

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

Name of Principal Mr. Ronald W. Odom
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Short Pump Elementary School
(As it should appear in the official records)

School Mailing Address 3425 Pump Road
(If address is P.O. Box, also include street address)

Richmond VA 23233-1110
City State Zip Code+4 (9 digits total)

Tel. (804) 360-0812 Fax (804) 364-0845

Website/URL www.henrico.k12.va.us/ES/ShortPumpES/ Email rwodom@henrico.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 _____

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

Name of Superintendent Dr. Mark A. Edwards
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Henrico County Public Schools Tel. (804) 652-3717

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. Robert V. Hall, Chairman
(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 _____

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.

6. Racial/ethnic composition of the students in the school:
- 86.5 % White
 - 2.6 % Black or African American
 - 1.3 % Hispanic or Latino
 - 9.3 % Asian/Pacific Islander
 - .3 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 3.6%

(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.	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	15
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	23
(4)	Total number of students in the school as of October 1	631
(5)	Subtotal in row (3) divided by total in row (4)	.036
(6)	Amount in row (5) multiplied by 100	3.6

8. Limited English Proficient students in the school: 3.3%
 $\frac{20}{600}$ Total Number Limited English Proficient

Number of languages represented: 8
 Specify languages: Chinese Arabic Urdu
 Spanish Portuguese Korean
 Vietnamese Bengali

9. Students eligible for free/reduced-priced meals: 2.5%

15 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: 6.2%
37 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>2</u> Autism	Orthopedic Impairment
Deafness	<u>8</u> Other Health Impaired
Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>15</u> Speech or Language Impairment
Mental Retardation	Traumatic Brain Injury
Multiple Disabilities	Visual Impairment Including Blindness

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)	1	
Classroom teachers	28	2
Special resource teachers/specialists	6	
Paraprofessionals	4	
Support staff	3	5
Total number	42	7

Note: All teachers have met Virginia state licensure requirements, and are endorsed in the subjects they teach.

12. Student-“classroom teacher” ratio: 22.8
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. (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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	97.5	97.0	97.4	97.2	97.1
Daily teacher attendance	95.3	95.3	92.9	93.6	92.9
Teacher turnover rate*	12.3	5.9	11.8	8.6	9.1
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

*Teacher turnover due to retirements, family (maternity) leave, or family relocations only. There have been no transfer requests in the past five years.

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Short Pump Elementary School in Richmond, Virginia is committed to ensuring that every child learns. The school's mission is to provide within a nurturing environment a well-balanced instructional program that will enable all children to reach their highest level of academic success. The faculty and staff are committed to creating a student-centered educational environment that stresses high expectations and addresses the physical, social, and emotional needs of children with a variety of ability levels and learning styles. The school believes its mission is best accomplished by an active partnership involving students, teachers, parents, community, and staff.

Now located in a busy suburban shopping area, Short Pump has grown from a small school in a rural community, named for the short-handled water pump in the area that once served as a landmark for westbound travelers, to a large and dynamic educational institution that has earned a reputation for being among the best in the state. Since the implementation of standards-based reform, Short Pump has consistently ranked among the top performing schools in Virginia. Much of this success is credited to the school's ongoing use of assessment data to help teachers tailor an instructional program that will reach every child.

Short Pump Elementary School employs innovative and effective teaching methods to deliver a comprehensive curriculum based upon high standards defined by the Virginia Standards of Learning and the Henrico County Essentials of the Curriculum. Through a carefully planned staff development program, the teachers hone the skills needed to carry out the goals and objectives stated in the school's mission. A key feature of the school's program is the use of differentiated instruction in which learning experiences are designed to meet individual student needs by varying content, process, or product. Other highlights of the instructional program include extensive use of technology throughout the curriculum, emphasis on active learning across the disciplines, and a collaborative teaching model that allows students with disabilities to successfully learn within the regular classroom.

The school's success is due in no small part to tremendous parental involvement. A large volunteer corps of parents, grandparents, and community members supports the instructional program in countless ways, from reading regularly with individual students to fundraising to operating a full-time science ExploreLAB.

