
2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*
Cover Sheet

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

Official School Name W.H. Keister Elementary
(As it should appear in the official records)

School Mailing Address 100 Maryland Avenue
(If address is P.O. Box, also include street address)

Harrisonburg VA 22801-2801
City State Zip Code+4 (9 digits total)

Tel. (540) 434-6584 Fax (540) 434-4452

Website/URL www.harrisonburg.k12.va.us E-mail aconners@harrisonburg.k12.va.us

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

(Principal's Signature) Date _____

Name of Superintendent* Dr. Donald J. Ford
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Harrisonburg City Public Schools Tel. (540) 434-9916

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Thomas C. Mendez
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 4 Elementary schools
 1 Middle schools
 Junior high schools
 1 High schools
 Other (Briefly explain)
- 6 TOTAL

2. District Per Pupil Expenditure: \$9,056.00
- Average State Per Pupil Expenditure: \$6,316.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 14 Number of years the principal has been in her/his position at this school.
- If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	52	29	81		7			
1	34	38	72		8			
2	44	35	79		9			
3	44	43	87		10			
4	42	24	66		11			
5	46	38	84		12			
6					Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →								469

6. Racial/ethnic composition of the students in the school:
- | |
|--|
| <u>66.74</u> % White |
| <u>8.84</u> % Black or African American |
| <u>19.58</u> % Hispanic or Latino |
| <u>4.42</u> % Asian/Pacific Islander |
| <u>0.42</u> % American Indian/Alaskan Native |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 19%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	51
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	33
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	84
(4)	Total number of students in the school as of October 1	454
(5)	Subtotal in row (3) divided by total in row (4)	.19
(6)	Amount in row (5) multiplied by 100	19

8. Limited English Proficient students in the school: 34 %
158 Total Number Limited English Proficient
 Number of languages represented: 13
 Specify languages: Bosnian, Gujarati, Korean, Kurdish, Mixteca, Otomi, Pashtu, Russian, Spanish, Tigrigna, Ukrainian, Urdu, Vietnamese
9. Students eligible for free/reduced-priced meals: 43.39 %

210 Total Number Students Who Qualify

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

10. Students receiving special education services: 14 %
67 Total Number of Students Served

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>35</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness
	<u>2</u> Emotionally Disturbed
	<u>11</u> Developmentally Delayed

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	_____
Classroom teachers	<u>25</u>	_____
Special resource teachers/specialists	<u>20</u>	<u>2</u>
Paraprofessionals	<u>14</u>	_____
Support staff	<u>2</u>	_____
Total number	<u>63</u>	<u>2</u>

12. Average school student-“classroom teacher” ratio: 18.9
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	<u>96.2%</u>	<u>94.7%</u>	<u>92.5%</u>	<u>95.1%</u>	<u>96.2%</u>
Daily teacher attendance	<u>97.11%</u>	<u>95.35%</u>	<u>94.13%</u>		
Teacher turnover rate	<u>11.94%</u>	<u>10.64%</u>	<u>10.77%</u>		
Student dropout rate					
Student drop-off rate					

PART III SUMMARY

W.H. Keister Elementary is one of four public elementary schools in the city of Harrisonburg, Virginia. Harrisonburg is located in the heart of the Shenandoah Valley with a population of forty thousand citizens. The school division also has one middle and one high school and serves approximately four thousand students. The school, built in 1955, is named in honor of Dr. William H. Keister, who served Harrisonburg City Public Schools for more than fifty years as teacher, principal and first appointed division superintendent.

Keister Elementary is located on seventeen acres in the heart of the city. The school consists of twenty-five regular classrooms, a media center, gymnasium, two computer labs and a multipurpose room which serves as a cafeteria and an auditorium. Four hundred seventy-five children, grades kindergarten through grade five, are currently enrolled. There are four sections of each grade with the exception of third grade where there are five sections. During the fall of 1983, Harrisonburg annexed part of Rockingham County and the student population became more diverse. In the 1990's this trend has continued with an influx of immigrants to the area due to an outpouring of support from area churches, assistance from the federal government with regard to affordable housing and a favorable local job market. Currently thirty-four percent of Keister students speak a language other than English. The Harrisonburg City Public School Division holds the distinction in the state of Virginia of having the highest percentage of English As Second Language students in its population.

In the spring, 1994, the Head Start classroom was opened and serves seventeen three and four-year-olds annually. During the 1999-2000 school year, a major renovation project was begun of the original 1955 portion of the building. Electrical, lighting, plumbing and HVAC systems were upgraded.

The school's mission is to promote student learning. Students are valued as unique individuals with different intellectual, social, emotional, cultural and physical needs. All members of the school community (teachers, parents, administrators and community members) share the responsibility to help students reach their maximum potential and become responsible, productive citizens as well as life-long learners.

The basic beliefs held in the school community are that student learning needs are the primary focus of all decisions impacting the work of the school. In addition, students must be provided with appropriate opportunities for success and a variety of instructional approaches to support their learning. Teaching strategies, learning activities and student assessment support the curriculum. Finally it is believed that a student's self-esteem is enhanced by positive relationships, appropriate and clearly specified expectations and a mutual respect among and between students and staff. These beliefs are carried out by a competent, caring and highly qualified staff consisting of regular classroom teachers, two fine arts teachers, four special education teachers, two physical education teachers, an assistant principal, principal and a number of paraprofessionals.

The school staff also enjoys being in close proximity to Eastern Mennonite University and James Madison University. Several thousand volunteer hours are logged each year from members of these two universities as well as from the general community.

PART IV INDICATORS OF ACADEMIC SUCCESS

Question 1: Describe The Meaning of School's Assessment Results

Standards of Learning Tests (SOL) are given in the spring of each year to third and fifth graders. Reading skills are tested on the English subtest. Skills tested are grouped into the following reporting categories: Using Word Analysis and Strategies; Understanding of Printed and Resource Materials; Understanding Elements of Literature; Editing Grammar, Punctuation, and Spelling; and Planning, Composing and Revising (writing).

