

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

Name of Principal Mrs. Merle Stables

Official School Name Lancaster Primary School

School Mailing Address 36 Primary School Circle

<u>Lancaster</u>	<u>Virginia</u>	<u>22503- 2336</u>
City	State	Zip Code

Tel. (804) 435-3196 Fax (804) 435-0989

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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. Randolph Latimore, Sr.

District Name Lancaster County Public Schools

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 Mr. Joseph Wiggins
President/Chairperson

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)

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

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

3 TOTAL

2. District Per Pupil Expenditure: \$4,906.26

Average State Per Pupil Expenditure: \$2,774.72

SCHOOL

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. 9 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	48	41	89	7			
1	45	46	91	8			
2	57	52	109	9			
3	50	39	89	10			
4				11			
5				12			
6				Pre-K	43	27	70
TOTAL STUDENTS IN THE APPLYING SCHOOL							448

* Pre-K is included on this chart and for special education figures. All other figures include just kindergarten through third grade.

6. Racial/ethnic composition of the students in the school: 47 % White
 52 % Black or African American
 .33 % Hispanic or Latino
 .34 % Asian/Pacific Islander
 .33% American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 9 %

(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.	21
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	14
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	35
(4)	Total number of students in the school as of October 1	391
(5)	Subtotal in row (3) divided by total in row (4)	0.09
(6)	Amount in row (5) multiplied by 100	9

8. Limited English Proficient students in the school: 0
 0 Total Number Limited English Proficient
 Number of languages represented: 0
 Specify languages: none

9. Students eligible for free/reduced-priced meals: 60.44%
 275 Total Number Students Who Qualify

10. Students receiving special education services: 15 %
72 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>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>51</u> Speech or Language Impairment
<u>2</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness
	<u>10</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>31</u>	_____
Special resource teachers/specialists	<u>4</u>	_____
Paraprofessionals	<u>12</u>	_____
Support staff	<u>5</u>	_____
Total number	<u>54</u>	_____

12. Student-“classroom teacher” ratio: 15:1

13. Attendance patterns

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95.96%	99.74%	96.2%	90.7%	91.75%
Daily teacher attendance	94.5%	94%	95%	95%	95%
Teacher turnover rate	13.5%	11.4%	8.8%	21.2%	22.8%
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

PART III – SUMMARY

Lancaster Primary School, located in rural Lancaster County, Virginia, provides instruction for approximately 500 students pre-kindergarten through third grade. The student population is over 50% minority (African American) and over 60% of the student population are eligible for free or reduced priced meals. Our mission is to provide an educational environment where all students reach their full potential and where they are actively engaged in acquiring skills which are relevant to the real world.

Lancaster Primary School offers instruction in reading, writing, mathematics, social science, and science. Additionally, students are enrolled in classes for visual arts, performing arts, physical education, library skills and computer technology. Character education also enhances the curriculum and is supported by the Parent-Teacher Association. Most importantly it is our goal to make learning fun. The art department holds an annual art show each year in conjunction with the middle school and high school. Students also participate in a yearbook cover contest. Musical performances enhance students self esteem, while supporting basic skills in math and reading. Students produce a school newspaper each year. Computer assisted instruction is provided in the basic skills of reading and math through our two computer labs. Accelerated Reader is also utilized throughout the school. Numerous after-school programs support and enrich what our students are experiencing in their classrooms. More than half of the student population stays after school for remediation or enrichment. Volunteers work during the day and in our after school reading tutorial program.

Our staff is committed to creating a community of learners in which all participants (students, staff, parents, and community) have an equal share in the responsibilities of developing the students' potential, creating a safe environment, and cultivating independent citizens. Our staff regularly reviews the mission statements and beliefs. The staff believes: it is essential that students, families, the community, and all school personnel share the responsibility for supporting the school's mission and display respect for themselves and one another; all students are valued individuals who learn in various ways and should be provided with opportunities to enhance their academic, physical, emotional, aesthetic, and social development; a safe, orderly, mutually supportive, and environmentally sound atmosphere improves student learning; praise and discipline should be consistent and fairly administered; students perform best when actively engaged in acquiring skills that are relevant to the real world; in order for all students to reach their greatest potential, high standards for achievement and continuity of expectations must be established; and it is necessary for future productive citizens to develop critical thinking skills, creativity, technology applications, and the desire to be life-long learners.

