

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

1003(g)

Application for School Improvement Funds

[Complete this application if any of the school's three-year allocation is from 1003(g).]

Under the *No Child Left Behind Act of 2001*, PL 107-110 and the *American Recovery and Reinvestment Act of 2009*, PL 111-5

Due June 14, 2010

COVER PAGE

DIVISION INFORMATION

School Division Name:	<u>Pittsylvania County Schools</u>	
Mailing Address:	<u>P. O. Box 232, Chatham, VA 24531</u>	
Division Contact:	<u>Dr. Shirley W. Terry, Director of Title I</u>	
Telephone (include extension if applicable):	<u>(434) 432-2761, ex. 5020</u>	Fax: <u>(434) 432-9560</u>
E-mail:	<u>shirley.terry@pcs.k12.va.us</u>	

SCHOOL INFORMATION

Provide information for each school within the division that will receive support through the 1003(g) funds. Copy as many blocks as needed.

School Name:	<u>Dan River Middle School</u>	
Mailing Address:	<u>5875 Kentuck Road, Ringgold, VA 24586</u>	
School Contact:	<u>Mrs. Emily Reynolds, Principal</u>	
Telephone (include extension if applicable):	<u>(434) 822-6027</u>	Fax: <u>(434) 822-6548</u>
E-mail:	<u>emily.reynolds@pcs.k12.va.us</u>	

School Name:	<u>Kentuck Elementary School</u>	
Mailing Address:	<u>100 Kentuck Elementary Circle, Ringgold, VA 24586</u>	
School Contact:	<u>Dr. Robert Gentry, Principal</u>	
Telephone (include extension if applicable):	<u>(434) 822-5944</u>	Fax: <u>(434) 822- 5923</u>

Email: bob.gentry@pcs.k12.va.us

COVER PAGE CONTINUED

Assurances*: The local educational agency assures that School Improvement 1003(g) 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) and the *American Recovery and Reinvestment Act of 2009* (ARRA), if funds have been received under both statutes. **Additionally, the local educational agency agrees by signing below to implement program specific assurances located in Section D. Assurances of this application.**

***SPECIAL DIVISION ASSURANCE, IF ANY,
DISCUSSED WITH THE DIRECTOR OF THE OFFICE OF SCHOOL IMPROVEMENT MUST BE ATTACHED.**

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: Mr. James E. McDaniel

Date: June 14, 2010

The division will submit one application packet.

SECTION A: SCHOOLS TO BE SERVED

Divisions are aware of the ‘tier’ identification of schools that are eligible for 1003(g) funding. This information is also included in Appendix A-g. Complete the “Intervention” request by placing under the heading Turnaround, Restart, or Transformation the name of the “vendor” your division will employ.

1. Tier I and Tier II School Information

School Name	NCES ID #	Check Tier I	Check Tier II	Intervention			
				Turnaround	Restart	Transformation	Closure
				LTP:	LTP:	LTP:	
				LTP:	LTP:	LTP:	
				LTP:	LTP:	LTP:	
				LTP:	LTP:	LTP:	

As a reminder, for implementation requirements of each of the federal reform models see Appendix B-g.

2a. Tier III School Information

Identify each Tier III school that will be implementing the State Transformation model, and provide the information requested.

School Name	NCES ID #
Dan River Middle School	510294001213
Kentuck Elementary School	510294001220

2b. Tier III School Information

If applicable, identify each Tier III school that will, by choice, implement one of the four federal reform models, and provide the name of the Lead Turnaround Partner (LTP).

School Name	NCES ID #	Intervention			
		Turnaround	Restart	Transformation	Closure

		LTP:	LTP:	LTP:	
--	--	------	------	------	--

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 school that will be served.

Special 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 (2007-2008 and 2008-2009) in reading/language arts and mathematics: by school for the “all students” category and for each 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 that it has established in order to monitor its Tier I and Tier II schools that received school improvement funds and services that the Tier III, category 1 school will receive or the activities the school will implement; and
- l. Goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools implementing the State Transformation Model.

Response:

Note: Divisions should consider providing this information in chart form, and include here. **See following charts:**

Part 1. Student Achievement and Demographic Data

	Required Information	School 1 (Name)	Dan River Middle School
a.	Student achievement data for the past two years (2007-2008 and 2008-2009) in reading/language arts and mathematics: by school for the “all students” category and for each AYP subgroup; (Note: This is whole school data-grades mixed) Second request is “by grade level.” and by grade level in the all students category and for each AYP subgroup	See Appendix A	
b.	Analyzed student achievement data with identified areas that need improvement	Areas of improvement are: increase mathematic SOL scores for black students, students with disabilities, and economically disadvantaged students.	
c.	Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject	41 and 100% Highly qualified teachers 1 math 6 th ; 1 civic 7 th , and 1 English 7 th	
d.	Number of years each instructional staff member has been employed at the school	9 Teachers = 1 to 2 years 8 Teachers = 3 to 4 years 26 Teachers = 5-7 years * Includes exploratory and foreign language teachers.	
e.	Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools	NA	
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	98% attendance rate 482 total number of students 1) 235 females, 247 males 2) Whites 310, Blacks 157, Hispanic 14, Other 1 3) 86 disabled 4) 3 Limited English Proficient 5) 0 Migrant 6) 0 Homeless	

