
**2002-2003 *No Child Left Behind*—*Blue Ribbon Schools Program*
Cover Sheet**

Name of Principal **Mrs. Linda R. Stagg**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name **Cool Spring Elementary School**
(As it should appear in the official records)

School Mailing Address **9964 Honey Meadows Road**
(If address is P.O. Box, also include street address)

Mechanicsville **Virginia** **23116-2603**
City State Zip Code+4 (9 digits total)

Tel. **(804) 559-3784** Fax **(804) 559-3726**

Website/URL **hcps2.hanover.k12.va.us** Email **lstagg@hanover.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 **March 26, 2003**

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

Name of Superintendent **Dr. Stewart D. Roberson**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name **Hanover County Public Schools** Tel. **(804) 365-4500**

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 **March 26, 2003**

Name of School Board
President/Chairperson **Mr. John F. Axselle, III**

(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 **March 26, 2003**

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
4. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
5. 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.
6. 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

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

1. Number of schools in the district: 13 Elementary schools
 4 Middle schools
 0 Junior high schools
 3 High schools

 20 TOTAL
2. District Per Pupil Expenditure: \$6106
 Average State Per Pupil Expenditure: \$7657

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. 7 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	72	68	140		7	0	0	0
1	73	65	138		8	0	0	0
2	91	86	177		9	0	0	0
3	79	70	149		10	0	0	0
4	91	77	168		11	0	0	0
5	70	54	124		12	0	0	0
6	0	0	0		Other	0	0	0
TOTAL STUDENTS IN THE APPLYING SCHOOL								896

6. Racial/ethnic composition of the students in the school:
- | | |
|-----------|----------------------------------|
| <u>93</u> | % White |
| <u>4</u> | % Black or African American |
| <u>1</u> | % Hispanic or Latino |
| <u>2</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 4.4%

(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.	23
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	40
(4)	Total number of students in the school as of October 1	907
(5)	Subtotal in row (3) divided by total in row (4)	.0441
(6)	Amount in row (5) multiplied by 100	4.41

8. Limited English Proficient students in the school: 1%
7 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: **Chinese, Swedish**

9. Students eligible for free/reduced-priced meals: 2%
21 Total Number Students Who Qualify

If this method is not 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: 11 %
101 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>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>26</u> Specific Learning Disability
<u>2</u> Hearing Impairment	<u>38</u> Speech or Language Impairment
<u>2</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>3</u> Multiple Disabilities	<u>1</u> Visual Impairment Including Blindness
<u>15</u> Developmentally Delayed (VA regulation)	

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>40</u>	<u>0</u>
Special resource teachers/specialists	<u>15</u>	<u>10</u>
Paraprofessionals	<u>18</u>	<u>2</u>
Support staff	<u>13</u>	<u>2</u>
Total number	<u>88</u>	<u>14</u>

12. Student-“classroom teacher” ratio: 22.4

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	97.3%	97.2%	97.4%	97.2%	97.3%
Daily teacher attendance	88.9%	90.7%	89.7%	90.2%	89.3%
Teacher turnover rate	11%	11%	11%	4%	9%
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

Please Note: Teacher turnover rate is due to maternity/family leave, promotions, and full-time graduate work. Teacher attendance rate includes days missed for professional conferences and staff development opportunities, e.g. peer coaching training.

PART III – SUMMARY

Cool Spring Elementary School, recognized as one of the high achieving schools in the state of Virginia, has a student enrollment of 896 students and 88 full-time faculty and staff members and is located in the central corridor of Hanover County, Virginia. The student body consists of an ethnic/racial population that is 93% Caucasian, 4% African American, 2% Asian and 1% Hispanic. Staff, students, parents, and the community are committed to working together toward a common mission to ensure that all students are provided the opportunity to learn, achieve, and succeed.

Cool Spring Elementary School opened in the fall of 1997. The school has 88,000 square feet of floor space and shares a 156-acre site with Chickahominy Middle School and Atlee High School. Located eight miles northeast of the Richmond Metropolitan area, and two hours south of Washington, D.C., Cool Spring Elementary School enjoys a growing school population of students from middle socio-economic communities that reflect a rapid growth from rural to suburban lifestyles. With the increase in businesses moving into the metro-Richmond area, newly constructed subdivisions in the school's attendance area attract families because of the excellent reputation of its schools. A variety of businesses, richness in local history, and interested parents/citizens describe the neighborhoods. The culture of the community possesses educational and recreational advantages that promote the wholesome development of both students and community.

A core group of individuals including administrators, teachers, parents, students, and members of the community laid the foundation for Cool Spring Elementary School's direction and focus. This group envisioned a school that was student centered and community driven. The intent was, and remains, to involve all of Cool Spring's stakeholders in the plans, programs, activities, and major decision-making that impact the school. All stakeholders participate in a continuous school improvement process and accreditation through the Southern Association of Colleges and Schools. Cool Spring Elementary School is a community of learners who share a common bond: ***The mission of Cool Spring Elementary School is to ensure that all students are provided the opportunity to learn, achieve, and succeed.*** A collaborative approach allows Cool Spring to adhere to its mission with the following goals in mind: *To utilize teaching methods that maximize student achievement; To provide a safe, welcoming, and attractive learning environment; To communicate effectively with all members of the Cool Spring community; To promote and develop community partnerships; To provide and encourage relevant staff development; and To utilize shared decision-making to maintain a continuous plan of school improvement.*

At Cool Spring Elementary School, teachers are encouraged to be risk takers as they focus on instructional strategies that engage, compel, and empower students to venture beyond the actual text to demonstrate mastery of concepts. The school's partnership with families and the community have strengthened school programs and provide a wealth of opportunities for students and teachers. For the past four years, volunteers have averaged a total of 6500 hours per year, reflecting their commitment to the success of the school and its mission.