Lancaster Primary School is committed to continuous improvement. Over the past five years, student achievement has increased and full accreditation has been achieved from the Virginia Department of Education and Southern Association of Colleges and Schools. Students, staff, parents, and the community are confident in and proud of their school. We are dedicated to leaving no child behind at Lancaster Primary School.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The Commonwealth of Virginia has established Standards of Learning (SOL) that set expectations for teaching and learning. The SOL's are statements of knowledge and skills that every child is expected to learn and use in solving day-to-day problems and to be a productive citizen. These standards were developed with the assistance of thousands of parents, teachers, business leaders, college professors, and other educators united by their concern for quality education. Standards of Learning tests are given in grades 3, 5, and 8, and certain courses in high school. The tests are given in English, math, science, and history at the third grade level. These tests measure content knowledge, scientific and mathematical processes, and reasoning.

A student's performance is reported on a scale from 0 – 600. A student must receive a score of 400 or higher to pass the test. If a student scores 400 to 499 he/she is considered to have performed at a proficient level. If a student scores 500 or more, he or she is considered to have performed at an advanced level.

Schools in Virginia are accredited based on the performance of total grade levels or subject areas for the grade level/subject area tested in that school. To be accredited by the state, a total pass rate of 70% of the student population at each grade level in each subject is required.

Lancaster Primary School third graders have consistently improved their performance on the Virginia Standards of Learning Tests over the past three years. English scores have improved from 56% to 81% to 86%. The past two years, our scores in English have exceeded the state averages of 68% and 74%. Mathematics scores have improved from 68% to 87% to 88%. Again, for the past two years, our scores in mathematics have exceeded the state averages of 80% and 83%. Although tracking data for low-socioeconomic students is not available, with 60% of the student population on free-reduced meals, achievement in the English and mathematics scores reflects this group's tremendous academic gains.

African American student performance has improved in English and mathematics constantly in the past three years. English scores have gone from a 52% to 77% to 79% pass rate for African Americans. The percent of minority students scoring at the proficient level in English has risen from 40% to 67% to 68% with gaps in total achievement diminishing to within 6 percentage points of the total pass rate in English for all third graders at Lancaster Primary School. Mathematics scores for African American students have risen 52% to 77% to 79% with minority students' advanced scores at 15% to 37% to 31%. The gap between the total number of students performing in the advanced range has closed to within 16 percentage points.

Traditionally, students with disabilities have participated in testing as indicated by their Individualized Educational Plan. Some students have been included in all or some of the SOL tests, others have taken the test under modified conditions, and others have been excluded. The degree of inclusion has depended on the IEP provisions. The Commonwealth of Virginia has developed an alternate special education assessment for students with significant disabilities. This requires a collection of evidence which may include observations, interviews, record reviews, recordings, etc. Special education students are included in SOL tracking test, Phonological Awareness Literacy Screening, and teacher made tests. This school year, 2002-2003, all special education students at Lancaster Primary School will participate in the English and mathematics Standards of Learning Tests.

2. The use of assessment data is part of the teacher evaluation system. Teachers set annual goals for improving student achievement at the beginning of each year. Baseline data are gathered and then compared to interim and end of year results. Each teacher meets with the

administration to discuss the data used. At the beginning of each year pre-school through third grade students take the Phonological Awareness Literacy Screening (PALS). Students who do not reach the benchmark are given additional assistance. A computer report generated from the Success Maker software indicates a grade level equivalent and areas needing additional attention in math and reading. A STAR™ Reading assessment is given to students in first grade through third grade using the computer. The scaled score (SS) is used to compare student performance over time and across grades and the Zone of Proximal Development (ZPD) defines the reading level range from which a student should be selecting books. Accelerated Reader™ quizzes are taken by the students once they have finished reading selected books. Teachers are required to give a Standards of Learning tracking test four times a year. Grade levels have created these tests in math, language arts, science, and social studies.