		7) 238 Economically disadvantaged
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	1) DRMS was built in 2003 2) 35 classrooms 3) The media center houses 10 school computers, overhead projector, and multitude of AV materials. Also, it uses the Athena library book check-out program. 4) The cafeteria has four choice lines, and seats 150 students 5) Gym, ½ acre outside recess area, and 1 mile walking trail
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)	School year 75,600 Increased learning time 15,120 Total 90,720
i.	Total number of days teachers worked divided by the maximum number of teacher working days	$6853/7200 = 95.18\%$
j.	Information about the types of technology that are available to students and instructional staff	3 student computer labs with 30 computers in each; 1 reading lab for 9 students; 1 math lab for 14 students, library has 8 computers; technology room for 16 students and special education rooms include 3 computer centers, 1 teacher computer per classroom, ceiling projection system per classroom, interactive student response devices, document cameras, Smart boards, Airliners
k.	Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that received school improvement funds (Baseline data would be helpful as a part of the discussion.) and services that the Tier III schools will receive or the activities the schools will implement.	<u>State assessment goals:</u> -Reading/Language Arts goal 89% -Mathematics goal 87% <u>Services/Activities:</u> Computer software to further supplement the Mathematics remediation lab and the Read 180 Lab, including but not limited to: E Path practice path software, I Can Learn Software (including three years of technical support) and Study Island. Purchase Indistar the Teach First Formative Assessment platform. In addition, in- and after-school tutors will be contracted at an hourly rate to help reinforce mathematics and reading concepts to various sub-groups, particularly students with disabilities, minority students and socio-economically disadvantaged students.
l.	L is different. Ask for Goals it has	The goal is to give regular incremental assessments and tract the data for improving

	established in order to hold accountable its Tier III school.	instructional challenges in order to improve student success on SOL tests, targeting students with disabilities and minorities.
--	---	---

Part 1 (con't)

	Required Information	School 2 (Name) Kentuck Elementary School
a.	Student achievement data for the past two years (2007-2008 and 2008-2009) in reading/language arts and mathematics: by school for the “all students” category and for each AYP subgroup; and by grade level in the all students category and for each AYP subgroup	<p>All Students 07/08 – Reading – 85%, Math 83% 08/09 – reading 84%, Math 88%</p> <p>AYP Sub groups</p> <p>07/08 Reading Blacks – 74%, White – 89%, Disadv – 77% Math Blacks – 68%, White – 88%, Disadv – 75%</p> <p>08/09 Reading Blacks – 80%, White – 85%, Disadv – 80% Math Blacks – 77%, White – 91%, Disadv – 81%</p> <p>Grade 3</p> <p>07/08 Reading All – 82%, Black – 79%, White - 82%, Disadv – 75% Math All – 82%, Black – 75%, White - 84%, Disadv – 74%</p> <p>08/09 Reading All – 86%, Black – 74%, White – 89%, Disadv – 88% Math All – 89%, Black – 71%, White – 95%, Disadv – 85%</p> <p>Grade 4</p> <p>07/08 Reading All – 87%, Black – 81%, White – 90%, Disadv – 81% Math All – 85%, Black – 67%, White – 91%, Disadv – 77%</p> <p>08/09 Reading All – 82%, Black – 91%, White – 80%, Disadv – 78% Math All – 85%, Black – 82%, White – 85%, Disadv – 76%</p> <p>Grade 5</p> <p>07/08 Reading All – 86%, Black – 76%, White – 95%, Disadv – 76% Math All – 82%, Black – 61%, White – 90%, Disadv – 74%</p> <p>08/09</p>

		Reading All – 84%, Black – 75%, White – 87%, Disadv – 73% Math All – 89%, Black – 79%, White – 93%, Disadv – 83%
b.	Analyzed student achievement data with identified areas that need improvement	Reading and Math for students in the black subgroups and economically disadvantaged.
c.	Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject	Highly Qualified Teachers 08/09 – 44 Percentage of highly qualified – 95.71% Less than 3 years of experience Kind. – 3, First – 0, Second – 0, Third – 1, Fourth – 1, Fifth - 1
d.	Number of years each instructional staff member has been employed at the school	Three persons – 1 year, Five persons – 2 years, Six persons – 3 years, Four persons – 4 years, three persons – 5 years, three persons – 6 years, two persons – 7 years, three persons – 8 years, one person – 13 years, three persons – 26 years.
e.	Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools	Not applicable
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	Attendance Rate 07-08 – 96% (550 students K-5) 08/09 – 96% (574 students K-5) 07/08 Black – 97%, White – 96%, Disadv. – 96% 08/09 Black – 97%, White – 96%, Disadv. – 96% 08/09 Males – 299 Females – 293, Blacks – 124, White – 455, His – 13, Disadv. 338
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	Built – 1963 33 homerooms Library – Centrally located, 5,000 plus books, tables/chairs – full time Librarian. Cafeteria – seats approximately 225 students, one serving line, also serves as a auditorium, fold up tables for easier cleaning. Playground – approximately 4 acres – swings, equipment, softball field
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)	Total minutes – 64,800 minutes After school minutes – 1,440 Summer School minutes – 2,400

i.	Total number of days teachers worked divided by the maximum number of teacher working days	92.95% 8,344 / 8976
j.	Information about the types of technology that are available to students and instructional staff	Study Island, Destination Reading/Destination Math, SOL Pass, ROS, Test for Higher Standards, AR – Reading, various other web based sites, 2 computer labs, teacher computer per classroom, ceiling projector in 85% of classrooms, 3 Smartboards, 3 classroom student response systems
k.	Annual goals for student achievement on the state’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that received school improvement funds (Baseline data would be helpful as a part of the discussion.) and services that the Tier III schools will receive or the activities the schools will implement.	Annual goal for 2010-2011 is 89% passing Reading in all sub groups and 87% passing Math in all sub groups. School Coach Supplemental Educational Services TeachFirst Formative Assessment After School Tutoring Tutors during the school day Small group instruction Book Buddies PALS
l.	L is different. Ask for Goals it has established in order to hold accountable its Tier III school.	IE10 -The principal will continue to celebrate individual, team, and school successes, especially related to student learning outcomes. IF08 - Professional development for the whole faculty including assessments of strengths and areas in need of improvement will be targeted. IF10 – Opportunities will be provided for teachers to share their strengths with other teachers. IID02 – Periodic assessments will be completed each six weeks to monitor student achievement. IID08 – Instructional teams will use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.

Part 2. Design and Implement the Intervention for Each School - Applicable to Tier I, II, and III Schools

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 the LEA's commitment to designing interventions consistent with the factors below from the USED Final Requirements for School Improvement Grants as amended January 2010.