The challenge that has faced Cool Spring Elementary School from its conception has been to maintain high expectations for all students as enrollments have continued to climb. When the school was planned, design concepts were incorporated to provide a small family atmosphere in a large facility. Classrooms were aligned around core facilities, and individual spaces for resource and special programs were integrated throughout the building. Design features also included windows surrounding a courtyard to provide natural lighting in each classroom. In 1998, the Virginia School Board Association recognized Cool Spring Elementary School as the "Best Designed New Elementary School" in the state of Virginia.

In the fall of 1999, the Governor of Virginia, James S. Gilmore, officially recognized the students, staff, faculty, families, and administration of Cool Spring Elementary School for their outstanding example of academic achievement and educational leadership, noting, "Cool Spring Elementary School has demonstrated that the dedicated efforts of students, families, teachers, and administrators can make a profound difference in the lives of students, opening doors of opportunity and ensuring bright and promising futures."

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. State Testing Requirements

Cool Spring Elementary School is applying to be recognized as a *No Child Left Behind – Blue Ribbon School* regardless of the school’s demographics since its students achieve at the highest levels, and is in the top 10 percent in the state in reading (language arts or English) and mathematics. This achievement is measured by state criterion-referenced assessment.

The Virginia Standards of Learning Assessment, a criterion-referenced test, was first administered to students in the 1997-1998 school year and is administered in the spring to grades 3 & 5. Students in grades 3 are tested in English, Math, Science, and Social Studies. Students in grade 5 are tested in English, Writing, Math, Science and Technology. The county has chosen the option to test Social Studies in grade 4. For the state of Virginia, scores on the Virginia Standards of Learning Assessments are set on a range of scaled scores from 0-600, a score of 400 is the minimum score for passing (proficient) and the minimum score for advanced is 500. The reported percentage of students passing includes those scoring above proficiency and advanced. **Students at Cool Spring Elementary School have maintained at or above proficiency levels for all tested grades and content areas for the past four years of the Virginia Standards of Learning Test.** More specific test data is reflected in the appendix, and includes data not only for reading and mathematics, but also science and social studies.

Virginia Standards of Learning: Grade 3

Reading/Language	2001-02	2000-01	1999-00	1998-99	1997-98
TOTAL % PASSED	91%	86%	80%	81%	68%
Mathematics					
TOTAL % PASSED	96%	93%	95%	87%	74%

Virginia Standards of Learning: Grade 5

Reading/Language	2001-02	2000-01	1999-00	1998-99	1997-98
TOTAL % PASSED	92%	85%	88%	87%	87%
Mathematics					
TOTAL % PASSED	92%	88%	92%	81%	68%

All students participate in the state and district testing initiatives. Norm-referenced standardized tests are administered according to state and national guidelines. Beginning with the fall of 1997-98, the Stanford Achievement Test Ninth Edition (Stanford 9) was given to fourth grade students. Scores are reflected in the appendix for the past five years. Scores for the Stanford 9 are recorded in percentile scores and represent the average percentile score for all students tested. The national average is 50. The test is administered in September. In 2001 the test was administered two weeks following the terrorist attacks on September 11, 2001. Scores reflected a dip at the district and state level. A more specific representation of scores is available in the appendix, but the following summary reflects some of the highest percentile scores in the state.

Stanford 9 Achievement Test: Grade 4

Reading	2002-03	2001-02	2000-01	1999-00	1998-99
TOTAL SCORE	75	69	74	67	65
Mathematics					
TOTAL SCORE	79	77	82	70	59

In order to exempt students from standardized testing such as the Virginia Standards of Learning Assessments in grades three, four and five, as well as *The Stanford 9* in grade four, the following conditions must be considered as issued by the Virginia Department of Education. A student

can be considered for exemption or alternative assessment, if the student's current level of instruction does not include the SOL. In other words, a student functioning well below the grade level who has not received instruction on the SOL could be exempt from taking the test. In order to exempt a student from taking a standardized test, the IEP team, composed of parents, administrator, classroom teacher and special education teacher, must agree and document the decision in the student's Individual Education Plan (IEP).

2. Show how the school uses assessment data to understand and improve student and school performance.

Assessment at Cool Spring Elementary School is one of constant monitoring. Throughout the school year, student data is used as a driving force to determine curriculum alignment through planning, developing, implementing, revising, and evaluating. During the evaluation phase, strategies are developed and put into place to address current instructional needs. This continuous assessment process reinforces the school's mission. During the summer, school administrators analyze and disaggregate the results from Standards of Learning Tests by grade level, sub-group, content strand, and performance by question. At the opening of school, the principal provides an overview for the staff and then meets with each grade level to share test analysis and set expectations. Individual teachers receive their test results from the previous year as well as the individual test results for their current students. Teachers in grades 3-5 analyze student performance by question to determine areas that require more focus and emphasis in their individual instruction. The following strategies are utilized to improve student performance:

- Align planning, instruction, and classroom assessment with the Virginia Standards of Learning.
- Utilize curriculum guides, resource guides, curriculum planning calendars, pacing charts, and SOL Blueprints to establish priorities.
- Differentiate and pace instruction with ongoing student assessments in language arts and math as the basis for instructional decision making.
- Provide consistent ongoing review and practice in the core areas of math, language arts, science, and social studies.
- Employ the use of the system wide monitoring sheet for documenting pacing and mastery of objectives.
- Emphasize test-taking strategies in grades 2-5.
- Utilize early intervention programs in grades K-3.
- Provide intense remediation tutorial for at risk students in grades 4 and 5.