Short Pump's faculty includes teachers who have been recognized for teaching excellence at the local, state, and national levels. They are always eager to share their successes by partnering with other schools and by serving as instructors at educational conferences and workshops. The National School Boards Association recently selected the school for a site visit during its 2003 technology conference. Short Pump students have won regional and national awards for their performance in academic competitions such as Knowledge Master Open and Destination Imagination.

Through ongoing communication and collaboration, an active partnership has been established at Short Pump Elementary in which students, parents, faculty, and community members work together to help all children learn. There is shared determination that no child at Short Pump will be left behind.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Criterion-Referenced Tests

In Virginia, standards, student achievement, and accountability are aligned. The state has set clear academic expectations through the identification of standards (knowledge and skills); it measures student mastery of these standards through annual criterion-referenced assessments, the Standards of Learning (SOL) Tests. Public schools are held accountable for student learning through the accreditation process. A school's accreditation rating is awarded each year based upon student performance on these tests in the core content areas of English, math, history and social science, and science.

Statewide, students in grades three, five, eight, and in certain high school level courses participate in Virginia's Standards of Learning Tests. Scores on the tests are provided by the Virginia Department of Education, and students are awarded scores that place them in one of three proficiency levels: pass advanced, pass proficient, or fail. For a school to achieve full accreditation status, at least 70% of students who take the tests must pass in each of the four core content areas.

Short Pump Elementary School has consistently achieved at the highest level in this standards-based environment, and student performance continues to increase through a focus on high expectations for all students. (Please see the criterion-referenced assessment tables on pages 14 through 17 and the interpretation of the results below.)

- Grade 3 Reading – In spring 2000, 93% of students passed the reading test, and 29% earned scores in the pass advanced category. In both 2001 and 2002 student performance increased. In spring 2002, 98% of students passed the test, and 54% earned scores in the pass advanced category. Each year, Short Pump's passing performance was 27 to 32 percentage points higher than performance at the state level. At the pass advanced level, Short Pump's performance was 19 to 38 percentage points higher than performance at the state level.
- Grade 3 Math – In 2000 and 2001, 97% of students passed the math test, and 69% and 73%, respectively, earned scores in the pass advanced category. In spring 2002, 98% of students passed the test, and 60% earned scores in the pass advanced category. Each year, Short Pump's passing performance was 18 to 26 percentage points higher than performance at the state level. At the pass advanced level, Short Pump's performance was 20 to 37 percentage points higher than performance at the state level.
- Grade 5 Reading – In spring 2000, 95% of students passed the reading test, and 32% earned scores in the pass advanced category. In both 2001 and 2002 students performed at a higher level. In spring 2001, 99% of students passed the test, and 35% earned scores in the pass advanced category. In spring 2002, 98% of students passed the test, and 38% earned scores in the pass advanced category. Each year, Short Pump's passing performance was 20 to 27 percentage points higher than performance at the state level. At the pass advanced level, Short Pump's performance was 16 to 22 percentage points higher than performance at the state level.
- Grade 5 Math – In spring 2000, 95% of students passed the math test, and 23% earned scores in the pass advanced category. In both 2001 and 2002 students performed at the highest levels with school-wide pass rates of 100% and 99%, respectively. In spring 2001, 52% of students earned scores in the pass advanced category, and in spring 2002, 47% earned scores in this category. Each year, Short Pump's passing performance was 28 to 34 percentage points higher than performance at the state level. At the pass advanced level, Short Pump's performance was 12 to 38 percentage points higher than performance at the state level.

Each year, Short Pump Elementary School has led the state in school-level performance based on results of the annual Standards of Learning Tests. At the third and fifth grade levels, student performance consistently has ranked within the top one percent of all elementary schools in Virginia.

For Public and Private Schools

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Short Pump Elementary is a data-driven school that continually uses assessment data to understand and improve student and school performance. Utilizing a hierarchical approach to data analysis, the school involves all instructional personnel in making the most effective use of assessment information. The administrative staff analyzes all data as soon as it is received from the school district and meets with each grade level to interpret assessment results and discuss how they can best be utilized. The School Improvement Team studies the data in depth to determine the area of focus for the school's Continuous Improvement Plan, which is updated annually and becomes the basis for instructional decisions and, subsequently, for individual teacher Professional Growth Plans.