3. Student progress is shared with parents through interim reports, report cards, and conferences. Interim reports are sent home to parents half way through each grading period. Report cards are sent home every nine weeks. Parent conferences are scheduled twice a year in the master calendar. Folders with student work are sent home weekly with a parent signature required. A report to the community is mailed to all residents in Lancaster County twice a year. This report includes pictures, articles, and test scores from all schools in the county. Our publicity chairman also makes sure an article or two gets in the local newspaper weekly. Parents and the community are involved with the Southern Association of Colleges and Schools accreditation. Parents and community take a survey and also serve on committees. The Lancaster Primary School improvement committee meets throughout the year. It includes administration, teachers, parents, and community members. A Virginia school performance report card is sent home yearly which is generated from the Virginia State Department of Education. This report includes a comparison of Standards of Learning test scores, the accreditation status, attendance rates, safety infractions, and teacher training information.

4. School successes are shared with other schools through various workshops and conferences. We have been selected to make presentations at the Governor's Conference on Education, Virginia Association of School Superintendent's Best Practices Workshop, Commonwealth Educational Policy Institute Conference, and Virginia Family Literacy Institute Conference. We have presented our Tea for Two after school tutoring program, Curriculum At Home Involving Parents and Students (CHIPS) parent-teacher-student partnership program, character heroes, and steps to Standards of Learning success. We were the 2000-2001 recipient of the Christa McAuliffe Fellowship grant which was used to start our CHIPS program. We have had visitors from other school districts attend some of our CHIPS meetings. We also received funding for an after school program from Dominion Virginia Power. The Students Using Math and Science (SUMS) program is highlighted in a booklet published by Dominion Virginia Power and showcased during the annual meeting. Our administration, faculty, and staff dialogue about our successes whenever the opportunity arises. Presentations have been made at school board meetings, PTA meetings, and faculty meetings.

PART V – CURRICULUM AND INSTRUCTION

1. Lancaster Primary is a fully accredited, rural public elementary school serving pre-school through third grade students. Multilevel special education classes and related services are also provided. School enrollment is 448 students.

The school provides a comprehensive curriculum including English/Language Arts, Mathematics, Social Studies, Character Education, Family Life Education, Art, Music, Physical Education, Library/Media Services, Special Education and Speech/Language Services for eligible students. Seventy-two students participate in special education and related services, including 51 students with speech/language disorders. The school has a library/media center that is accessible to all students during scheduled times each week, as well as before and after school. Instructional resources and supplies are provided at each grade level.

Each classroom is equipped with at least one computer that is Internet accessible. Two computer labs with 24 computers each provide access to kindergarten through third grade Lancaster Primary Students three times per week. Students are able to access, via computer, individualized instruction in mathematics and reading to enhance learning in these key curricular areas. The program permits aggregation and analysis of student progress in reading and math. It also has capacity to isolate strands within the reading and math areas to pinpoint areas of needed focus for individual students. The special education program provides various instructional equipment and resources to enhance individualized instruction for students with a variety of learning styles, interests and abilities. A mini computer lab affords students with disabilities additional opportunities to practice newly-acquired academic and social skills in the resource special education setting.

Lancaster Primary qualifies as a Title I school that provides pre-school services for 4-year olds. Additionally, services for pre-schoolers with disabilities are provided through a regional program that is housed at Lancaster Primary and serves several neighboring school systems.

Several extra curricular offerings are available through after school programs. Forty students participate in the Tea for Two (Tutoring, Esteem and Academics) program which is designed to assist students to improve reading skills. The MASTERS program (Math and Science Together Educating Responsible Students) has 29 student participants. “Hands on” activities are provided through this program via gardening and other experiences. The SUMS program (Students Using Math and Science) provides after school activities for 24 students. The SOL Club meets twice weekly and is designed to assist students by providing extra help in meeting state Standards of Learning requirements. Lancaster Primary also provides the CHIPS program (Curriculum at Home Involving Parents and Students). This special program is funded to provide support to parents of preschoolers and kindergarteners, for the improvement of academic skills and for enhancing parent-teacher partnerships. Finally, the ACE program (Academically Challenged Endeavors) is also an after school program providing enrichment activities for eligible talented and gifted students.

Lancaster Primary also offers a Drama Club that provides three after school sessions and performances during the year for Kindergarten through third grade students.