Describe the following:

- The LEA has a plan in place to implement the intervention by the beginning of the 2010-2011 school year.
- The LEA has plans to regularly engage the school community to inform them of progress toward the design and implementation of the interventions and to give them opportunity to provide input.
- The LEA has adequate resources to research and design the selected intervention as intended.
- The LEA has set aside time and resources sufficient to facilitate the design and ongoing implementation of interventions.
- The LEA, with Tier I and Tier II schools, has attended the SEA sponsored strategic planning session on April 7, 2010, conducted by Dr. Lauren Morando Rhim representing the Center for Innovation and Improvement.
- The LEA has demonstrated adequate capacity to implement the selected intervention models.

Response:

Dan River Middle School & Kentuck Elementary School (Tier III schools)

Pittsylvania County School District will include strategies to support implementation of the State Transformation Model in its district plan. The model will be implemented in both schools at the beginning of the 2010-2011 school year. The District and the Tier III schools will use Indistar™ to design school improvement plans. District instructional subject and grade-level staff members have been assigned to assist the schools and monitor the effective implementation of the model.

Pittsylvania County School District and the individual schools will use their parent volunteers, parent and civic advisory committees, and mass communication systems (AlertNow! phone system, Parent Portal on District's website, school newsletters) to regularly engage the school community and inform them of progress toward the design and implementation of the interventions and to give them opportunities to provide input. Parents and community members serve on district and school planning committees which meet on an average of four times yearly.

Pittsylvania County School District has adequate staff and financial resources to implement the requirements of the State Transformational Model. Staff includes the Assistant Superintendent for Instruction, four subject and grade-level directors, Title I Director, Title I Supervisor, school administrators and teachers. In addition to the grant funding, each school will continue to receive its regular appropriations from the various instructional support funding sources—local, state, and federal.

Pittsylvania County School District will set aside time and resources sufficient to facilitate the design and ongoing implementation of interventions. Implementation of the interventions will be monitored on a monthly basis at both the school and district levels during the monthly school and district school improvement meetings. The Title I Director will attend all meetings and serve as the liaison between the

school and district committees and report regularly to each group. The subject and grade-level directors and the Title I supervisor will attend school committee meetings as appropriate to their assignment. All will monitor the schools' implementation of the model.

- 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 reform model selected?
 - b. What steps have been taken to secure the support of the parents for the reform model selected?
 - c. If the LEA does not have sufficient staff to implement the selected reform model fully and effectively, has the LEA considered use of the School Improvement Grant 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?
 - e. Has the SEA provided other technical assistance through a Memorandum of Understanding?

Response: (To divisions with only Tier III schools, this response is NA)

 X Mark NA, if applicable

Part 3. Recruit, Screen, and Select External Providers - Applicable to Tier I and II Schools

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 a 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 publically posted on the VDOE Web site. This link <https://vendor.epro.cgipdc.com/webapp/VSSAPPX/Advantage> provides the background information regarding the selection of the LTPs.

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 January 2010. Describe the following:

- Reasonable and timely steps taken to recruit, screen, and select providers to be in place by the beginning of the 2010-2011 school year that may include, but are not limited to:
 - Analyzing the LEA’s operational needs;
 - Researching and prioritizing the external providers available to serve the school;
 - Contacting other LEA’s currently or formerly engaged with the external provider regarding their experience;
 - Engaging parents and community members to assist in the selection process; and
 - 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 a LTP from the state’s list.
 _____ Mark **NA** here if the selected model does not require a LTP.

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

_____ Mark **NA** here if the LEA selected a LTP from the state’s list.
 _____ Mark **NA** here if the selected model does not require a LTP.

**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.

Response:

No modifications or policy revisions are necessary for the implementation of the State Transformational Model. Pittsylvania County Schools District Policy Manual may be viewed at <http://www.pcs.k12.va.us/policy/> . Click on “Section I: Instruction.”

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 the following.

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 (NA)
- Division plan and budget for sustaining the reform effort.

Response: Pittsylvania County Schools is committed to sustaining the reform effort. An evaluation of budgetary and staffing needs will be conducted yearly. The district will review its instructional programs and applicable funding sources and evaluate the effectiveness of each program. Funds will be appropriated/re-appropriated as needed based on the evaluation. The district staff and the school improvement teams will continue to use the Indistar™ tool to inform, coach, sustain, track, and report school improvement activities. District and school-level plans will be developed and monitored through Indistar™.

SECTION C: SELECTION OF COACH FOR TIER III SCHOOLS: STATE TRANSFORMATION MODEL - Tier III Schools Only

The State Transformation Model requires schools to use funding to hire a coach that will work with the school in the area(s) that caused the school to enter school improvement. **Coaches must be employed by June 28, 2010, the last day to register for the summer institute.** Responsibilities of a coach may include, but are not limited to the following:

Assisting the School Improvement Team in:

- Using appropriate data to:
 - drive decision-making in developing, selecting, and evaluating instructional programs and practices
 - select appropriate strategies to individualize classroom instruction
 - establish goals for all students with a focus on subgroup performance
- Developing and evaluating a highly effective school improvement plan via online planning
- Protecting instructional time
- Monitoring student progress and sharing findings
- Promoting a collegial relationship between school administrators, staff, and coach

In the box below, please respond to the following questions:

Describe the process that was used or will be used to select each school's Tier III coach. (Use as much space as needed.)

Each school's Tier III coach will be selected through the Pittsylvania County Schools Human Resource Office. The coach's position, inclusive of qualifications and job requirements, has been advertised. All applications will be screened and eligible applicants will be interviewed by an interview team composed of each school's administrator(s), classroom teachers, and grade- and subject-level directors. The position is advertised as follows:

Job Title: School Improvement Coach

Primary Function: Assist faculty and staff in analyzing and using data to enhance instructional planning and to implement interventions for school improvement.