Classroom teachers regularly use data from grade level, county, and state assessments as a tool for prescriptive teaching. Through cross-grade level articulation, they analyze data from the previous year to determine the readiness level of each student and plan appropriate instruction. They design learning experiences to ensure that each child will become proficient in grade level Standards of Learning. Because results of weekly assessments drive their instructional program, the teachers adjust their daily instruction for individual students whenever assessment results indicate a need for more time or different methods of teaching. They utilize individual student profiles of skills and concepts for instructional planning and intervention.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Short Pump Elementary constantly communicates with students, parents, and the community about student performance. As the first line of communication, teachers regularly discuss with the whole class, small groups, and individual students the results of recent classroom assessments, providing the rationale for follow-up instruction that includes review, remediation, or extension. Teachers maintain ongoing contact with parents through classroom newsletters, telephone calls, e-mails, parent-teacher conferences, and notes. Many teachers have their own websites where they post assignments, news, and other information about what is happening in their classrooms. They use interim reports to inform parents whenever a child is experiencing difficulty midway through a grading period and send home the Henrico County Public Schools Progress Report at the end of each quarter.

The administration oversees the distribution of standardized assessment data to parents and is readily available to assist with data interpretation. As the school's instructional leader, the principal reports on school performance at PTA Executive Board meetings and general PTA meetings, in his monthly newsletter, and at regularly scheduled Principal's Coffees. He keeps the community at large informed through the school's website, where a monthly Principal's Message is posted to provide the latest news about our school's performance and successes.

4. Describe in one-half page how the school will share its successes with other schools.

Short Pump Elementary welcomes the opportunity to share its outstanding program with other

schools. The faculty regularly accommodates visitors from schools interested in obtaining a first-hand look at a particular facet of the school's program, including new teachers who come to observe in classrooms and learn more about best teaching practices and innovative approaches to instruction. Short Pump partners with urban and rural schools whose administrators, impressed with the school's performance on the Standards of Learning assessments, request the opportunity to visit and learn more about how Short Pump has achieved its high level of success. The school was recently chosen as a location for a site visit as part of the National School Boards Association's technology conference.

If selected as a winner, Short Pump will continue to open its building and classrooms to schools that want to learn with its staff. Through the Internet, Short Pump will seek other schools with whom the school might form partnerships; a chat room will be set up on the school's website to facilitate dialogue among teachers across the nation. Since the students are an active part of the Short Pump community, teachers will also promote supervised student-to-student dialogue in the chat room. Teachers will be encouraged to continue to share their knowledge by serving as instructors at local, state, and national conferences.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

The curriculum at Short Pump Elementary is based upon the Virginia Standards of Learning and Henrico County's Essentials of the Curriculum, which provide a well-designed, comprehensive course of study for students at all grade levels. In addition to the core content areas of language arts, mathematics, science, and social studies, the curriculum also includes learning goals for art, music, physical education, and technology.

The language arts curriculum incorporates oral language skills, reading and literature, writing, and research. The content at each grade level is developmentally appropriate and forms the basis for learning that will take place in subsequent years. In addition to a variety of print resources, teachers make extensive use of technology-based programs to enhance language arts instruction.

As is the case with language arts, the mathematics curriculum is designed to emphasize skills and concepts that will prepare students to successfully progress to the next level of learning. Four major strands of mathematics are included in the curriculum from kindergarten through fifth grade: Number Sense, Estimation, and Computation; Spatial Sense: Measurement and Geometry; Probability and Statistics; and Patterns, Functions, and Algebraic Thinking.

The specific learning goals in science vary from grade to grade; however, the curriculum at all levels requires students to investigate, understand, and apply science skills and concepts. Students learn to use scientific techniques and procedures to reinforce basic concepts. They learn to recall, explain, analyze, synthesize, and make judgments about concepts and facts. They relate learned concepts and skills to real life experiences. Although textbooks are used for reference, the curriculum is presented primarily through multi-sensory, active learning experiences that allow students to learn by doing.

In social studies, the curriculum includes a study of history, geography, economics, and civics concepts. Although specific objectives vary by grade level, there are common learning goals for students in grades K-5. Every student will learn to: cultivate respect for authority and others; understand democratic concepts; promote responsibilities of citizenship; develop local, state, national, and global perspectives; link the effects of the past to the present; relate geography to society, economics, and politics; examine the characteristics and contributions of diverse cultures; and relate economic concepts to daily life.