From year to year, school results can be compared to get a sense of how well the school is matching instruction to what is assessed. Reporting categories are tracked in order to illustrate trends in student achievement.

Since 1999, when the SOL results were first recorded, the school has shown an upward trend in English. This is especially true for third grade and holds true for the fifth grade with the exception of two categories: 'plan, compose and revise' and 'editing for grammar, capitalization and spelling.' Current discussions among our teachers about these two areas have yielded a plan of action to increase student achievement even further in these two categories. Overall, an increased number of students have tested out as proficient in the reporting categories and more of our students are achieving in the advanced range. This speaks to the hard work of our teachers and to their shouldering the responsibility to instruct each child at his or her level using effective strategies and techniques.

Two minority subgroups, Blacks and Hispanics, have shown an increase in achievement levels for the two years in which we have data. After testing in spring, 2004, we will have data to compare for special education students, English as a Second Language students and students who are impoverished.

SOL tests are also given each spring to third and fifth graders in mathematics. Skills that are tested are grouped into the following reporting categories: Number Sense; Computation/Estimation; Measurement/Geometry; Probability/Statistics; and Patterns/Functions/Algebra.

Keister scores have been well above the state benchmarks since we began tracking the data. Over the last three years, our fifth graders have shown steady increases in their math scores.

Most notable is the fact that while State math scores have increased from a 67% pass rate to a 74% pass rate, Keister scores have increased from a 66% pass rate to an 81% pass rate over the same period. This can be attributed to our teachers who have written appropriate math assessments and who have participated in an array of staff development activities.

PART IV INDICATORS OF ACADEMIC SUCCESS

Question 2: How School Uses Assessment Data To Improve Student Performance

Assessment results have been tracked and analyzed for many years giving the school the advantage of longitudinal data that is used to drive instructional decision-making. Tables and graphs are updated each summer by the principal and disseminated to all school stakeholders. A data disaggregator tool is used to analyze data by test reporting categories and demographic categories. It is also used to compare school scores to sister schools in Harrisonburg as well as across the state. Lists of names of students who are in the bottom quartile are disseminated to teachers for remediation purposes. It is expected that all students on these lists receive remedial help in those areas of need as identified by the test results. Students who have passed the tests but have shown weaknesses in reported skills are also identified for targeted assistance.

Discussions are held in a variety of settings about what trends are being noticed and what responses/solutions are necessary to increase student success. For example, is more time needed on teaching probability and statistics if the data indicates that our students need that? Have we interpreted the SOL objectives correctly so that students are being taught what is assessed? Other responses to data results have included realignment of curriculum, revision of curriculum maps, master schedule changes, addition of after school tutorial assistance for remedial students and the development of training strands for teachers.

Question 3: How School Communicates Student Performance

After information on given testing results is received, it is reviewed by a variety of stakeholders. The first review is done by the principal and central office staff, including content area supervisors and the Director of Curriculum and Instruction. Individual school data is discussed as well as data for the entire division. In this way, Harrisonburg City Schools' content supervisors are able to discuss kindergarten through grade twelve trends throughout the school division.

The test results are then shared with School Board members at their meetings. These meetings are televised to the local television audience on a public access channel. With that done, results are brought to the school level through faculty meetings, grade level meetings and instructional leadership team meetings. The results are analyzed at those meetings so that faculty and staff are confident in explaining what the results mean.

Finally, school and student performance is shared with parents and community members through Parent-Teacher Association meetings along with school and local newspaper coverage. Results are also posted on the school division's website. Each year a school report card is disseminated to our patrons and made available to the general public in the school office.

PART IV INDICATORS OF ACADEMIC SUCCESS

Question 4: How School Will Share Its Successes

The community at W.H. Keister Elementary has always been one that has been willing to share and never territorial about its programs and practices. The school is open to individuals and groups for the purpose of observation, discussion and training. Like pen pals, email buddies could be set up between teachers and principals of various educational institutions for question and answer sessions and scholarly discourse.

Faculty members will be available to make visits to schools to do seminars, workshops, peer modeling and co-teaching. The principal is always willing to share how data is tracked and analyzed and then communicated with the school's stakeholders. Proposals and presentations will be developed and made to professional groups, organizations and associations and at educational conferences. The school principal and several teachers have, as an example, presented at Virginia State Reading Association Conferences and the annual Virginia Governor's Education Conferences.

Practices and policies of the school have already been included in the book, Redefining Staff Development, by Laura S. Robb. The structure of Keister's staff development program was outlined and discussed in this text which was published by Heinemann (2000).

In Literacy Links, also by Laura S. Robb, our Headstart and primary teachers shared examples their teaching strategies. This "teach the teacher" format has been received most positively by those seeking more effective methods of instruction.

PART V CURRICULUM AND INSTRUCTION

Question 1: Describe The School Curriculum

W.H. Keister Elementary School's curriculum is based primarily on the Virginia Standards of Learning for English, Mathematics, Science and History and Social Science. The Virginia State Board of Education adopted the Standards of Learning (SOL) "to provide a framework for instructional programs designed to raise the academic achievement of all students in Virginia and are an important part of Virginia's efforts to provide challenging educational programs in the public schools."

In each of the four core content areas listed above, targets and expectations are set for each grade level. These targets have been shared with the school's patrons so all stakeholders are aware of what is being taught, when it is taught and exactly what is expected at each grade level. The SOL are considered the core curriculum for the school.