Qualifications: Hold or be eligible for a Virginia teaching license with an endorsement in elementary or middle school education as appropriate to assignment

Experience: At least three years of teaching experience at the elementary or middle school level assigned

Desirable:

- Endorsement as a Reading or Math specialist
- Experience delivering professional development in reading or mathematics content, instructional strategies, and using assessment data to improve instructional practices

Duties:

- Assist the school improvement team in using appropriate data to:
 - drive decision-making in developing, selecting and evaluating instructional programs and practices
 - select appropriate strategies to individualize classroom instruction
 - establish goals for all students with a focus on subgroup performance
- Assist the school improvement team in developing and evaluating a highly effective school improvement plan via online planning
- Assist the school improvement team in protecting instructional time
- Monitor student progress and share findings with appropriate school and district staff
- Promote a collegial relationship between school administrators, staff, and coach.
- Collaborate with building principal and Central Office staff to design and implement school-level intervention plans.
- Collaborate with classroom teachers and support personnel to design and implement instructional interventions in reading or math.
- Provide content-focused coaching in reading or mathematics instruction
- Analyze assessment data to drive instructional decision-making
- Monitor student progress and assist with overall program design and evaluation
- Help plan and deliver teacher and administrator professional development programs that promote effective reading or math instruction.
- Research and disseminate information about instructional practices to teachers and administrators.
- Collaborate with principal to complete all local and VDOE reports and attend all VDOE required training events.
- Perform ancillary duties as required of other teachers in assigned schools

Check the expertise of the coach or prospective coach. Check all that apply.

School 1; <u> Dan River Middle </u> _____ <input checked="" type="checkbox"/> Reading/English/Language Arts <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant	School 2: <u> Kentuck Elementary </u> _____ <input checked="" type="checkbox"/> Reading/English/Language Arts <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant	School 3: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant
School 4: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics	School 5: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics	School 6: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics

<input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant	<input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant	<input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant
--	--	--

SECTION D: BUDGET - Applicable to Tier I, II, and III Schools

Part 1. Budget Summary (one for the division and one for each school). Description of expenditure codes can be found at the end of Section C. 1003(g) and 1003(a) funding may be expended on any Condition of Award. See Attachment C-g. 1003(g) and 1003(a) funds may also be expended for the purchase of educational vendor/company services to support the implementation of the selected reform model. See Attachment D-g.

Note: Part 2: Budget Narrative: The detailed budget summary the LEA submits as part of the grant application will provide evidence of how 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 support 1003(g) initiatives. Additionally, the LEA will provide a budget narrative in its application that will provide a description of how other resources will be used such as personnel, materials, and services to support the selected intervention model.

Division Budget Summary

Division Name: Pittsylvania County Schools

Virginia Department of Education Grant Expenditure Requirements

Note 1
Divisions must ensure that schools participating in Strand III (TeachFirst Formative Assessment) of the July 19-22, 2010, institute include the purchase of the TeachFirst Formative Assessment platform in their budgets. The total expenditures from all Strand III schools must be included in the division summary budget.
Cost: \$1,950 per school

Note 2
Divisions must ensure that Tier I and Tier II schools include in their budgets the purchase of I Station as the progress monitoring tool in the area of reading.

Cost: \$4.00 per student per school.

Division Budget Summary

Division Name: Pittsylvania County Schools

Complete using all applicable funding sources. The division budget represents all applicant schools.

	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include division total for these schools. [1003(a) funds must be encumbered by September 30, 2011]										
Expenditure Codes	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
1000 - Personnel	NA	NA	197,757	NA	NA	197,757	NA	NA	197,757	NA	593,271
2000 - Employee Benefits	NA	NA	15,129	NA	NA	15,129	NA	NA	15,129	NA	45,387
3000 - Purchased Services	NA	NA	42,899	NA	NA	42,899	NA	NA	42,899	NA	128,697
4000 - Internal Services	NA	NA	0	NA	NA	0	NA	NA	0	NA	0
5000 - Other Charges	NA	NA	5,218	NA	NA	5,218	NA	NA	5,218	NA	15,654
6000 - Materials and Supplies	NA	NA	97,331	NA	NA	97,331	NA	NA	97,331	NA	291,993

8000 – Equipment/Capital Outlay	NA	NA	0	NA	NA	0	NA	NA	0	NA	
Total			358,334			358,334			358,334		1,075,002

* If applicable.

School Budget Summary

School Name: Dan River Middle School

Virginia Department of Education Grant Expenditure Requirements

Yes **No**: Is this school a participant in Strand III (TeachFirst Formative Assessment) of the July 19-22 institute? See Attachment A-g.

If yes, check here to indicate that the school has included the purchase of the TeachFirst Formative Assessment platform in its budget.

Yes **No**: Is this school a Tier I or Tier II school? See attachment A-g.

If yes, check here to indicate that the school has included the purchase of I Station in its budget.

Complete using all applicable funding sources.

	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include here. [1003(a) funds must be encumbered by September 30, 2011]										
Expenditure Codes	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
1000 - Personnel	NA	NA	82,757	NA	NA	82,757	NA	NA	82,757	NA	248,271
2000 -	NA	NA	6,331	NA	NA	6,331	NA	NA	6,331	NA	18,993

Employee Benefits											
3000 - Purchased Services	NA	NA	38,399	NA	NA	38,399	NA	NA	38,399	NA	115,197
4000 - Internal Services	NA	NA	0	NA	NA	0	NA	NA	0	NA	0
5000 - Other Charges	NA	NA	5,218	NA	NA	5,218	NA	NA	5,218	NA	15,654
6000 - Materials and Supplies	NA	NA	46,462	NA	NA	46,462	NA	NA	46,462	NA	139,386
8000 - Equipment/Capital Outlay	NA	NA	0	NA	NA	0	NA	NA	0	NA	
Total	NA	NA	179,167	NA	NA	179,167	NA	NA	179,167	NA	537,501

(Dan River Middle con't.)

School Budget Summary

School Name: Kentuck Elementary School

Virginia Department of Education Grant Expenditure Requirements

Yes ___ No: Is this school a participant in Strand III (TeachFirst Formative Assessment) of the July 19-22 institute? See Attachment A-g.