Weekly art, music, physical education, and guidance classes also have specific learning goals for each grade level, and the teachers of these subjects work with classroom teachers to connect their specialty areas with the core curriculum. For example, students participate in grade level music programs throughout the year featuring musical selections related to topics learned in social studies. The guidance counselor conducts classroom lessons that help students achieve guidance goals related to academic, career, and personal/social development.

Technology is a thread that is woven through all curriculum areas at Short Pump. In addition to the five computers in each classroom, there is a mobile lab of laptop computers to facilitate learning in all content areas.

2. **(Elementary Schools)** Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

Because teachers recognize that no one reading program will successfully reach all students, they utilize a variety of resources, including a basal reader, trade books, and everyday reading materials. Short Pump maintains an extensive collection of trade books at all reading levels that supplement daily instruction. The reading curriculum at Short Pump Elementary School is part of an integrated language arts program that includes oral language, reading and literature, writing, and research. In the primary grades students learn to read; in the upper grades they read to learn. A balanced approach to instruction emphasizes phonemic awareness and phonics in kindergarten through second grade. In grades three through five, students make the transition to content area reading. At all levels, teachers stress a love of reading and an appreciation of literature.

Short Pump faculty members utilize reading assessment data to make instructional decisions for students. For example, when analyzing the reading scores on the Stanford 9, the teachers and staff noted that students had lower performance scores in vocabulary than in other areas of reading. Teachers from all grade levels worked together to develop a spelling and vocabulary program unique to Short Pump that would target the needs of their students. As a result, vocabulary scores on the Stanford have increased.

3. Describe in one-half page 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.

Short Pump excels in the area of science instruction, as evidenced by SOL science test scores over the past few years. From 1998 to 2002, the third grade students had an average passing rate of 96.95 %. Fifth grade passing rates for the same time period averaged 97.84 %, with 100% passing during the last two years.

Guided by Virginia's Standards of Learning and Henrico County's Essentials of the Curriculum, the science program at Short Pump promotes multi-sensory, active learning experiences for all students in grades K-5, who engage daily in activities that require them to investigate, understand, and apply scientific skills and concepts and relate them to real life experiences. The science curriculum is connected to essential skills and knowledge across the disciplines through activities involving reading, writing, data collection and interpretation, and investigating science-related social issues.

The science curriculum enables children of all abilities and learning styles to master challenging scientific material. At the primary level, instruction is built around hands-on activities from *Full Option Science Systems* (FOSS) and *Activities Integrating Math and Science* (AIMS). Upper grade classes utilize the multi-modal *Windows on Science* program as well as computer software and internet-based investigations.

Short Pump's high achievement in science is due in large part to an active partnership of parents, teachers, and staff members working together to help all children learn. A key feature of the program is a full-time ExploreLAB operated by parent volunteers who work with classroom teachers to plan and implement hands-on science lessons that support grade level Standards of Learning.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

No single instructional method will meet the needs of every student. With that belief in mind, the faculty and staff at Short Pump have committed themselves for the past three years to delivering differentiated instruction to a student population with many ability levels and learning styles. The school's annual plan, its staff development program, and individual teacher Professional Growth Plans are all sharply focused on differentiation as a means of improving achievement for all learners.

Instructional methods vary depending upon the material being delivered and the needs of the students. Whole class teacher-directed lessons are often used to introduce new concepts and provide end-of-unit reviews, but much instructional time is also spent on centers and small group activities designed to meet individual needs. After reviewing assessment data and pre-testing to determine students' skill levels, teachers might compact the curriculum for those capable of moving at a faster pace or provide tiered lessons with different degrees of challenge for students at various readiness levels. Extensive use of technology allows teachers much flexibility in providing appropriate learning experiences.

One method that has been particularly effective is the collaborative teaching model used at Short Pump. Special education teachers work alongside the regular education teachers to provide in-class support for students who receive services under the *Individuals with Disabilities Act* (IDEA). This collaboration ensures that all students have the same opportunity to learn and that all students are prepared to succeed on the state assessments at the end of the year.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

The professional development program at Short Pump Elementary is closely tied to the school's annual Continuous Improvement Plan and the Professional Growth Plan for Instructional Personnel (PGP). After analyzing the most recent assessment data, the School Improvement Team develops the annual plan stating the goals and strategies that will be implemented in order to improve student achievement in specific areas. Faculty and staff members then select individual goals related to the school plan and describe in their PGPs the strategies they will use to accomplish their goals.