To help predict individual student success on the Virginia Standards of Learning and adjust instruction, a practice test was designed for all grade levels during the 1999-2000 school year. These grade level tests serve as a tool to assess individual and group needs in all core curriculum areas. Teachers use the information gained from the tests to adjust instruction while analyzing individual student needs. In addition to the district practice tests, school-wide measures of writing, spelling, math, and reading are systematically administered.

3. Describe how the school communicates student performance, including assessment data, to parents, students, and the community.

Cool Spring Elementary School has a variety of avenues for successfully communicating student performance and assessment data to parents, students, and the community, as indicated by a 98% satisfactory rating for school communication on a recent parent survey. Test results for individual schools are published annually in the Richmond Times-Dispatch as well as local newspapers for Hanover County. The Superintendent of Schools mails an annual report that includes accomplishments of the schools to each household in the school division. In addition to the annual State Report Card, a comprehensive

School Profile for Cool Spring Elementary School is mailed to the parents of all students. The school division website which includes the Cool Spring website and the school division cable television station provide patrons with current information regarding student and school accomplishments. At the school level, the monthly Cool Spring PTA Newsletter includes articles that focus on school performance and student achievement. Teachers communicate with individual parents via newsletters, report cards, progress reports, and parent-teacher conferences. Parents also receive copies of their children's individual test results and are invited to annual workshops that provide an explanation of the format of the reporting form and interpretation of scores. Conferences with guidance counselors, teachers, and administrators are available for parents to discuss test results and student progress on an individual basis.

4. Describe how the school will share its successes with other schools.

The administration and faculty at Cool Spring Elementary School are an open, collegial group of professionals who have the best interest of all children at heart. They continually look for programs and processes that will enhance their goals, and do not hesitate to share their own "best practices" with others. Cool Spring Elementary School currently invites schools in other school divisions across the state to observe and discuss strategies to enhance learning. The principal has served voluntarily as a consultant for other school divisions working to increase student achievement, and has also served as a chairperson on several state peer review teams for the Southern Association of Colleges and Schools. Teachers have presented at various local, state, and national conferences for mathematics, reading, and social studies. Teachers and administrators will continue to be available to share successful strategies for increasing student achievement, enhancing school climate, and developing partnerships with parents and the community. With the announcement of recognition as a No Child Left Behind-Blue Ribbon School Award School for 2003, public relations opportunities will include invitations for information sharing to schools across the state and nation.

PART V – CURRICULUM AND INSTRUCTION

1. Describe the school’s curriculum and show how all students are engaged with significant content, based on high standards.

The curriculum for Cool Spring Elementary is aligned with the Virginia Standards of Learning and the Hanover County curriculum guidelines and clearly defines the academic expectations for all students. In conjunction with the annual school plan that establishes the priorities for instruction, Cool Spring teachers develop annual curriculum pacing guides to insure that all students will meet the objectives at each grade level. While students receive daily instruction in the four core areas of English, mathematics, social studies, and science, weekly classes in music, art, and physical education play important supporting roles in the development of the whole child.

In language arts, teachers provide a variety of activities and experiences designed to prepare students to be literate and effective communicators. In grades K-5, a balanced literacy program incorporates fluency, word study, comprehension, and writing. Flexible grouping is used for word study and guided reading. A basal reading series aligned with curriculum standards is the primary source of materials. Teachers also use trade books to integrate language arts with math, science and social studies. To insure that students are effectively using content-area reading strategies and critical thinking skills, Project CRISS strategies (Creating Independence Through Student Owned Strategies) are embedded throughout the instruction.

The mathematics curriculum, based on the NCTM (National Council of Teachers) Standards, is dedicated to providing students with a strong foundation and understanding of mathematics. A variety of resources and manipulative materials are used to establish a hands-on mathematical environment that enables children to construct conceptual mathematical ideas and make connections among concepts and written and symbolic procedures. Teachers challenge students to engage in problem solving, mathematical reasoning, and applications. Through on-going assessment and flexible grouping, students are continuously challenged and accelerated. Math instruction is also integrated with technology through the CCC program allowing students to practice and explore math skills at their own pace.

The social studies curriculum is designed to develop knowledge of history, geography, civics, and economics. Students acquire an understanding of democratic values and their roles as citizens of Virginia, the United States, and the world. Trade books that have been carefully chosen for alignment with the Virginia Standards of Learning are the primary materials; however access to the Internet through classroom computers also enables students to have a rich source of information.

The science curriculum incorporates the standards, established by the National Science Teachers Association, and emphasizes a hands-on inquiry approach to learning and understanding science concepts. Teachers focus on the development of process skills as students observe, classify, count, measure, record, and analyze data. To facilitate this approach, teachers utilize science kits developed by the school division in alignment with the Virginia Standards of Learning. Other resources include the *Full Option Science System (FOSS)* and *Activities Integrating Math and Science (AIMS)*.