In English, they include objectives on the use of word analysis, understanding of printed and resource materials, understanding of elements in literature, editing grammar, capitalization, punctuation, spelling and planning, composing and revising a piece of writing. The school was also awarded a Reading First grant in the summer, 2003. Students in kindergarten through third grades use Houghtin-Mifflin's A Nation Of Readers as their core reading program. Also included in the comprehensive reading program are leveled books and a variety of supplemental materials. In addition to this curriculum, the school division has elected to go beyond these standards by crafting a literacy framework in language arts. This curriculum guide includes philosophical statements and expectations about literate communities and defines the teacher's roles as model, instructor, manager and communicator.

In mathematics, skills objectives include number sense, computation and estimation, measurement and geometry, probability and statistics and patterns, functions and algebra. This curriculum is spiraled throughout the kindergarten through fifth grade years so that children have the opportunity to master content developmentally as well as to build upon what has been previously presented. The mathematics curriculum guide includes a mission statement which states that, "Our mission is to prepare every student to succeed and to contribute to a better world. We will strive to do this in an academically challenging, safe, and nurturing environment where all students, parents and community members are active participants." A textbook series that closely matched that mission and was aligned with the SOL was adopted.

The science curriculum has four components: scientific investigation; force, motion, energy and matter; life processes and living systems; and earth, space systems and cycles. Again the curriculum includes objectives by grade level.

The fourth content area of the core curriculum is history and social sciences. Students are exposed to a wide variety of topics including civics, geography, economics and history.

Reading and mathematics are subjects that are integrated into the total curriculum throughout the day. It is not unusual for students to use their literacy and math skills in the art room, music room and in physical education. These resource teachers are very committed to collaboration with regular classroom teachers.

PART V CURRICULUM AND INSTRUCTION

Question 2: School Reading Program

The reading curriculum followed by Keister Elementary is a comprehensive research-based program which enhances what is required by Virginia Standards of Learning (SOL). The purchase of leveled books, classroom libraries, and the establishment of a school book room have been a high priority in the school over the last several years.

The Houghtin-Mifflin series, A Nation of Readers, is used. This series was adopted by the school as part of its Reading First grant and was one of several approved by the Virginia State Department of Education. In addition to this anthology, a new program developed by Dorothy Donat called Reading Their Way is used. Leveled books play a major role daily as reading is integrated into all content areas throughout the day.

As assessment data is collected and analyzed, teachers group their students according to their instructional reading levels. Lessons are framed around the five components of reading: phonemic awareness; phonics; fluency; vocabulary and comprehension. Instruction takes place individually, in small groups and in the whole group and is delivered by classroom teachers, reading specialists, special education specialists and paraprofessionals. The computer lab is used as one facet of the small group rotation process.

The aforementioned Houghtin-Mifflin series will be used by grades two through five beginning in the fall, 2004. Currently in those grades there is a strong emphasis on the use of leveled books and other materials that have proven effective. Small and whole group instruction is used with these materials and the format is a modified tutorial approach based upon Darryl Morris' Howard Street Tutorial Model. Students reread books, study phonics, read new stories and write about what they have read in these small group sessions.

In addition to these components of the curriculum, teachers read aloud each day. There is also sustained silent reading time whenever possible to increase the time of students' eyes on print.

PART V CURRICULUM AND INSTRUCTION

Question 3: Describe One Other Curriculum Area

Science is one of our core content areas which incorporates essential life knowledge and skills. The school's mission is to make sure that student learning needs are the primary focus of instruction and the science curriculum is filled with goals that speak to student learning. Students are actively engaged in science from the moment they begin their school careers. Primary teachers begin by putting items such as rocks, shells, leaves, etc. out on tables with magnifying glasses nearby. Students are encouraged to notice these collections and to discuss their findings with their peers. Life processes are studied when caterpillars emerge into butterflies and seeds are sown and grow into small plants. Because of the focus on active learning, the school undertook a major project several years ago by creating a nature trail. Plants and trees were identified and the trail is a combination of hardwood forest and grassland. Children are periodically taken on the trail when its use dovetails with goals and objectives. Students have been caving and have studied astronomy during an overnight camping trip at a local camp. The students at the local high school have traveled to our school to present assemblies for our students and have hosted our fifth graders for a day of science. Because the school is located near two universities, many of their resources have been mined. How lucky to have two planetariums in the City, a geology department, etc. along with professors who are willing to share their expertise with elementary children. The Merck Corporation has given our students a 'Fun With Science' assembly on alternate years. The experiments they share always have a positive influence on our students not to mention their 'big bang' of a finale when a small amount of material is ignited. Our teachers have worked with the Virginia Cooperative Extension to test soil samples and to plan a Virginia garden. A local environmentalist is funding a rain garden on site. A stream which flows near the boundary of the school's property, Blacks' Run, is used for taking water samples. A community group dedicated to cleaning up this stream and creating a greenway is applying for a grant and incorporating the use of our elementary school students for a variety of projects. As you can see, students at Keister Elementary School experience science not just read about it.

PART V CURRICULUM AND INSTRUCTION

Question 4: Different Instructional Methods

The list of methods used by our instructional personnel is as wide and as varied as the teachers we employ. Teachers use a diagnostic/prescriptive method of instruction. The information that assessments reveal is used to formulate goals and objectives for individuals as well as groups of children. Once goals are identified then instructional techniques and activities are planned. The primary focus of instruction has been to teach children strategies that they can use to apply, extend, and add to the skills and knowledge initially taught by teachers. It is in the learning of strategies then, that children learn how to problem solve and how to use their critical thinking skills. In reading, that means learning strategies for gleaning knowledge from a variety of non-fiction materials. Through modeling and talking it out loud, teachers pass along strategies that good readers use to be successful at the task at hand. Teachers also use the book room to share lots of good literature to unlock the features that good writers and readers use to successfully interact with text. For example, to retell a story, many examples of story openings of quality literature are used to show students the breadth and depth that writers employ when engaging readers in their stories. Typically teachers begin lessons with reminders about what good readers do and in this way our teachers activate prior knowledge and send a clear expectation of what strategies children are to use. Literate conversations are also a big part of instructional methodology. Teachers listen to children who discuss with pairs and in small groups to determine the thought processes in motion. In this way, teachers can assess informally how well students are interacting with the text. Readers' workshops, guided reading, choral and echo reading are used in conjunction with read-alouds and directed reading thinking activities to engage and motivate students in reading. Our teachers are always looking at current research information and trying out new techniques in order to meet all of our children's needs.