If yes, check here to indicate that the school has included the purchase of the TeachFirst Formative Assessment platform in its budget.

___ Yes ___ No: Is this school a Tier I or Tier II school? See attachment A-g.

___ If yes, check here to indicate that the school has included the purchase of I Station in its budget.

Complete using all applicable funding sources.

	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include here. [1003(a) funds must be encumbered by September 30, 2011]										
Expenditure Codes	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
1000 - Personnel	NA	NA	115,000	NA	NA	115,000	NA	NA	115,000	NA	345,000
2000 - Employee Benefits	NA	NA	8,798	NA	NA	8,798	NA	NA	8,798	NA	26,394
3000 - Purchased Services	NA	NA	4,500	NA	NA	4,500	NA	NA	4,500	NA	13,500
4000 - Internal Services	NA	NA	0	NA	NA	0	NA	NA	0	NA	0
5000 - Other Charges	NA	NA	0	NA	NA	0	NA	NA	0	NA	0
6000 - Materials and Supplies	NA	NA	50,869	NA	NA	50,869	NA	NA	50,869	NA	152,607
8000 - Equipment/Capital Outlay	NA	NA	0	NA	NA	0	NA	NA	0	NA	0
Total	NA	NA	179,167	NA	NA	179,167	NA	NA	179,167	NA	537,501

(Kentuck Elem. con't.)

Part 2. Budget Narrative: Describe in detail by expenditure codes how the school improvement 1003(g) funds as well as other funding sources will be used to implement the selected reform model(s) for the division and each school.

DIVISION NAME: Pittsylvania County Schools

1. Personal Services (1000)

Tier III Coaches, reading teacher, reading and mathematics tutors

2. Employee Benefits (2000)

Required fringe benefits for positions listed in Series 1000 -- the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.

3. Purchased Services (3000)

Contracts for instructional computer program licensing, instructional testing and scoring services

4. Internal Services (4000)

NA

5. Other Charges (5000)

Professional develop training and related expenses for school coach, classroom teacher, and administrators as applicable for the effective development and maintenance of the schools' reading and mathematics instructional programs

6. Materials and Supplies (6000)

Purchase of instructional computers, materials, and classroom supplies for reading and mathematics classroom and/or labs

7. Equipment/Capital Outlay (8000)

NA

SCHOOL NAME:

Dan River Middle School

1. Personal Services (1000)

Compensation for the direct labor of persons in the employment of Dan River Middle for the school improvement coach, a reading teacher and supporting personnel to assist the coach. In addition, during- and after-school tutors will be contracted on an hourly rate to help reinforce mathematics and reading concepts to various sub groups particularly students with disabilities, minority students and socio-economically disadvantaged students.

2. Employee Benefits (2000)

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.

3. Purchased Services (3000)

Computer software to further supplement the Mathematics remediation lab and the Read 180 Lab, including but not limited to: E Path practice path software, I Can Learn Software (including three years of technical support) and Study Island. Purchase Teach First Formative Assessment platform.

4. Internal Services (4000)

NA

5. Other Charges (5000)

Professional development, travel, lodging and food for enhancing the mathematics curriculum and the required school improvement training for Dan River Middle School personnel.

6. Materials and Supplies (6000)

Purchase of educational resources and materials to supplement and improve the mathematics and reading curriculum low-socio-economically disadvantaged students. This includes student incentives, student planners to organize their studies, interactive notebooks, trade books, supplemental SOL review materials

7. Equipment/Capital Outlay (8000)

NA

SCHOOL NAME: Kentuck Elementary School

1. Personal Services (1000)

Personnel to hire: a coach, an additional teacher, and three tutors to work with our students and staff

2. Employee Benefits (2000)

Fringe benefits for the coach, a teacher, and the tutors

3. Purchased Services (3000)

Purchase of Study Island (Web based curriculum in Math and Reading), and ROS online (software that will disaggregate our test scores in AYP sub groups)

4. Internal Services (4000)

NA

5. Other Charges (5000)

NA

6. Materials and Supplies (6000)

Purchase of TeachFirst Formative Assessment, a Scan Tron and bubble sheets (to help quickly score tests), listening centers (to help with our reading program), purchase of additional computers for classroom use in Reading and Math, paper (to help provide materials for the students), and a substantial amount of books for our Leveled Reading library

7. Equipment/Capital Outlay (8000)

NA

These accounts 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.

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 School Improvement Grant 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) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and 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 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 (FOR SCHOOLS ALLOCATED 1003g FUNDS)

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 421(b) of the General Education Provisions Act (20 U.S.C.§1225(b)) to extend the period of availability of school improvement funds for the state and all of its local school divisions to September 30, 2013.

1. Dan River Middle School
2. Kentuck Elementary School
3. (School Name)
4. (School Name)

A waiver from Section 1116(b)(12) of the ESEA to permit local educational agencies to allow their Tier I, and Tier II, 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 or Tier II school that does not meet the poverty threshold.

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

Appendix A Dan River Middle School

a.

English Subgroups

Percentage of Students Passing/Tested/Not Tested										
Student Subgroup	Type	2006-2007			2007-2008			2008-2009		
		Passed	Tested	Not Tested	Passed	Tested	Not Tested	Passed	Tested	Not Tested
English Performance										
All Students	School	77	99	1	83	100	0	89	100	0
	Division	86	100	0	87	100	0	90	100	0
	State	85	100	0	87	100	0	89	100	0
Black	School	66	99	1	77	100	0	83	100	0
	Division	79	100	0	79	100	0	86	100	0
	State	76	99	1	78	99	1	81	100	0
Hispanic	School	<	<	<	<	<	<	<	<	<
	Division	75	100	0	77	100	0	87	100	0
	State	72	99	1	81	100	0	85	100	0
White	School	82	99	1	86	100	0	92	100	0
	Division	89	100	0	90	100	0	92	100	0
	State	90	100	0	91	100	0	93	100	0
Students with Disabilities	School	48	100	0	50	100	0	72	100	0
	Division	58	99	1	57	100	0	72	100	0
	State	62	99	1	67	99	1	73	99	1
Economically Disadvantaged	School	68	99	1	76	100	0	84	100	0
	Division	78	99	1	79	100	0	86	100	0
	State	73	99	1	77	99	1	81	100	0
Limited English Proficient	School	<	<	<	<	<	<	<	<	<
	Division	72	100	0	82	100	0	85	100	0
	State	67	100	0	79	100	0	83	100	0