The primary instructional setting for the four core curriculum areas is heterogeneous self-contained grade level classrooms with differentiation of instruction for students with varying abilities. The IEP (Individual Educational Plan) drives instructional levels and accommodations for students with disabilities. A continuum of services is provided, and each plan defines the least restrictive environment for individual students. An SEP (Student Educational Plan) is utilized for students who are not meeting academic expectations as indicated by standardized test scores and/or on-going assessments. The plan, which is developed by the classroom teacher, lists interventions and accommodations that are necessary for the student to be successful. Students with an SEP are monitored by the Reading Resource Teacher. Remediation and tutorial support are provided as needed. Students that have been identified as gifted are cluster grouped within the heterogeneous classrooms. A DEP (Differentiated Education Plan) provides strategies and activities to support accelerated learning and enrichment in the classroom. The Gifted and Talented Teacher monitors student progress, collaborates with the classroom teacher, and meets with the students weekly to provide further enrichment.

2. Describe the school's reading curriculum, including a description of why the school chose this particular approach to reading.

The comprehensive reading program at Cool Spring Elementary includes the "best practices," as defined by the National Reading Panel (NRP), and the *Literacy Diet*, developed and prescribed by the University of Virginia's Reading Department. These practices support the Virginia Standards of Learning that target four major categories: oral language, reading/literature, research, and writing. Correlations to the Virginia Standards of Learning are included in the basal reading series adopted last year.

The goal of the reading program is to assist students in becoming competent readers and encourages them to acquire a lifelong love of reading. Students are immersed in a print-rich environment to develop oral reading, phonetic, vocabulary and comprehension skills. Schedules are designed to provide a daily, uninterrupted block for language arts instruction during which small groups of students meet with the teacher. A variety of print materials, such as trade books, are incorporated in lessons to integrate language arts with social studies, science, and math. Word Study (a program from the University of Virginia that is based on phonemic awareness, phonics, and spelling development) is an integral component of language arts instruction. In addition, teachers incorporate reading comprehension strategies prescribed by Project CRISS (Creating Independence through Student-owned Strategies).

To assure that each student reads on his/her instructional level, complete and consistent assessment is pivotal. The Phonemic Awareness Literacy Screening (PALS) and/or the Qualitative Reading Inventory III are used to assess students' reading. Throughout the year, Running Records and the Diagnostic Spelling Analysis (DSA) are utilized to assess students' fluency and spelling skills.

Responding to a Congressional mandate to help teachers, parents, and policymakers identify key skills and methods central to reading achievement, the NRP reviewed research in reading instruction in phonemic awareness, phonics, fluency, vocabulary, and text comprehension, and identified methods consistently related to reading success. Faculty chose this approach to reading because it incorporates the essential components of the NRP report and supports the *No Child Left Behind* legislation.

3. Describe one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Cool Spring's commitment and mission to insure success for all children by utilizing a variety of instructional strategies, encouraging independent and critical thinking, and promoting self-discipline is evident in the significant gains in mathematics achievement in grade 5. The SOL grade 5 mathematics achievement from 1997-98 to 2001-02 reflect significant gains from 68% to 92%, and the Stanford 9 scores from 1998-99 to 2002-03, reflect significant gains from 59 to 70 percentile points.

Cool Spring Elementary provides many and varied resources for teachers and students in the area of mathematics. Students are involved in activities that use technology to collect and display data, practice basic facts, and to solve problems that are relevant to their lives. They are provided with instructional activities that integrate mathematics in all subject areas so that children recognize the relevance of mathematics in our ever-changing society. Students are given the opportunity to work at their individual instructional level and are encouraged to participate in the Math League Competition. In addition, the P.T.A hosts Math Night, an evening where math games are enjoyed by parents, students, and teachers. Through staff development opportunities, teachers gain confidence in their own mathematical abilities and reflect on student work in order to strengthen their understanding of how children learn mathematics. The core curriculum mathematics leader meets monthly with teachers to discuss and share reflective teaching strategies that allow students to develop and strengthen mathematical thinking skills. Additionally, Cool Spring Elementary School is a participant in the Exxon Education Foundation K-5 Math Project. This project enables a lead teacher to attend training sessions throughout the school year. These sessions emphasize problem solving, mathematical reasoning and proof, communicating ideas, and real world connections. Teachers receive training from the Exxon lead teacher and attend county in-services and workshops to enhance instruction.

4. Describe the different instructional methods the school uses to improve student learning.

The Cool Spring faculty uses a variety of instructional methods to meet the varied needs of students. Each year begins with school-wide assessments in language arts and mathematics to determine appropriate instructional levels. In order to meet the instructional needs of each student, teachers implement instructional methods that include flexible grouping and ongoing assessment to insure that students continue to work at their readiness level. Compacting, tiered assignments, leveled texts, and contracts are used to insure that students are continually challenged. Higher-level thinking skills are developed in accordance with Bloom's Taxonomy. Lessons in mathematics and science are planned with manipulative processes as building blocks for developing concepts, consistently challenging and empowering students. Teachers also utilize strategies in developing a classroom learning system using Quality Tools and strategies associated with Project CRISS (Creating Independence Through Student Owned Strategies). These strategies are used to instill student ownership and responsibility in learning. In addition, block scheduling in language arts, team teaching in mathematics, and the rotation of classes in science facilitates opportunities to individualize instruction.

Technology is also an integral part of the teaching and learning process. Each classroom is equipped with five Internet accessible computers for continuous use as a learning tool and a means to enhanced instruction. The CCC (Computer Curriculum Corporation) program is used as a means to improve and build basic reading and mathematics skills. Microsoft Office 2000 programs allow students the ability to incorporate word processing, spreadsheets, and presentation software in the development of class projects.