PART V CURRICULUM AND INSTRUCTION

Question 5: Professional Development Program

Keister Elementary has always had a very strong staff development program. Each year the principal in concert with staff members identifies the needs of the instructional staff and plans for in-service for the following school year. Since the inception of the Virginia Standards of Learning (SOL) the focus of most of the staff development program has been on what the test data is telling us. Conversations about student performance by test item and individual student performance on each of the four core areas are followed by discussions of trends over the course of the five year testing program. In the first years of the testing program, teachers made sure that they were aligning the curriculum to state expectations under the SOL. Grade levels adjusted their pacing of lessons as well as their emphasis on certain test reporting categories due to this analysis of data results. Grade level and faculty meetings were used to introduce teachers to specific test vocabulary and data analysis skills. In addition to these meetings, there are professional study groups during the second semester of each year. These seminars are designed to meet individual teacher needs by offering a cafeteria approach to staff development. Teachers on the literacy and technology committees plan for on-going themes of development in addition to topics identified earlier in the school's staff development plan. Facilitators are in-house teachers, content area supervisors, division-level personnel and consultants. As an example, the principal led a book talk for interested kindergarten through fifth grade teachers during the 2002-3 school year on Classroom Instruction That Works by Robert Marzano. The staff development process at Keister Elementary is prominently featured in a book by Laura Robb entitled Redefining Staff Development.

Keister Elementary - Grade 3 English

	2002-2003	2001-2002	2000-2001
<i>Testing Month</i>	May	May	May
SCHOOL SCORES			
% Below Standard (Fail)	31	35	38
% At or Above Meeting Standards (Proficient)	68	65	62
% At or Above Exceeds Standards (Advanced)	27	16	5
Number of students tested	70	71	83
Percent of total students tested	94.6	100	95.4
Number of students excluded	4	0	4
Percent of students excluded	5	0	5
SUBGROUP SCORES			
1. Black			
% Below Standard (Fail)	46	80	75
% At or Above Meeting Standard (Proficient)	54	20	25
% At or Above Exceeds Standards (Advanced)	9	0	0
Number of students tested	11	10	8
2. Hispanic			
% Below Standard (Fail)	50	86	50
% At or Above Meeting Standard (Proficient)	50	14	50
% At or Above Exceeds Standards (Advanced)	20	0	0
Number of students tested	10	7	8
3. Low Income - Free/Reduced Lunch students			
% Below Standard (Fail)	52	76	35
% At or Above Meeting Standard (Proficient)	48	24	NA
% At or Above Exceeds Standards (Advanced)	13	0	NA
Number of students tested	23	25	NA
STATE SCORES			
Total - Percent of Students			
Below Standards (Fail)	28	28	35
At or Above Meeting Standard (Proficient)	72	72	65
At or Above Exceeds Standards (Advanced)	19	NA	NA

Keister Elementary - Grade 3 Math

	2002-2003	2001-2002	2000-2001
<i>Testing Month</i>	May	May	May
SCHOOL SCORES			
% Below Standard (Fail)	18	19	19
% At or Above Meeting Standard (Proficient)	82	81	81
% At or Above Exceeds Standard (Advanced)	56	36	48
Number of students tested	70	73	91
Percent of total students tested	94.6	86.9	94.8
Number of students excluded	4	11	5
Percent of students excluded	5	13	5
SUBGROUP SCORES			
1. Black			
% Below Standard (Fail)	55	45	32
% At or Above Meeting Standard (Proficient)	45	55	68
% At or Above Exceeds Standard (Advanced)	27	9	34
Number of students tested	11	11	9
2. Hispanic			
% Below Standard (Fail)	30	57	25
% At or Above Meeting Standard (Proficient)	70	43	75
% At or Above Exceeds Standard (Advanced)	50	0	25
Number of students tested	10	7	8
3. Free/Reduced Lunch students			
% Below Standard (Fail)	26	46	NA
% At or Above Meeting Standard (Proficient)	74	54	NA
% At or Above Exceeds Standard (Advanced)	26	2	NA
Number of students tested	23	23	NA
STATE SCORES			
Total - Percent of Students			
Below Standards (Fail)	17	20	23
At or Above Meeting Standard (Proficient)	83	80	77
At or Above Exceeds Standards (Advanced)	48	NA	NA