English 6th grade

Assessment Results at each Proficiency Level by Subgroup														
Student Subgroup	Type	2006-2007				2007-2008				2008-2009				
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	
English: Reading														
Grade 6														
All Students	School	36	51	87	13	39	50	88	12	30	61	91	9	
	Division	38	50	88	12	38	48	87	13	36	54	90	10	
	State	37	47	84	16	38	47	85	15	38	49	86	14	
Female	School	44	48	91	9	35	53	88	12	30	64	94	6	
	Division	41	47	89	11	39	51	89	11	34	56	90	10	
	State	40	47	87	13	39	48	87	13	41	47	89	11	
Male	School	29	55	83	17	43	46	88	12	31	57	88	12	
	Division	35	52	87	13	38	47	85	15	38	53	91	9	
	State	34	48	82	18	36	47	83	17	34	50	84	16	
Black	School	20	65	84	16	26	62	88	12	20	61	80	20	
	Division	18	63	81	19	27	54	81	19	24	63	86	14	
	State	22	53	75	25	21	53	74	26	22	54	76	24	
Hispanic	School	<	<	<	<	<	<	<	<	<	<	<	<	
	Division	29	59	88	12	24	53	76	24	19	63	81	19	
	State	20	51	71	29	27	51	78	22	30	51	81	19	
White	School	44	45	88	12	47	41	88	12	37	60	97	3	
	Division	46	45	91	9	44	46	90	10	41	51	92	8	
	State	45	45	90	10	45	45	90	10	44	46	91	9	
Students with Disabilities	School	24	38	62	38	26	33	59	41	23	67	90	10	
	Division	22	45	67	33	20	36	56	44	29	47	77	23	
	State	20	40	60	40	25	39	64	36	28	41	69	31	
Economically Disadvantaged	School	24	58	83	17	24	57	81	19	26	62	88	12	
	Division	26	55	81	19	24	54	78	22	28	59	87	13	
	State	21	52	72	28	22	52	74	26	24	53	77	23	

English 7th grade

Adv Prof Pass Fail Adv Prof Pass Fail Adv Prof Pass Fail

English: Reading		Grade 7											
All Students	School	27	48	75	25	32	53	84	16	44	46	90	10
	Division	36	49	84	16	33	52	85	15	49	43	92	8
	State	40	43	82	18	40	47	86	14	46	43	88	12
Female	School	30	47	77	23	35	51	86	14	40	49	89	11
	Division	40	45	86	14	34	52	86	14	47	45	92	8
	State	43	43	86	14	42	46	88	12	48	43	90	10
Male	School	24	49	73	27	29	55	83	17	48	43	91	9
	Division	32	52	83	17	31	53	84	16	51	41	92	8
	State	37	42	80	20	37	47	85	15	44	43	87	13
Black	School	16	51	67	33	16	56	72	28	36	54	90	10
	Division	22	54	76	24	16	52	67	33	34	55	89	11
	State	23	49	72	28	22	54	76	24	27	52	80	20
Hispanic	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	29	29	57	43	29	59	88	12	25	69	94	6
	State	23	47	70	30	26	53	78	22	32	51	83	17
White	School	34	47	81	19	39	50	89	11	51	38	89	11
	Division	43	46	89	11	39	52	91	9	56	37	93	7
	State	49	39	88	12	48	43	91	9	54	38	93	7
Asian	School	-	-	-	-	-	-	-	-	<	<	<	<
	Division	-	-	-	-	-	-	-	-	<	<	<	<
	State	-	-	-	-	-	-	-	-	57	37	94	6
Students with Disabilities	School	21	32	54	46	19	29	48	52	21	43	64	36
	Division	19	39	58	42	20	38	58	42	27	44	72	28
	State	19	35	54	46	21	43	64	36	29	42	71	29
Economically Disadvantaged	School	18	52	70	30	21	55	76	24	35	50	85	15
	Division	27	50	78	22	22	54	76	24	39	50	89	11
	State	21	48	69	31	22	54	75	25	28	52	80	20
Limited English Proficient	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	27	27	55	45	20	70	90	10	<	<	<	<
	State	17	45	62	38	22	53	75	25	28	51	79	21

English 8th grade

Adv Prof Pass Fail Adv Prof Pass Fail Adv Prof Pass Fail

English: Reading		Grade 8											
All Students	School	23	43	66	34	32	45	77	23	44	43	87	13
	Division	29	49	77	23	34	50	84	16	36	53	90	10
	State	30	49	80	20	37	46	83	17	42	45	87	13
Female	School	15	51	67	33	33	44	77	23	51	38	89	11
	Division	27	53	80	20	35	47	83	17	38	52	89	11
	State	33	50	83	17	39	47	85	15	45	44	89	11
Male	School	31	35	66	34	30	46	76	24	36	49	86	14
	Division	30	45	75	25	33	52	86	14	35	55	90	10
	State	28	48	76	24	36	46	82	18	40	45	86	14
Black	School	12	36	48	52	22	49	71	29	33	43	76	24
	Division	11	55	66	34	21	54	75	25	20	60	80	20
	State	16	52	68	32	20	52	71	29	25	53	78	22
Hispanic	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	20	47	67	33	33	17	50	50	33	61	94	6
	State	15	48	63	37	23	51	75	25	29	52	81	19
White	School	29	47	76	24	38	44	82	18	48	43	91	9
	Division	36	46	83	17	41	49	89	11	42	51	93	7
	State	38	48	87	13	46	44	89	11	50	41	91	9
Students with Disabilities	School	12	12	24	76	18	25	43	57	16	45	61	39
	Division	16	26	42	58	18	43	61	39	22	48	70	30
	State	16	33	50	50	21	37	57	43	27	40	67	33
Economically Disadvantaged	School	14	38	52	48	21	52	73	27	31	47	78	22
	Division	18	46	63	37	24	54	78	22	27	56	83	17
	State	15	50	65	35	19	51	71	29	25	53	78	22
Limited English Proficient	School	-	-	-	-	<	<	<	<	<	<	<	<
	Division	-	-	-	-	<	<	<	<	<	<	<	<
	State	-	-	-	-	21	49	69	31	26	52	78	22