2. The staff believes a balanced and integrated approach of instruction in the reading and language arts curriculum is important for students to become successful learners. The state-mandated Standards of Learning Objectives are the foundation of the language arts curriculum. Teachers, instructional assistants, and volunteers employ research-based strategies for the acquisition of sight words, vocabulary development, appropriate fluency, an appreciation of

literature and word study, comprehension and higher level thinking skills. The school adopted reading textbook utilizes a whole language instructional approach. Teachers augment instruction with additional programs, such as phonics, and use materials that correlate with the Standards of Learning.

Students are heterogeneously grouped in homerooms. Second and third graders are re-grouped homogeneously for forty-five minutes daily. A reading specialist provides instruction to twenty percent of the second and third grade students. Students receive computerized reinforcement through programs from Computer Curriculum Corporation (CCC) and Accelerated Reading computerized tests. Students are involved in sustained silent and oral reading time. Teachers encourage students to participate in the Pizza Hut's Book-It and Food Lion Roaring to Read reading incentive programs. The school gives students four free books through the Reading is Fundamental distribution program.

Students in kindergarten through third grades receive additional support and reinforcement through after-school remediation and enrichment programs on a parental consent basis. Selected second and third graders participate in the TEA for Two after-school reading tutorial program twice a week. They receive forty minutes of one-to-one reading support by trained community volunteers using instructionally appropriate materials and lessons plans written by reading specialists. Some of these students receive thirty minutes of computerized reinforcement in the CCC laboratory, while others go to the SOL Club for additional instruction. Invitations are extended to forty-three percent of pre-school, Head Start and kindergarten parents to participate in the Curriculum at Home Involving Parents and Students (CHIPS) program twice a month. This early intervention program instructs parents in early literacy strategies that will enable them to be more effective in working with their children at home. They receive modeled lesson plans and materials on an ownership and checkout basis.

3. Cultivating independent citizens with critical thinking skills, creativity, and a desire to be life long learners is the focus of the math curriculum. Math is taught to heterogeneous classrooms of students using the school adopted Foresman/Addison Wesley textbook. Teachers supplement this textbook with programs such as Math Their Way, Every Day Counts, Touch Point Math, Daily Math Problems, Mental Math, and daily Mad Minutes. Mathematical skills are reinforced through computerized programs such as Computer Curriculum Corporation, Performance Math, and Math Blasters. Other subjects integrate mathematical instruction when applicable. Teachers select individual and small groups of students needing further support twice a week for an additional thirty minutes of teaching. Instructional assistants and volunteers work with individual or small groups of students on skills they have not mastered.

Teachers incorporate the use of manipulatives, transparencies, drills, games and learning centers to aid in the attainment of mathematical skills and concepts. They use calendars, models (money, measurement tools, etc.), and data collection to promote realistic problem solving.

Thirty percent of second graders and twenty-seven percent of third graders participate in after school enrichment programs called Math and Science Together Educating Responsible Students (MASTERS) and Students Using Math and Science (SUMS), respectively. Both programs meet for an hour and ten minutes once a week and reinforce math and science skills.

Twenty-five percent of K-3 students, including special needs students, participate in SOL clubs twice a week for an hour and ten minutes each session. Classroom teachers facilitate the SOL Clubs using a variety of materials to assist children in the mastery of SOL objectives.

Teachers, instructional assistants, and volunteers use a variety of instructional methods. These include direct instruction, modeling, and cooperative learning. Instruction is administered

to individuals, small and whole groups of students. Instruction is differentiated and multi-sensory.

4. Teachers employ various instructional methods. They use graphic organizers to assist students in organizing and retaining information. Students benefit from the use of DRTA/DLTA—Directed Reading and Listening Thinking Activities to facilitate the acquisition of comprehension skills. Many teachers have integrated and correlated the various programs taught in Pat Cunningham’s Four-Blocks literacy model. Teachers use Word Walls to integrate vocabulary in the different subject areas. Many teachers use reading logs and response journals. Sustained silent reading is one method of increasing fluency. Guided reading and choral reading are used as well as listening to stories on tape. One on one instruction is provided by teachers, instructional assistants, and volunteers.