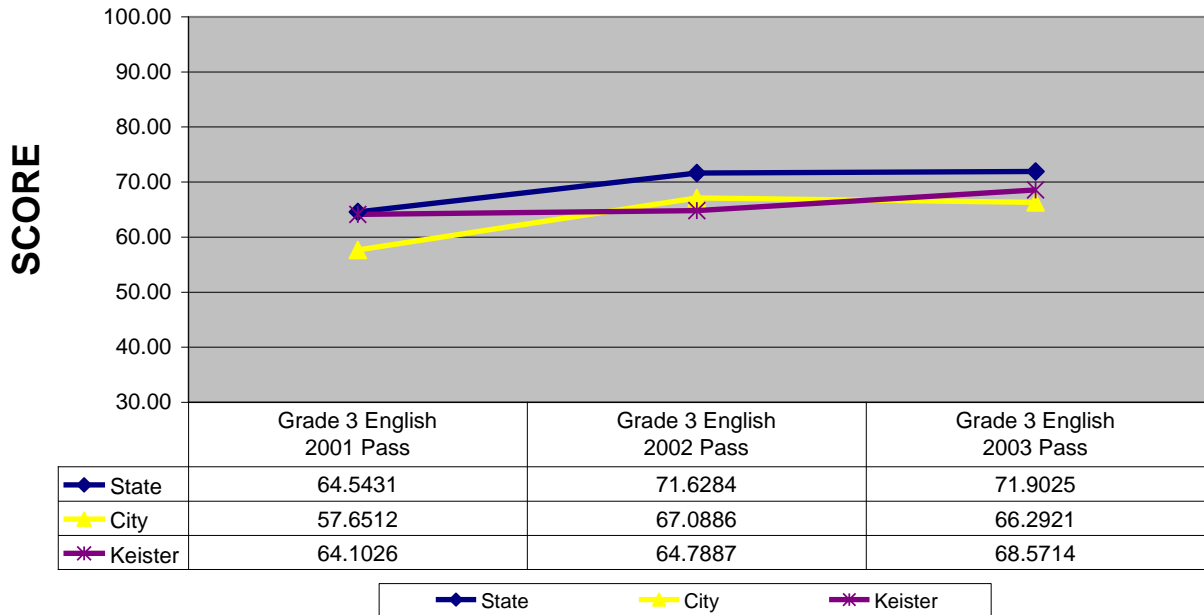
Keister Elementary - Grade 5 English

	2002-2003	2001-2002	2000-2001
<i>Testing Month</i>	May	May	May
SCHOOL SCORES			
% Below Standard (Fail)	12	17	33
% At or Above Meeting Standard (Proficient)	88	83	67
% At Or Above Exceeds Standard (Advanced)	28	37	11
Number of students tested	89	81	80
Percent of total students tested	96.7	96.4	94.1
Number of students excluded	3	3	5
Percent of students excluded	3	4	6
SUBGROUP SCORES			
1. Black			
% Below Standard (Fail)	0	25	25
% At or Above Meeting Standard (Proficient)	100	75	75
% At or Above Exceeds Standard (Advanced)	0	0	0
Number of students tested	9	4	4
2. Hispanic			
% Below Standard (Fail)	34	87	58
% At or Above Meeting Standard (Proficient)	66	13	42
% At or Above Exceeds Standard (Advanced)	5	0	0
Number of students tested	18	8	12
3. Free/Reduced Lunch students			
% Below Standard (Fail)	19	45	NA
% At or Above Meeting Standard (Proficient)	81	55	NA
% At or Above Exceeds Standard (Advanced)	16	11	NA
Number of students tested	31	18	NA
STATE SCORES - % Passing			
Total - Percent of Students			
Below Standards (Fail)	18	22	25
At or Above Meeting Standard (Proficient)	82	78	73
At or Above Exceeds Standards (Advanced)	19	NA	NA

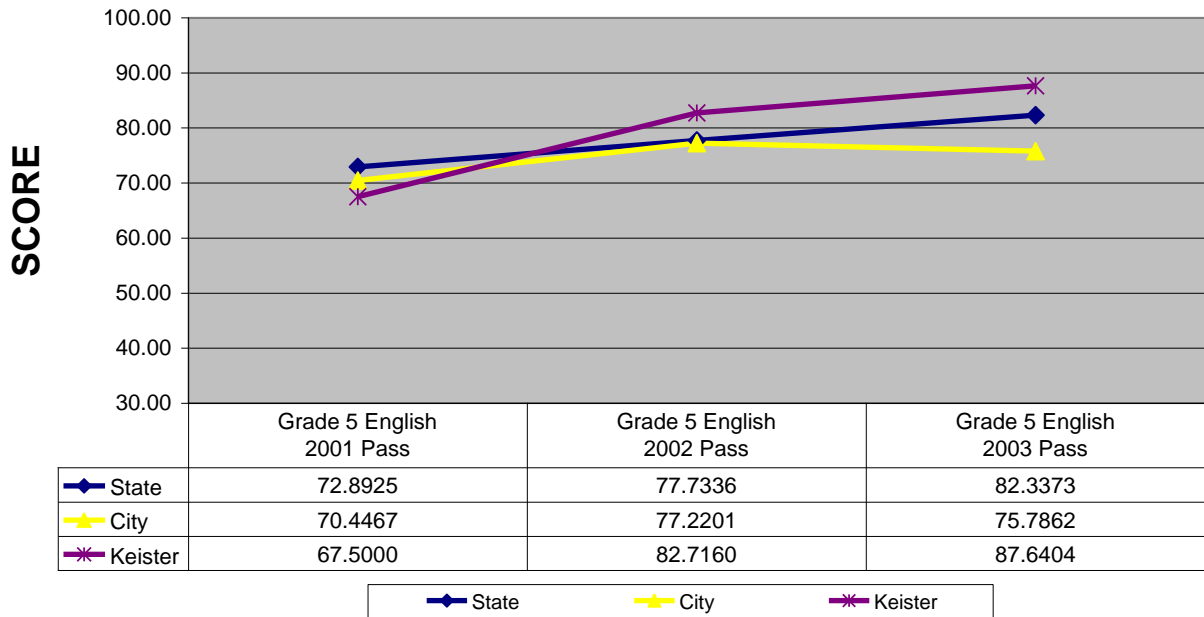
Keister Elementary - Grade 5 Math

	2002-2003	2001-2002	2000-2001
<i>Testing Month</i>	May	May	May
SCHOOL SCORES			
% Below Standard (Fail)	19	31	33
% At or Above Meeting Standard (Proficient)	81	69	67
% At or Above Exceeds Standard (Advanced)	23	20	24
Number of students tested	89	84	80
Percent of total students tested	96.7	100	94.1
Number of students excluded	3	0	5
Percent of students excluded	3	0	6
SUBGROUP SCORES			
1. Black			
% Below Standard (Fail)	0	50	40
% At or Above Meeting Standard (Proficient)	100	50	60
% At or Above Exceeds Standard (Advanced)	12	0	0
Number of students tested	8	4	5
2. Hispanic			
% Below Standard (Fail)	0	62	58
% At or Above Meeting Standard (Proficient)	100	38	42
% At or Above Exceeds Standard (Advanced)	8	0	17
Number of students tested	12	8	12
3. Free/Reduced Lunch students			
% Below Standard (Fail)	32	57	NA
% At or Above Meeting Standard (Proficient)	68	43	NA
% At or Above Exceeds Standard (Advanced)	16	0	NA
Number of students tested	31	21	NA
STATE SCORES - % Passing			
Total - Percent of Students			
Below Standards (Fail)	26	29	33
At or Above Meeting Standard (Proficient)	74	71	67
At or Above Exceeds Standards (Advanced)	18	NA	NA