5. Describe the school's professional development program and its impact on improving student achievement.

When Cool Spring Elementary School opened in 1997, staff development focused on teambuilding activities to facilitate collaboration as well as transition to a new building. Teachers were trained to use the technology and new software that was unique to Cool Spring. Learning how to use assessments and data to improve instruction was also a focus. Staff development sessions were conducted on designing quality assessments, alternatives to paper/pencil tests, designing rubrics, and aligning instruction and assessment. Teachers were trained to analyze SOL data to determine the best methods and activities for teaching the standards effectively. Teachers also generated professional performance targets related to the SOL data for each corresponding grade level. These targets were used to focus on instruction and improve student performance. The committee for staff development annually surveys staff members and works with school level and county level administration to determine what focus staff development should have to enhance the achievement and success for all students.

At Cool Spring Elementary School, teachers are constantly encouraged to keep abreast of current educational practices through conference participation and graduate level course work. Teachers at Cool Spring lead sessions on aspects of differentiation of instruction for increasing individual achievement and successful strategies at school meetings and district staff development days. Funded by the Hanover Education Foundation, faculty and staff may be reimbursed up to \$750 per year for coursework or conferences as a part of their professional growth plan. Additionally, through a district-wide program, each year six teachers participate in the Professional Teaching Act Program and work with a peer coach and colleagues to develop more effective teaching strategies. By working with a peer coach who observes lessons and discusses the strategies used, teachers strengthen their instructional repertoire and build strong collegial partnerships.

APPENDIX

VIRGINIA STATE CRITERION-REFERENCED TESTS

Grade 3 Test Virginia Standards of Learning Assessment

Edition/publication year year of test Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed?

No groups were excluded – some individuals may have been absent on the test date, exempted per IEP, or given a state alternative assessment, e.g. severe multiple disabilities.

For the state of Virginia, scores on the Virginia Standards of Learning Assessments are set on a range of scaled scores from 0-600, a score of 400 is the minimum score for passing (proficient) and the minimum score for advanced is 500. The reported percentage of students includes those scoring above proficiency and advanced.

VIRGINIA STATE CRITERION-REFERENCED TESTS

**Virginia Standards of Learning Assessment
Cool Spring Elementary School, Grade 3 Reading/Language Arts/Writing**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May	May	May
SCHOOL SCORES					
TOTAL	91%	86%	80%	81%	68%
At or Above Proficient	55%	63%	59%	63%	55%
At Advanced	37%	24%	21%	19%	13%
Number of students tested	157	120	156	149	126
Percent of total students tested	97%	99%	97%	98%	100
Number of students excluded	5	2	5	3	0
Percent of students excluded	3%	1%	3%	2%	0
SUBGROUP SCORES					
1. <u>Asian/Pacific</u> (specify subgroup)	N= 4	N=1	N= 4	N= 1	N=2
At or Above Proficient	25%	0	50%	100%	50%
At Advanced	75%	100%	25%	0	0
2. <u>Black</u> (specify subgroup)	N= 10	N= 7	N= 3	N= 5	N=3
At or Above Proficient	60%	43%	67%	20%	67%
At Advanced	30%	0	0	20%	0
3. <u>Disabled</u> (specify subgroup)	N= 18	N=10	N=12	N= 5	N=4
At or Above Proficient	83%	70%	25%	40%	0
At Advanced	11%	0	8%	0	0
STATE SCORES – State Pass Rate					
TOTAL					
At or Above Proficient + Advanced	72%	65%	61%	61%	55%

Overall Summary, including Virginia pilot year of test

Cool Spring Elementary: Virginia Standards of Learning for Reading/Language Arts: Grade 3

	2001-02	2000-01	1999-00	1998-99	1997-98
Testing month	May	May	May	May	May
TOTAL % PASSED	91%	86%	80%	81%	68%
% At Proficient	55%	63%	59%	63%	55%
% At Advanced	37%	24%	21%	19%	13%

VIRGINIA STATE CRITERION-REFERENCED TESTS

Grade 3 Test Virginia Standards of Learning Assessment

Edition/publication year year of test Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed?

No groups were excluded – some individuals may have been absent on the test date, exempted per IEP, or given a state alternative assessment, e.g. severe multiple disabilities.

For the state of Virginia, scores on the Virginia Standards of Learning Assessments are set on a range of scaled scores from 0-600, a score of 400 is the minimum score for passing (proficient) and the minimum score for advanced is 500. The reported percentage of students includes those scoring above proficiency and advanced.

**Virginia Standards of Learning Assessment
Cool Spring Elementary School, Grade 3 Mathematics**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May	May	May
SCHOOL SCORES					
TOTAL	96%	93%	94%	8%	74%
At or Above Proficient	34%	29%	27%	48%	47%
At Advanced	62%	64%	68%	39%	27%
Number of students tested	159	119	157	148	126
Percent of total students tested	98%	98%	98%	97%	100
Number of students excluded	3	2	3	5	0
Percent of students excluded	2%	2%	2%	3%	0
SUBGROUP SCORES					
1. <u>Asian/Pacific</u> (specify subgroup)	N= 4	N=1	N= 4	N=1	N=2
At or Above Proficient	0	0	25%	0	100%
At Advanced	100%	100%	75%	10 0%	0
2. <u>Black</u> (specify subgroup)	N=10	N= 7	N= 3	N= 5	N=3
At or Above Proficient	30%	29%	33%	20%	67%
At Advanced	60%	43%	33%	0	0
3. <u>Disabled</u> (specify subgroup)	N= 18	N= 10	N=12	N= 5	N=4
At or Above Proficient	58%	40%	46%	75%	0
At Advanced	32%	40%	15%	0	0
STATE SCORES – State Pass Rate					
TOTAL					
At or Above Proficient + Advanced	80%	77%	71%	68%	63%