5. Several staff development activities have been provided to assist educators and support personnel to remain abreast of recent developments and to assist them in providing quality instruction in reading/language arts, mathematics and other academic disciplines. Through the school division’s partnership with the College of William and Mary, several training and technical assistance activities have been carried out at Lancaster Primary School. The College of William and Mary staff involved with the Partnerships for Improved Leading and Learning in Rural Schools (PILLARS) project have provided staff development in reading/language arts. A reading audit was conducted and feedback was provided to teachers and administrators.

A complete reading course, provided on-site by the University of Virginia was available to staff members. Teachers as well as administrators participated in this three hour college credit class. Lancaster County School Division provided these training opportunities at no cost to participants.

In-service activities are scheduled at the beginning of each school year. Faculty and staff attend conferences and workshops throughout the year. They are asked to return to the school and give a presentation to the faculty and staff. Personnel participated in the Governor’s Conference on Education each year.

Faculty members are reimbursed 70% of the cost of classes upon successful completion of the course work. These funds are available through the professional development category of the school system’s budget.

STATE CRITERION-REFERENCED TESTS, Continued

English: Reading+ Writing

YEAR	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	April	April
SCHOOL SCORES (mean scaled)	464.9	444	414.0	411.0
TOTAL % PASSING	86%	81%	56%	61%
Does Not Meet Benchmark	14%	19%	44%	39%
At or Above Proficient	63%	70%	48%	56%
At Advanced	23%	12%	9%	5%
Number of students tested	94	102	124	118
Percent of total students tested	93%	92%	97%	97%
Number of students excluded	2	8	4	4
Percent of students excluded	2%	7%	3%	3%
SUBGROUP SCORES				
1. BLACK % Passing	81%	72%	42%	46%
Does Not Meet Benchmark	19%	28%	57%	53%
At or Above Proficient	68%	67%	40%	47%
At Advanced	13%	6%	3%	0%
2. SPECIAL EDUCATION % Passing	62%	40%	0%	20%
Does Not Meet Benchmark	38%	60%	100%	80%
At or Above Proficient	50%	40%	0%	20%
At Advanced	13%	0%	0%	0%
3. MALE % Passing	81%	80%	65%	49%
Does Not Meet Benchmark	19%	20%	51%	51%
At or Above Proficient	61%	73%	39%	44%
At Advanced	20%	8%	10%	5%
STATE SCORES (mean scaled)	434.8	425.2	418.5	416
TOTAL % PASSING	72%	65%	61%	61%
Does Not Meet Benchmark	28%	35%	39%	39%
At or Above Proficient	55%	53%	51%	50%
At Advanced	16%	11%	10%	11%

STATE CRITERION-REFERENCED TESTS, Continued

Mathematics

YEAR	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	April	April
SCHOOL SCORES (mean scaled)	495.5	430	452.0	441.5
Total % Passing	88%	87%	68%	70%
Does Not Meet Benchmark	12%	13%	31%	30%
At or Above Proficient	41%	40%	36%	49%
At Advanced	47%	47%	32%	21%
Number of students tested	95	102	124	118
Percent of total students tested	93%	92%	97%	97%
Number of students excluded	2	8	4	4
Percent of students excluded	2%	7%	3%	3%
SUBGROUP SCORES				
1. BLACK % Passing	79%	77%	52%	54%
Does Not Meet Benchmark	20%	22%	47%	45%
At or Above Proficient	48%	41%	38%	47%
At Advanced	31%	37%	15%	8%
2. SPECIAL EDUCATION % Passing	77%	40%	0%	40%
Does Not Meet Benchmark	22%	60%	100%	60%
At or Above Proficient	22%	20%	0%	40%
At Advanced	56%	20%	0%	0%
3. FEMALE % Passing	90%	88%	78%	71%
Does Not Meet Benchmark	10%	12%	22%	28%
At or Above Proficient	38%	45%	45%	57%
At Advanced	53%	43%	33%	15%
STATE SCORES (mean scaled score)	475.4	465.2	452.3	438.2
Total % Passing	80%	77%	71%	68%
Does Not Meet Benchmark	20%	23%	29%	32%
At or Above Proficient	40%	39%	39%	46%
At Advanced	40%	38%	32%	22%