The goals stated in the annual plan and the PGPs become the driving force behind the school's professional development program and the basis for staff development activities throughout the year. Site-based institutes offer customized staff development training identified through needs-based assessment.

For the past three years, one of Short Pump's primary goals has been to improve student achievement through the use of differentiated instruction in all areas of the curriculum. Staff development activities designed to further this goal have included book discussions, guest speakers, videos featuring experts in the area of differentiation, visits to other schools, and the sharing of best practices by Short Pump teachers. Based on longitudinal studies, the focus on differentiation has positively impacted student performance as measured by criterion- and norm-referenced tests.

Criterion-Referenced Tests

(The following information is applicable to all four criterion-referenced tests: Grade 3 Reading, Grade 3 Math, Grade 5 Reading, Grade 5 Math.)

Grades:	<u>3 and 5</u>	Test:	<u>Standards of Learning (SOL) Assessment Tests</u> <u>Reading</u> <u>Math</u>
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Edition/publication year:	<u>1998</u>	Publisher:	<u>Harcourt, Inc.</u>
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No groups are excluded from testing at Short Pump Elementary School. At the onset of SOL testing, small numbers of special education and limited English proficient students were excluded based on their individual or LEP educational plans. With the introduction of the state's alternate assessments for special education and limited English proficient students, it was no longer necessary to exclude students; therefore, no groups are currently excluded. Students previously excluded were assessed according to their educational plans.

Number excluded: See tables on pages 14 through 17.

Percent excluded: See tables on pages 14 through 17.

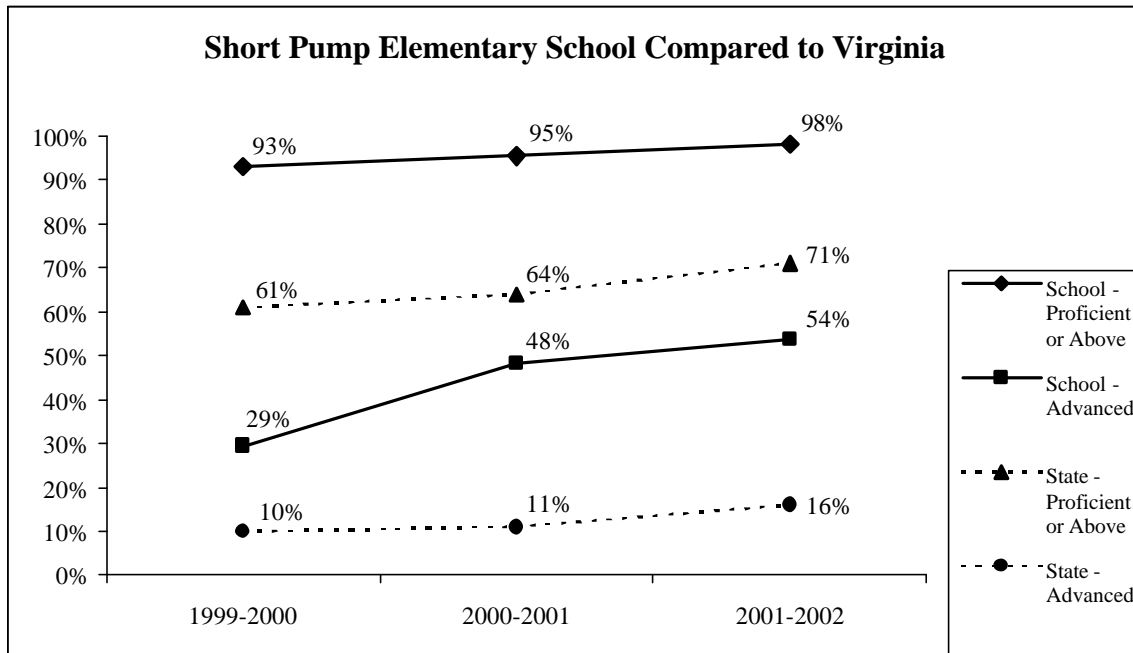
Explanation of performance scores:

In the state of Virginia, students participating in the Standards of Learning Assessment Tests achieve at one of three proficiency levels: pass advanced, pass proficient, fail. Scaled scores are earned within the range of 0-600. Students achieving at the pass advanced level earn scores within the highest tier of the scale (500-600) indicating advanced mastery of the content. Students achieving at the pass proficient level earn scores within a range (400-499) that indicates proficient mastery of the content. Students who fail the test (0-399) have not mastered the content as assessed. Schools earn an overall pass rate that includes students scoring in the pass proficient or pass advanced level for each test at each grade assessed.