English Writing 8th grade

Student subgroup	Type	2006-2007				2007-2008				2008-2009			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
English: Writing													
Grade 8													
All Students	School	0	79	79	21	2	78	80	20	1	90	91	9
	Division	1	82	83	17	5	82	87	13	1	90	91	9
	State	4	81	86	14	7	81	87	13	4	85	89	11
Female	School	0	86	86	14	4	82	86	14	1	95	96	4
	Division	2	84	87	13	8	83	91	9	1	94	95	5
	State	6	85	90	10	9	83	92	8	5	88	93	7
Male	School	0	71	71	29	0	72	72	28	0	86	86	14
	Division	1	79	80	20	3	80	83	17	1	86	87	13
	State	3	78	81	19	4	78	83	17	3	83	86	14
Black	School	0	69	69	31	2	72	74	26	0	90	90	10
	Division	0	75	76	24	3	79	82	18	0	87	87	13
	State	1	76	77	23	2	77	79	21	1	81	83	17
Hispanic	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	0	77	77	23	0	73	73	27	0	100	100	0
	State	2	74	76	24	3	77	80	20	1	81	82	18
White	School	0	84	84	16	2	80	83	17	1	90	91	9
	Division	2	85	87	13	7	83	90	10	1	90	91	9
	State	5	85	90	10	9	83	91	9	5	88	92	8
Students with Disabilities	School	0	23	23	77	0	54	54	46	0	59	59	41
	Division	1	38	39	61	0	52	52	48	0	59	59	41
	State	2	51	53	47	2	53	55	45	2	57	58	42
Economically Disadvantaged	School	0	71	71	29	1	79	80	20	0	86	86	14
	Division	1	73	74	26	3	80	83	17	0	86	86	14
	State	1	73	74	26	2	75	77	23	1	78	80	20
Limited English Proficient	School	-	-	-	-	<	<	<	<	<	<	<	<
	Division	-	-	-	-	<	<	<	<	<	<	<	<
	State	-	-	-	-	2	71	73	27	1	76	76	24

Mathematics - Subgroups

Mathematics Performance	Type	2006-2007			2007-2008			2008-2009		
		Passed	Tested	Not tested	Passed	Tested	Not tested	Passed	Tested	Not tested
All Students	School	68	100	0	76	100	0	82	100	0
	Division	81	100	0	86	100	0	88	100	0
	State	80	99	1	84	100	0	86	100	0
Black	School	59	99	1	65	100	0	69	100	0
	Division	73	100	0	78	100	0	81	100	0
	State	68	99	1	73	99	1	77	99	1
Hispanic	School	<	<	<	<	<	<	<	<	<
	Division	74	100	0	82	100	0	90	100	0
	State	71	99	1	75	99	1	79	99	1
White	School	73	100	0	81	100	0	90	100	0
	Division	84	100	0	89	100	0	91	100	0
	State	85	100	0	88	100	0	90	100	0
Students with Disabilities	School	45	100	0	46	100	0	72	100	0
	Division	53	99	1	64	100	0	76	100	0
	State	58	99	1	65	99	1	71	99	1
Economically Disadvantaged	School	58	100	0	65	100	0	76	100	0
	Division	73	100	0	79	100	0	84	100	0
	State	67	99	1	73	99	1	77	99	1
Limited English Proficient	School	<	<	<	<	<	<	<	<	<
	Division	77	100	0	84	100	0	89	100	0
	State	70	99	1	75	100	0	79	100	0

Mathematics 6th grade

Adv Prof Pass Fail Adv Prof Pass Fail Adv Prof Pass Fail

Mathematics		Grade 6											
All Students	School	20	52	72	28	35	30	65	35	27	45	72	28
	Division	18	46	65	35	35	41	76	24	34	44	73	22
	State	21	39	60	40	29	39	68	32	32	41	73	27
Female	School	22	54	76	24	32	30	62	38	24	51	75	25
	Division	18	48	65	35	35	40	75	25	28	49	78	22
	State	21	40	61	39	29	40	69	31	32	43	74	26
Male	School	19	49	67	33	39	30	69	31	31	37	68	32
	Division	19	45	64	36	35	42	76	24	40	39	79	21
	State	22	38	60	40	29	38	67	33	32	40	72	28
Black	School	18	54	72	28	27	23	50	50	11	46	57	43
	Division	11	39	50	50	26	39	65	35	17	53	70	30
	State	10	34	44	56	16	37	53	47	19	41	60	40
Hispanic	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	18	35	53	47	24	29	53	47	19	50	69	31
	State	13	35	48	52	19	37	56	44	22	43	65	35
White	School	21	51	72	28	41	33	74	26	37	44	81	19
	Division	21	49	70	30	39	42	81	19	41	41	82	18
	State	26	42	69	31	35	40	75	25	37	42	79	21
Students with Disabilities	School	24	31	55	45	23	12	35	65	30	30	60	40
	Division	17	24	41	59	25	26	51	49	38	31	68	32
	State	15	25	39	61	20	29	49	51	25	35	59	41
Economically Disadvantaged	School	14	48	62	38	21	26	47	53	20	43	63	37
	Division	11	42	52	48	22	43	64	36	28	46	74	26
	State	11	33	44	56	17	36	53	47	20	41	61	39