Overall Summary, including Virginia pilot year of test

Cool Spring Elementary: Virginia Standards of Learning for Mathematics: Grade 3

	2001-02	2000-01	1999-00	1998-99	1997-98
Testing month	May	May	May	May	May
TOTAL % PASSED	96%	93%	95%	87%	74%
% At Proficient	34%	29%	27%	48%	47%
% At Advanced	62%	64%	68%	39%	27%

VIRGINIA STATE CRITERION-REFERENCED TESTS

Grade 3 Test Virginia Standards of Learning Assessment

Edition/publication year year of test Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed?

No groups were excluded – some individuals may have been absent on the test date, exempted per IEP, or given a state alternative assessment, e.g. severe multiple disabilities.

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**Virginia Standards of Learning Assessment
Cool Spring Elementary School, Grade 3 History and Social Sciences**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May	May	May
SCHOOL SCORES					
TOTAL	92%	91%	90%	84%	67%
At or Above Proficient	67%	68%	52%	70%	63%
At Advanced	25%	23%	38%	14%	4%
Number of students tested	161	120	155	149	126
Percent of total students tested	99%	99%	96%	98%	100%
Number of students excluded	2	1	6	3	0
Percent of students excluded	1%	1%	4%	2%	0
SUBGROUP SCORES					
1. <u>Asian/Pacific</u> (specify subgroup)	N= 4	N=1	N= 4	N=1	N=2
At or Above Proficient	25%	0	75%	100%	0
At Advanced	50%	100%	25%	0	0
2. <u>Black</u> (specify subgroup)	N=10	N= 7	N= 4	N= 5	N=3
At or Above Proficient	50%	0	0	0	0
At Advanced	40%	71%	75%	40%	33%
3. <u>Disabled</u> (specify subgroup)	N= 21	N= 10	N=13	N= 5	N=4
At or Above Proficient	67%	80%	62%	40%	25%
At Advanced	19%	0	8%	0	0
STATE SCORES – State Pass Rate					
TOTAL					
At or Above Proficient + Advanced	76%	72%	65%	62%	49%

VIRGINIA STATE CRITERION-REFERENCED TESTS

Grade 3 Test Virginia Standards of Learning Assessment

Edition/publication year year of test Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed?

No groups were excluded – some individuals may have been absent on the test date, exempted per IEP, or given a state alternative assessment, e.g. severe multiple disabilities.

For the state of Virginia, scores on the Virginia Standards of Learning Assessments are set on a range of scaled scores from 0-600, a score of 400 is the minimum score for passing (proficient) and the minimum score for advanced is 500. The reported percentage of students includes those scoring above proficiency and advanced.

**Virginia Standards of Learning Assessment
Cool Spring Elementary School, Grade 3 Science**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May	May	May
SCHOOL SCORES					
TOTAL	95%	97%	96%	87%	78%
At or Above Proficient	52%	60%	55%	53%	67%
At Advanced	43%	37%	41%	34%	11%
Number of students tested	160	120	155	149	126
Percent of total students tested	99%	99%	96%	98%	100%
Number of students excluded	2	1	6	3	0
Percent of students excluded	1%	1%	4%	2%	0
SUBGROUP SCORES					
1. <u>Asian/Pacific</u> (specify subgroup)	N= 4	N=1	N= 4	N=1	N=2
At or Above Proficient	50%	0	75%	0	50%
At Advanced	25%	100%	25%	100%	0
2. <u>Black</u> (specify subgroup)	N=10	N= 7	N= 4	N= 5	N=3
At or Above Proficient	40%	86%	75%	0	100%
At Advanced	50%	0	0	20%	0
3. <u>Disabled</u> (specify subgroup)	N= 21	N= 10	N=13	N= 5	N=4
At or Above Proficient	57%	90%	69%	60%	25%
At Advanced	29%	0	23%	20%	25%
STATE SCORES – State Pass Rate					
TOTAL					
At or Above Proficient + Advanced	78%	74%	73%	68%	63%

VIRGINIA STATE CRITERION-REFERENCED TESTS

Grade 5 Test Virginia Standards of Learning Assessment

Edition/publication year year of test Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed?

No groups were excluded – some individuals may have been absent on the test date, exempted per IEP, or given a state alternative assessment, e.g. severe multiple disabilities.

For the state of Virginia, scores on the Virginia Standards of Learning Assessments are set on a range of scaled scores from 0-600, a score of 400 is the minimum score for passing (proficient) and the minimum score for advanced is 500. The reported percentage of students includes those scoring above proficiency and advanced.

