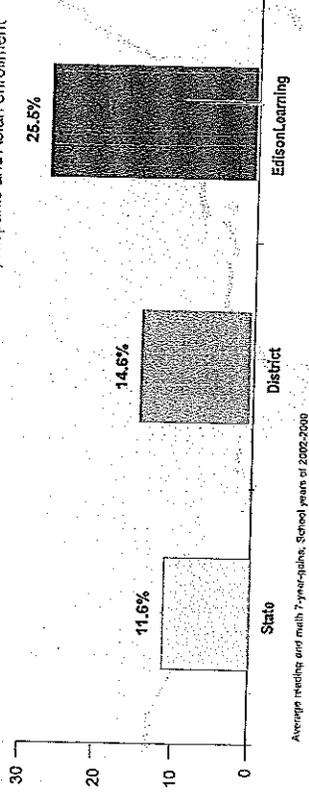
Closing the Achievement Gap

The solutions Edison Learning offers districts and schools are designed to take advantage of what is known about every element of high-achieving schools, for all types of students.

The gains that Edison clients/students have posted over the last several years suggest that quality schooling and a commitment to achievement can make a meaningful difference for students from any background.

Historic National Academic Gain Performance

Edison Learning partnerships serving 90% African-American, Hispanic and Asian enrollment



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Year 3 Outcomes- Beginning with the End in Mind

For each of the 5 Strands we have defined a set of **key outcomes to represent the goals, qualities and improvement impact** that a school can achieve by the end of the three-year partnership. These support and enhance the school's needs assessment and development planning process.



Outcomes:

- Are based on school improvement research
- Can be adapted to reflect the capacity and needs of the unique context of each school or cluster of schools
- Help keep the work on track and provide a common language around the objectives of the partnership

Sample Learning Environment Outcome: The Physical Environment is the responsibility of all school community members and includes displays of meaningful learning resources to support learning and positive behaviors as well as student work and data.

In underperforming schools, students often underperform because they have not been taught the necessary content at the appropriate level of proficiency to be successful. We provide tools and support that align curriculum to state standards and measure progress against state targets

eEvaluate Assessment System

Online assessment system that provides data that is
Frequent: Monthly online assessments
Meaningful: Reading and math assessments aligned to Indiana standards
Timely: Instant scoring and reports

Curriculum Companion Guides

A resource that empowers teachers to:
Align classroom curriculum to state standards
Understand the standard and skill being taught
Differentiate instruction for all students
Teach and assess using proven strategies

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Data-Based Achievement Tracking

Perry Township Client Dashboard

Category	Metric - CTO	Status	Result	Target
Student Achievement - Jeremiah City	Student Benchmark Data - Math	■	24%	41%
	Student Benchmark Data - Reading	▲	88%	72%
	Professional Development	▲	38%	28%
Student Engagement - JOE	Student Attendance	▲	87%	98%
	Special Education (Reading)	■	16	20
	Special Education (Math/Reading)	■	12	30
Family Engagement - JOE	BLC Attendance	●	100%	100%
	Student Requirement	■	46	60
	Student Benchmark Data - Math	■	31%	44%
Student Achievement - Ross Park	Student Benchmark Data - Reading	●	72%	77%
	Professional Development	●	27%	28%
	Student Attendance	●	89%	88%
Student Engagement - RPE	Special Education (Reading)	■	27	39
	Special Education (Math/Reading)	■	12	31
	BLC Attendance	●	100%	100%
AME Tusculum Services	Elementary Benchmark Participation	●	100%	100%
	6th Grade Center Participation	●	100%	100%
	Alcibiades Benchmark Participation	●	100%	100%
	Tusculum Site Support Visit	●	100%	100%

Key: CTO - Critical to Quality (●) 100% of target (▲) Within 95% of target (■) More than 10% of target

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Building a Culture of Engagement and Aspiration

- Work with the stakeholders to create Mission and Vision for the school
- Establish an environment conducive to student learning
- Create an culture of positive incentives for students and teachers
- Manage students in the context of the Mission and Vision of the school

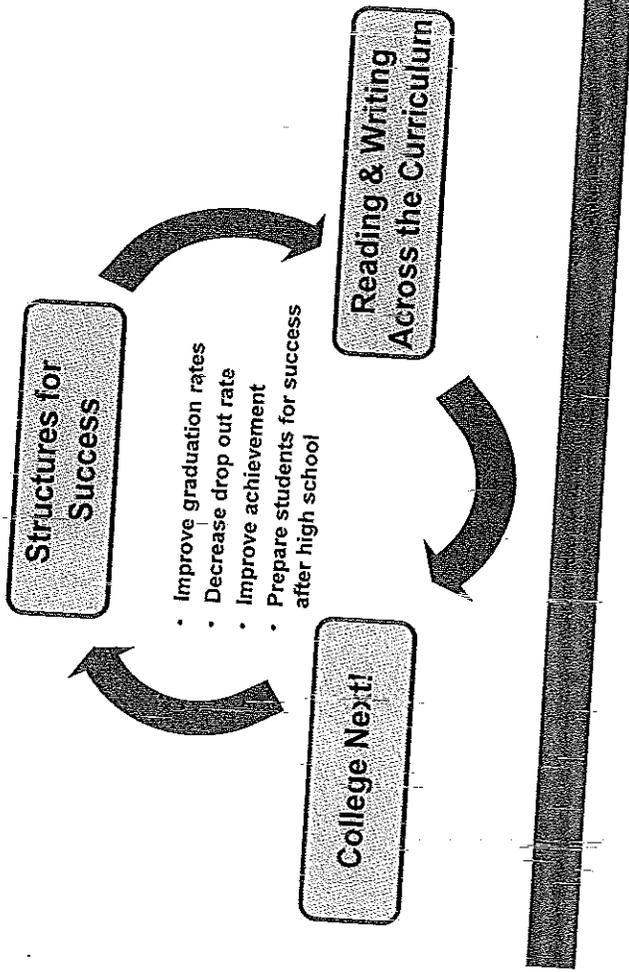
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Alliance High School



Alliance High School - Components

- Leadership Teams
- Master Scheduling
- 9th Grade Academy
- Reading and Writing Across the Curriculum
- College Next!
- Drop-out Prevention and Recovery