Mathematics 7th grade

Adv Prof Pass Fail Adv Prof Pass Fail Adv Prof Pass Fail

Mathematics		Grade 7											
All Students	School	25	31	56	44	33	39	72	28	24	54	78	22
	Division	26	34	60	40	34	39	73	27	21	52	73	27
	State	20	36	56	44	24	41	65	35	28	43	71	29
Female	School	28	33	61	39	38	35	73	27	21	53	74	26
	Division	27	33	60	40	37	37	74	26	17	55	72	28
	State	20	37	57	43	24	43	66	34	28	45	72	28
Male	School	22	30	51	49	27	43	70	30	27	54	81	19
	Division	24	35	59	41	32	41	73	27	24	50	74	26
	State	20	34	55	45	24	40	64	36	28	42	71	29
Black	School	14	33	47	53	21	37	58	42	13	49	62	38
	Division	14	32	46	54	19	38	57	43	13	49	62	38
	State	10	30	40	60	13	37	50	50	16	41	57	43
Hispanic	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	14	36	50	50	29	53	82	18	36	50	86	14

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2006-2007				2007-2008				2008-2009			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
White	State	10	31	41	59	13	37	50	50	19	42	61	39
	School	32	30	63	38	38	39	77	23	32	56	88	12
Students with Disabilities	Division	31	35	66	34	39	39	78	22	24	54	78	22
	State	25	39	64	36	30	44	74	26	34	45	79	21
Economically Disadvantaged	School	21	21	43	57	16	25	41	59	56	19	74	26
	Division	15	13	28	72	32	21	52	48	46	20	66	34
Limited English Proficient	State	16	20	37	63	23	27	50	50	31	32	63	37
	School	20	27	47	53	21	39	60	40	21	55	75	25
State	Division	17	29	47	53	23	37	60	40	22	47	69	31
	State	11	29	40	60	14	37	51	49	19	41	60	40
State	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	18	45	64	36	30	40	70	30	<	<	<	<
State	12	28	40	60	14	35	49	51	21	39	61	39	

Mathematics 8th grade

Adv Prof Pass Fail Adv Prof Pass Fail Adv Prof Pass Fail

Mathematics		Grade 8											
All Students	School	33	38	70	30	46	38	84	16	59	34	93	7
	Division	31	41	72	28	43	42	84	16	59	33	91	9
	State	41	36	77	23	45	38	83	17	51	34	85	15
Female	School	29	44	73	28	54	37	90	10	63	28	91	9
	Division	31	43	74	26	44	41	85	15	59	33	93	7
	State	41	38	80	20	46	39	85	15	53	35	88	12
Male	School	36	31	68	33	38	39	77	23	55	40	95	5
	Division	30	40	70	30	42	42	84	16	58	32	90	10
	State	40	35	75	25	45	36	81	19	50	34	83	17
Black	School	20	37	57	43	34	45	79	21	51	35	86	14
	Division	17	43	60	40	27	49	76	24	49	40	88	12
	State	24	41	64	36	27	44	72	28	35	42	77	23
Hispanic	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	0	58	58	42	8	69	77	23	76	24	100	0
	State	28	37	65	35	34	40	74	26	41	37	78	22
White	School	41	37	78	22	55	33	88	12	62	34	96	4
	Division	38	40	78	22	51	38	88	12	61	31	92	8
	State	48	35	84	16	53	35	89	11	58	32	90	10
Asian	School	-	-	-	-	-	-	-	-	<	<	<	<
	Division	-	-	-	-	-	-	-	-	<	<	<	<
	State	-	-	-	-	-	-	-	-	76	19	95	5
Students with Disabilities	School	20	16	36	64	41	21	62	38	35	45	81	19
	Division	17	30	47	53	27	38	65	35	41	39	80	20
	State	19	28	47	53	25	33	58	42	34	35	69	31
Economically Disadvantaged	School	21	40	61	39	37	43	79	21	47	42	89	11
	Division	17	42	60	40	33	46	79	21	47	39	86	14
	State	24	40	64	36	29	43	72	28	36	41	77	23
Limited English Proficient	School	-	-	-	-	<	<	<	<	<	<	<	<
	Division	-	-	-	-	<	<	<	<	80	20	100	0
	State	-	-	-	-	25	27	70	20	44	25	70	24

Algebra I 8th grade

Adv Prof Pass Fail Adv Prof Pass Fail Adv Prof Pass Fail

Algebra I		High School											
All Students	School	23	77	100	0	21	79	100	0	59	41	100	0
	Division	17	75	92	8	16	77	93	7	23	72	95	5
	State	22	69	92	8	25	68	93	7	27	66	94	6
Female	School	13	87	100	0	25	75	100	0	67	33	100	0
	Division	17	78	95	5	19	75	94	6	26	69	95	5
	State	23	70	93	7	26	68	94	6	29	66	95	5
Male	School	36	64	100	0	14	86	100	0	50	50	100	0
	Division	18	72	90	10	14	78	91	9	20	74	94	6
	State	22	68	90	10	24	67	91	9	26	66	92	8
Black	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	8	83	91	9	5	85	90	10	15	78	92	8
	State	10	76	87	13	11	76	88	12	13	77	90	10
Hispanic	School	<	<	<	<	-	-	-	-	<	<	<	<
	Division	7	93	100	0	-	-	-	-	25	75	100	0
	State	14	73	88	12	-	-	-	-	17	73	90	10
White	School	27	73	100	0	21	79	100	0	59	41	100	0
	Division	21	71	93	7	22	72	94	6	27	69	96	4
	State	26	68	94	6	30	65	95	5	33	63	95	5
Students with Disabilities	School	-	-	-	-	-	-	-	-	<	<	<	<
	Division	-	-	-	-	-	-	-	-	8	80	88	13
	State	-	-	-	-	-	-	-	-	8	72	79	21
Economically Disadvantaged	School	<	<	<	<	15	85	100	0	<	<	<	<
	Division	10	81	91	9	7	83	90	10	14	78	92	8
	State	11	75	86	14	13	75	88	12	14	75	89	11