FORMAT FOR STATE CRITERION-REFERENCED TESTS

**Virginia Standards of Learning Assessment
Cool Spring Elementary School, Grade 5 Reading/Language Arts/Writing**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May	May	May
SCHOOL SCORES					
TOTAL	92%	85%	88%	87%	77%
At or Above Proficient	66%	66%	67%	64%	60%
At Advanced	27%	19%	21%	24%	17%
Number of students tested	162	154	128	122	115
Percent of total students tested	98%	97%	97%	96%	100%
Number of students excluded	3	5	4	5	0
Percent of students excluded	2%	3%	3%	4%	0
SUBGROUP SCORES					
1. <u>Asian/Pacific</u> (specify subgroup)	N= 7	N=2	N= 1	N=2	0
At or Above Proficient	57%	0	100%	50%	0
At Advanced	43%	50%	0	50%	0
2. <u>Black</u> (specify subgroup)	N=6	N= 4	N= 3	N= 7	N=1
At or Above Proficient	83%	50%	100%	50%	0
At Advanced	0	0	0	14%	0
3. <u>Disabled</u> (specify subgroup)	N= 20	N= 8	N=6	N=8	N=6
At or Above Proficient	70%	75%	67%	88%	16%
At Advanced	0	0	0	0	0
STATE SCORES – State Pass Rate					
TOTAL					
At or Above Proficient + Advanced	78%	73%	68%	69%	68%

Overall Summary, including Virginia pilot year of test

Cool Spring Elementary: Virginia Standards of Learning for Reading/Language Arts: Grade 5

	2001-02	2000-01	1999-00	1998-99	1997-98
Testing month	May	May	May	May	May
TOTAL % PASSED	92%	85%	88%	87%	87%
% At Proficient	66%	66%	67%	64%	60%
% At Advanced	27%	19%	21%	24%	17%

VIRGINIA STATE CRITERION-REFERENCED TESTS

Grade 5 Test Virginia Standards of Learning Assessment

Edition/publication year year of test Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed?

No groups were excluded – some individuals may have been absent on the test date, exempted per IEP, or given a state alternative assessment, e.g. severe multiple disabilities.

For the state of Virginia, scores on the Virginia Standards of Learning Assessments are set on a range of scaled scores from 0-600, a score of 400 is the minimum score for passing (proficient) and the minimum score for advanced is 500. The reported percentage of students includes those scoring above proficiency and advanced.

**Virginia Standards of Learning Assessment
Cool Spring Elementary School, Grade 5 Mathematics**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May	May	May
SCHOOL SCORES					
TOTAL	92%	88%	92%	81%	68%
At or Above Proficient	52%	55%	66%	65%	61%
At Advanced	40%	33%	26%	16%	7%
Number of students tested	161	154	130	122	115
Percent of total students tested	98%	97%	98%	96%	100%
Number of students excluded	3	5	4	5	0
Percent of students excluded	2%	3%	2%	4%	0
SUBGROUP SCORES					
1. <u>Asian/Pacific</u> (specify subgroup)	N= 7	N=2	N= 1	N=2	0
At or Above Proficient	29%	5 0%	100%	5 0%	0
At Advanced	71%	0	0	0	0
2. <u>Black</u> (specify subgroup)	N=5	N= 4	N= 3	N= 7	N=1
At or Above Proficient	60%	50%	67%	57%	0
At Advanced	20%	25%	33%	29%	0
3. <u>Disabled</u> (specify subgroup)	N= 19	N= 8	N=7	N=8	N=6
At or Above Proficient	63%	63%	57%	38%	0
At Advanced	0	13%	0	13%	0
STATE SCORES – State Pass Rate					
TOTAL					
At or Above Proficient + Advanced	71%	67%	63%	51%	47%

Overall Summary, including Virginia pilot year of test

Cool Spring Elementary: Virginia Standards of Learning for Mathematics: Grade 5

	2001-02	2000-01	1999-00	1998-99	1997-98
Testing month	May	May	May	May	May
TOTAL %PASSED	92%	88%	92%	81%	68%
% At Proficient	52%	55%	66%	65%	61%
% At Advanced	40%	33%	26%	16%	7%

VIRGINIA STATE CRITERION-REFERENCED TESTS

Grade 5 Test Virginia Standards of Learning Assessment

Edition/publication year year of test Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed?

No groups were excluded – some individuals may have been absent on the test date, exempted per IEP, or given a state alternative assessment, e.g. severe multiple disabilities.

For the state of Virginia, scores on the Virginia Standards of Learning Assessments are set on a range of scaled scores from 0-600, a score of 400 is the minimum score for passing (proficient) and the minimum score for advanced is 500. The reported percentage of students includes those scoring above proficiency and advanced.

Please Note: In 1998-1999 the fourth and fifth grades were tested together because the state provided each Virginia district the option to test either in grade 4 or grade 5 for History and Social Sciences. In 1999-2000 only fourth grade students were tested, based on Hanover County’s option to test students for History and Social Sciences in grade 4. When the results were stated in 1999-2000, Harcourt chose to represent their numbers as excluding the fifth grade students from testing. The reduction in the number of students tested in 1998-99 from 245 students to 150 students in 1999-2000 reflects 47% of students excluded. Beginning in 2000-2001, only the results of grade 4 students are reflected in the data. The students that appear to be excluded had already taken the test as 4th graders the previous year.