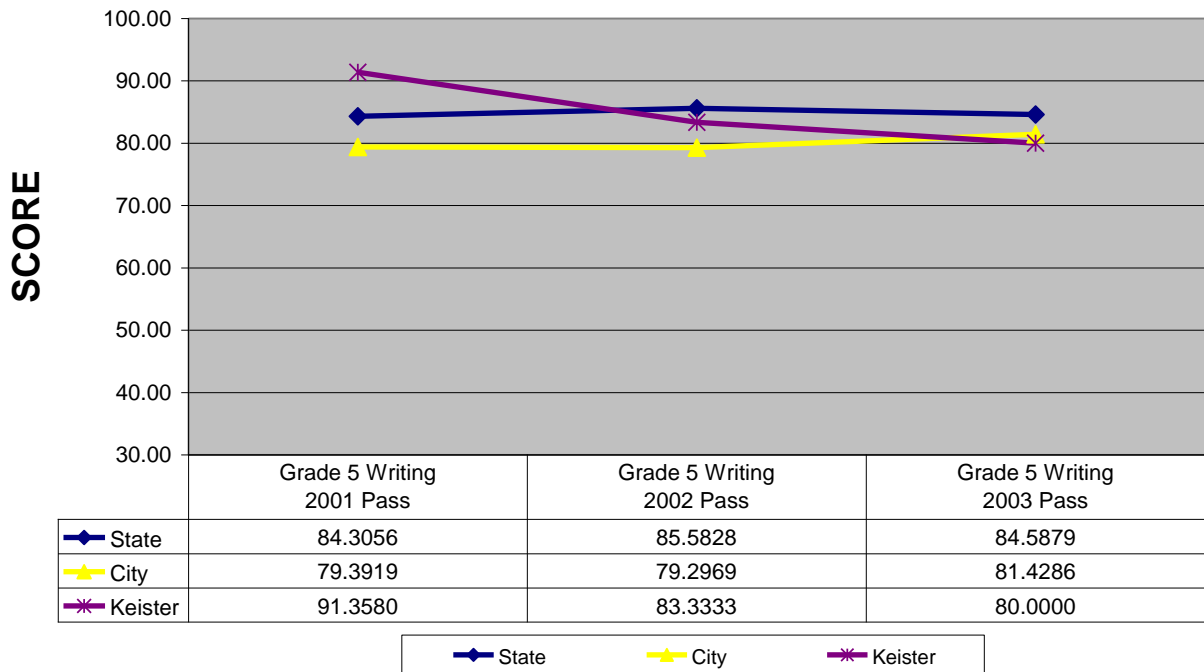
KEISTER ELEMENTARY SPRING 2003 GRADE 3 ENGLISH SOL PASS RESULTS



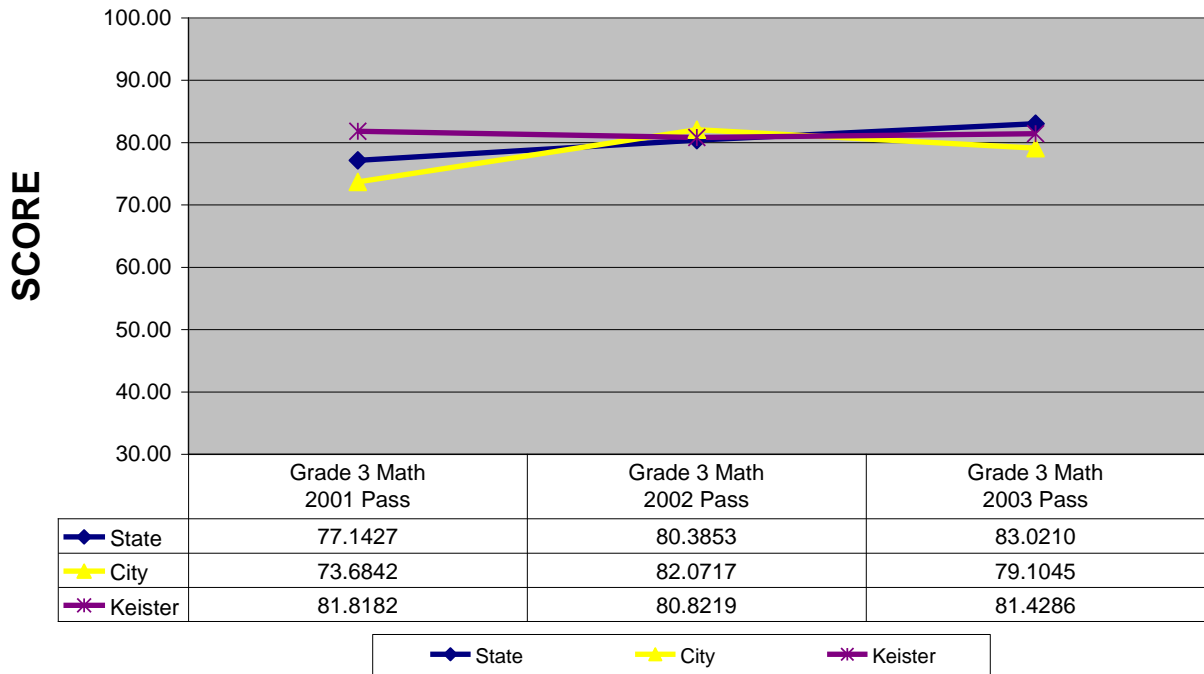
KEISTER ELEMENTARY SPRING 2003 GRADE 5 ENGLISH SOL PASS RESULTS