**Virginia Standards of Learning Assessment
Cool Spring Elementary School, Grade 5 History and Social Sciences**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May	May	May
SCHOOL SCORES					
TOTAL	91%	86%	80%	81%	48%
At or Above Proficient	54%	65%	67%	68%	47%
At Advanced	43%	30%	15%	4%	1%
Number of students tested	120	161	150	245	115
Percent of total students tested	98%	98%	53%	98%	100%
Number of students excluded	2	3	133	5	0
Percent of students excluded	2%	2%	47%	2%	0
SUBGROUP SCORES					
1. <u>Asian/Pacific</u> (specify subgroup)	N= 1	N=5	N= 1	N= 4	N=0
At or Above Proficient	0	40%	100%	25%	0
At Advanced	100%	40%	0	0	0
2. <u>Black</u> (specify subgroup)	N= 9	N= 5	N= 4	N= 9	N=1
At or Above Proficient	44%	40%	25%	67%	0
At Advanced	22%	20%	0	0	0
3. <u>Disabled</u> (specify subgroup)	N= 9	N=19	N= 7	N= 13	N= 6
At or Above Proficient	56%	63%	43%	54%	0
At Advanced	33%	16%	14%	0	0
STATE SCORES – State Pass Rate					
TOTAL					
At or Above Proficient + Advanced	72%	63%	51%	46%	33%

VIRGINIA STATE CRITERION-REFERENCED TESTS

Grade 5 Test Virginia Standards of Learning Assessment

Edition/publication year year of test Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed?

No groups were excluded – some individuals may have been absent on the test date, exempted per IEP, or given a state alternative assessment, e.g. severe multiple disabilities.

For the state of Virginia, scores on the Virginia Standards of Learning Assessments are set on a range of scaled scores from 0-600, a score of 400 is the minimum score for passing (proficient) and the minimum score for advanced is 500. The reported percentage of students includes those scoring above proficiency and advanced.

**Virginia Standards of Learning Assessment
Cool Spring Elementary School, Grade 5 Science**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May	May	May
SCHOOL SCORES					
TOTAL	95%	93%	89%	87%	81%
At or Above Proficient	67%	77%	75%	70%	77%
At Advanced	28%	16%	14%	17%	4%
Number of students tested	162	154	130	122	115
Percent of total students tested	98%	97%	98%	96%	100%
Number of students excluded	3	5	3	5	0
Percent of students excluded	2%	3%	2%	2%	0
SUBGROUP SCORES					
1. <u>Asian/Pacific</u> (specify subgroup)	N= 7	N=2	N= 1	N= 2	N=0
At or Above Proficient	100%	50%	0	50%	0
At Advanced	0	0	0	0	0
2. <u>Black</u> (specify subgroup)	N= 6	N= 4	N= 3	N= 7	N=1
At or Above Proficient	67%	75%	100%	43%	0
At Advanced	0	25%	0	43%	0
3. <u>Disabled</u> (specify subgroup)	N= 20	N= 8	N= 7	N= 8	N= 6
At or Above Proficient	70%	100%	100%	50%	16%
At Advanced	5%	0	0	13%	0
STATE SCORES – State Pass Rate					
TOTAL					
At or Above Proficient + Advanced	76%	75%	64%	67%	59%

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Grade 4 Test Stanford 9 READING

Edition/publication year 9th Publisher Harcourt Brace Educational Measurement

What groups were excluded from testing? Why, and how were they assessed?

No groups were excluded – some individuals may have been absent on the test date, exempted per IEP, or given a state alternative assessment, e.g. severe multiple disabilities.

Scores are reported here as (check one): NCEs Scaled scores Percentiles

Percentile Scores represent the average percentile score for all students tested. The national average is 50.

	2002-2003	2001-2002 *	2000-2001	1999-2000	1998-1999
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES					
Total Score	75	69	74	67	65
Number of students tested	155	114	147	146	117
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. <u>Asian/Pacific</u> (specify subgroup)	95 (3 stud)	88 (1 stud)	89 (4 stud)	99 (1 stud)	36 (2 stud)
2. <u>Black</u> (specify subgroup)	72 (10stud)	54 (9 stud)	52 (4 stud)	17 (3 stud)	N/A
3. <u>Hispanic</u> (specify subgroup)	N/A	N/A	N/A	25 (2 stud)	65 (1 stud)
4. <u>Disabled</u> (specify subgroup)	58 (7 stud)	36 (1 stud)	55 (7 stud)	55 (1 stud)	N/A
5. _____ (specify subgroup)					

* Note: The Stanford 9 Achievement Test for 2001 was administered two weeks following the terrorist attack on September 11, 2001. Scores were lower across the district and the state.

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Grade 4 Test Stanford 9 MATHEMATICS

Edition/publication year 9th Publisher Harcourt Brace Educational Measurement

What groups were excluded from testing? Why, and how were they assessed?

No groups were excluded – some individuals may have been absent on the test date, exempted per IEP, or given a state alternative assessment, e.g. severe multiple disabilities.

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

Percentile Scores represent the average percentile score for all students tested. The national average is 50.

	2002-2003	2001-2002 *	2000-2001	1999-2000	1998-1999
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES					
Total Score	79	77	82	70	59
Number of students tested	156	116	151	149	117
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. <u>Asian/Pacific</u> (specify subgroup)	97 (3 stud)	98 (1 stud)	91 (4 stud)	98 (1 stud)	49 (2 stud)
2. <u>Black</u> (specify subgroup)	64 (10stud)	61 (9 stud)	75 (4 stud)	37 (3 stud)	N/A
3. <u>Hispanic</u> (specify subgroup)	N/A	70 (1 stud)	N/A	28 (2 stud)	74 (1 stud)
4. <u>Disabled</u> (specify subgroup)	64 (7 stud)	20 (1 stud)	74 (8 stud)	66 (1 stud)	N/A
5. _____ (specify subgroup)					

* Note: The Stanford 9 Achievement Test for 2001 was administered two weeks following the terrorist attack on September 11, 2001. Scores were lower across the district and the state.