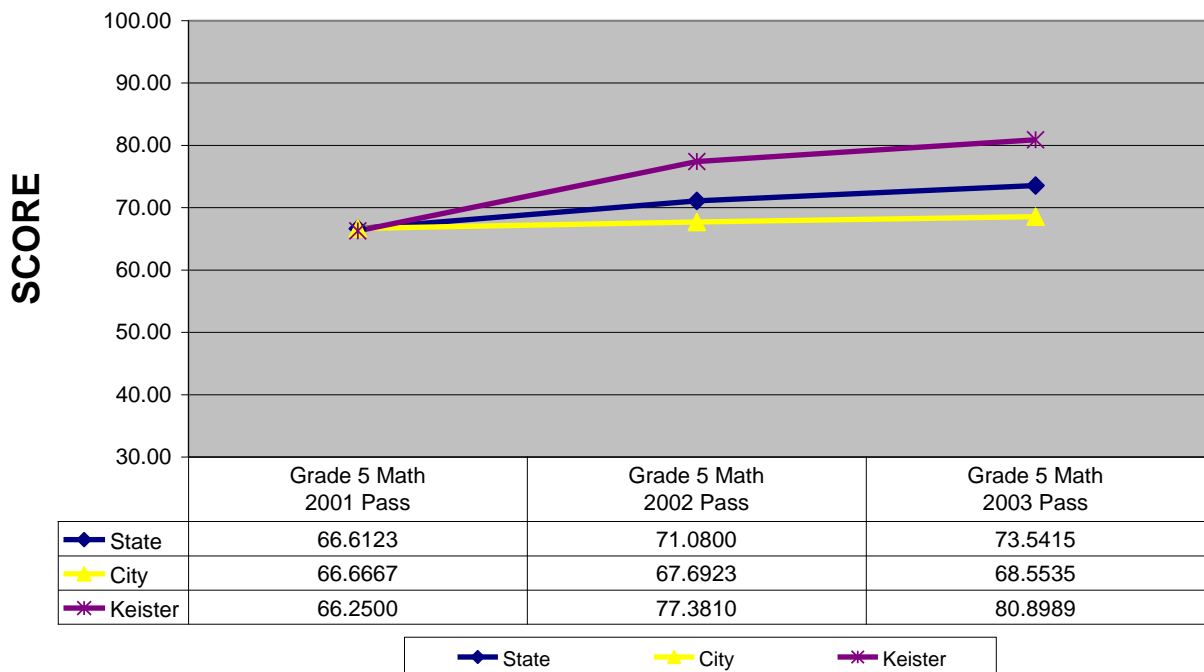
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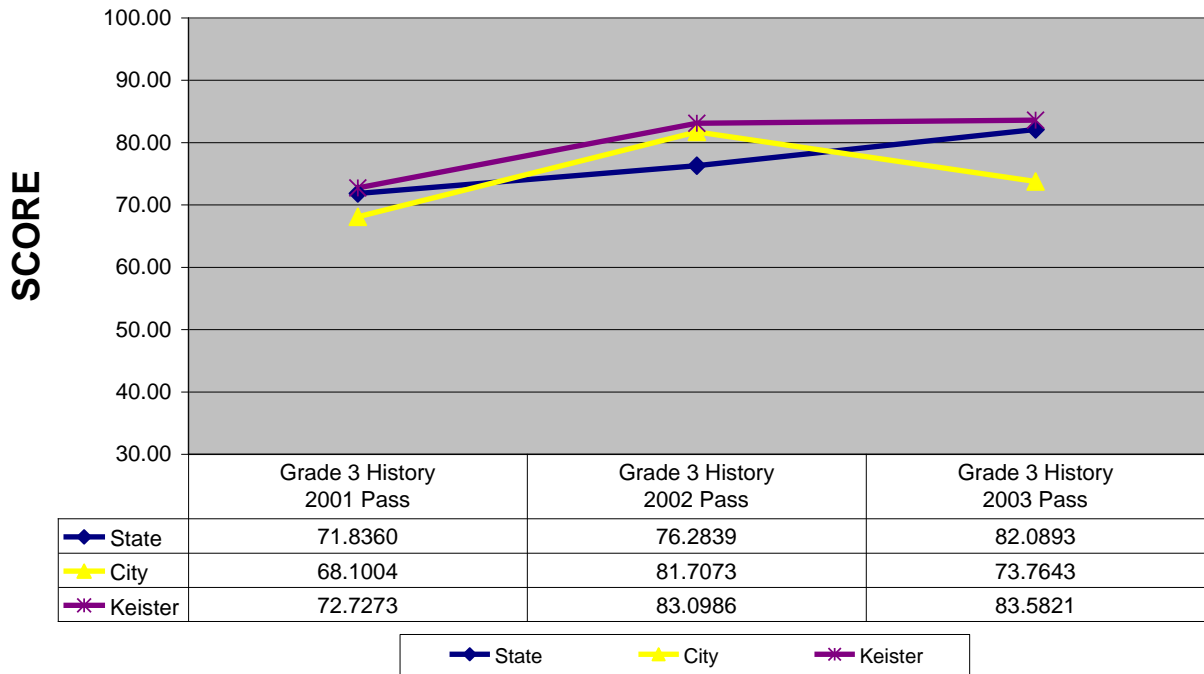
KEISTER ELEMENTARY SPRING 2003 GRADE 3 MATH SOL PASS RESULTS



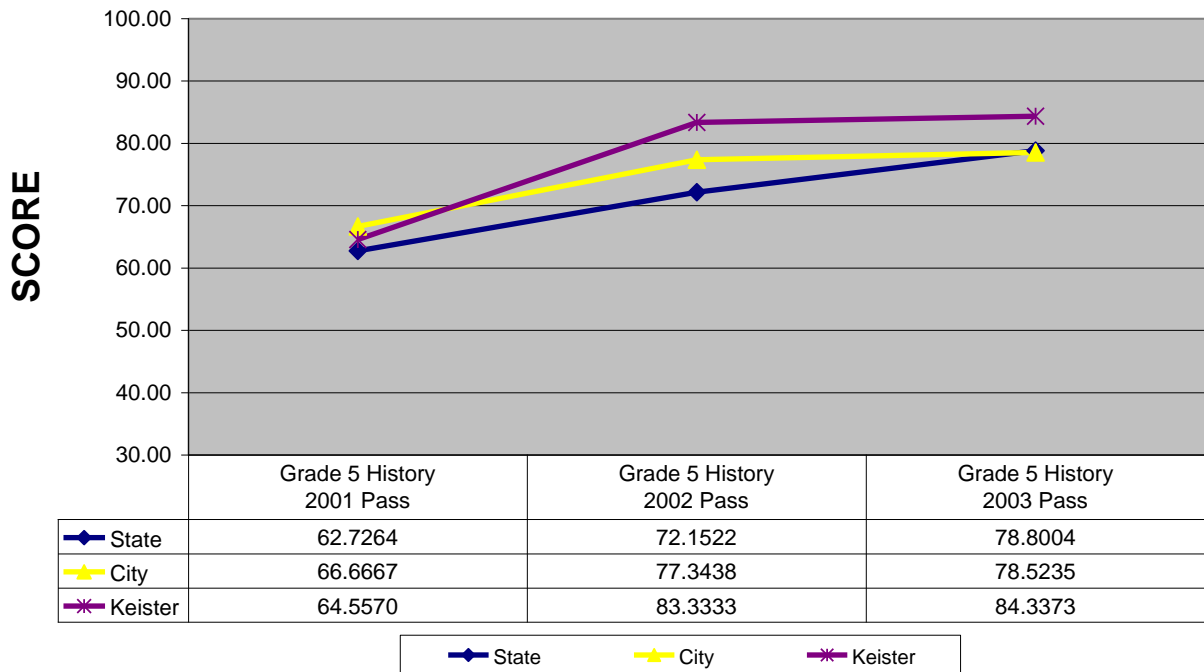
KEISTER ELEMENTARY SPRING 2003 GRADE 5 MATH SOL PASS RESULTS



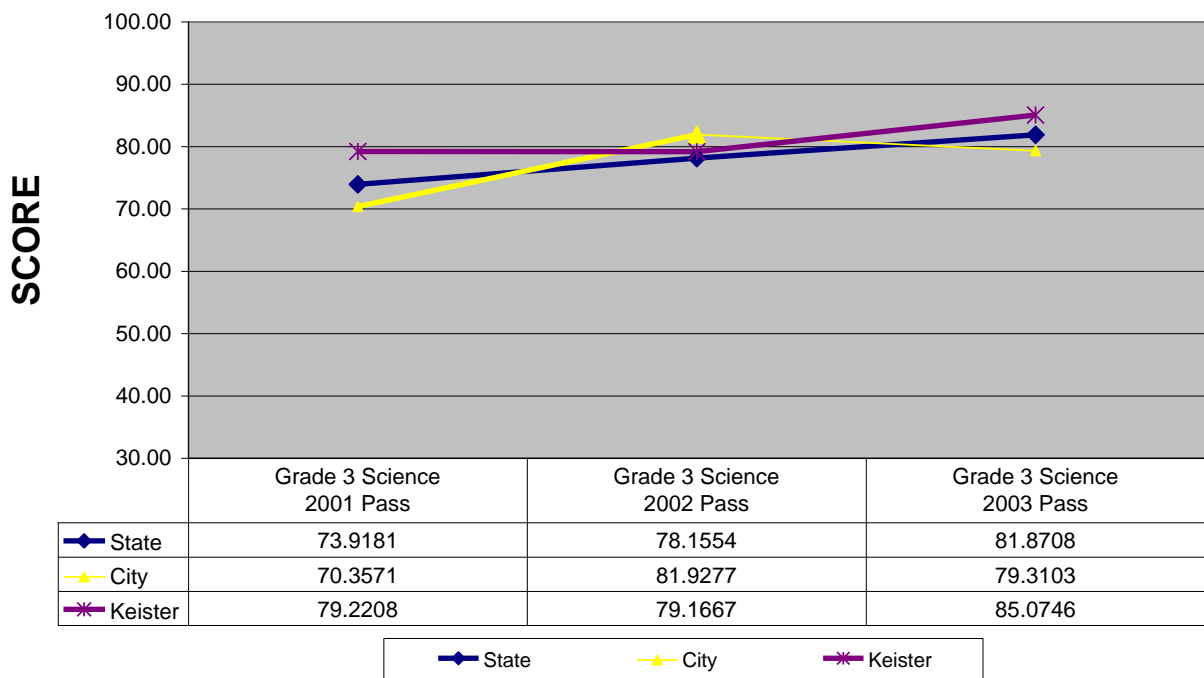
KEISTER ELEMENTARY SPRING 2003 GRADE 3 HISTORY SOL PASS RESULTS



KEISTER ELEMENTARY SPRING 2003 GRADE 5 HISTORY SOL PASS RESULTS



KEISTER ELEMENTARY SPRING 2003 GRADE 3 SCIENCE SOL PASS RESULTS



KEISTER ELEMENTARY SPRING 2003 GRADE 5 SCIENCE SOL PASS RESULTS