SOL Reading Grade 3 Short Pump Elementary School

Testing Month	1999-2000	2000-2001	2001-2002
June	June	June	June
SCHOOL SCORES			
TOTAL			
At or Above Proficient	93%	95%	98%
At Advanced	29%	48%	54%
Number of students tested	129	108	106
Percent of total students tested	96%	99%	96%
Number of students excluded	5	1	4
Percent of total students excluded	4%	1%	4%
STATE SCORES			
TOTAL			
At or Above Proficient	61%	64%	71%
At Advanced	10%	11%	16%

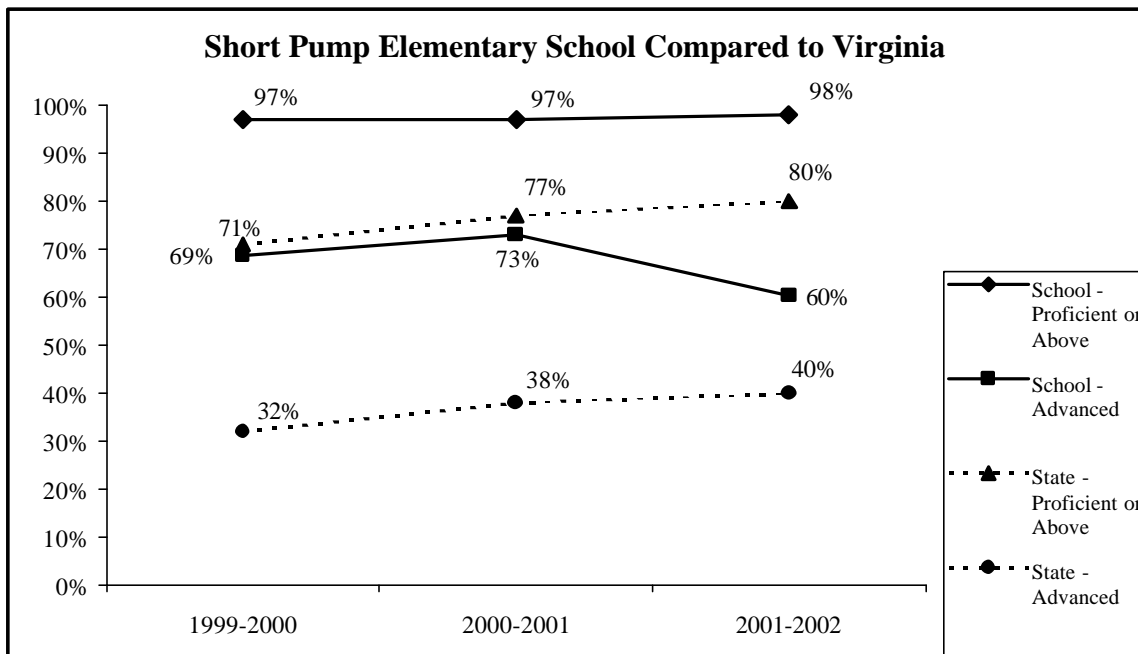
Short Pump Elementary School ranks within the top 1% of Virginia elementary schools based on SOL student performance in reading at the third grade level.



SOL Math Grade 3 Short Pump Elementary School

Testing Month	1999-2000 June	2000-2001 June	2001-2002 June
SCHOOL SCORES			
TOTAL			
At or Above Proficient	97%	97%	98%
At Advanced	69%	73%	60%
Number of students tested	131	108	106
Percent of total students tested	97%	99%	96%
Number of students excluded	4	1	4
Percent of total students excluded	3%	1%	4%
STATE SCORES			
TOTAL			
At or Above Proficient	71%	77%	80%
At Advanced	32%	38%	40%

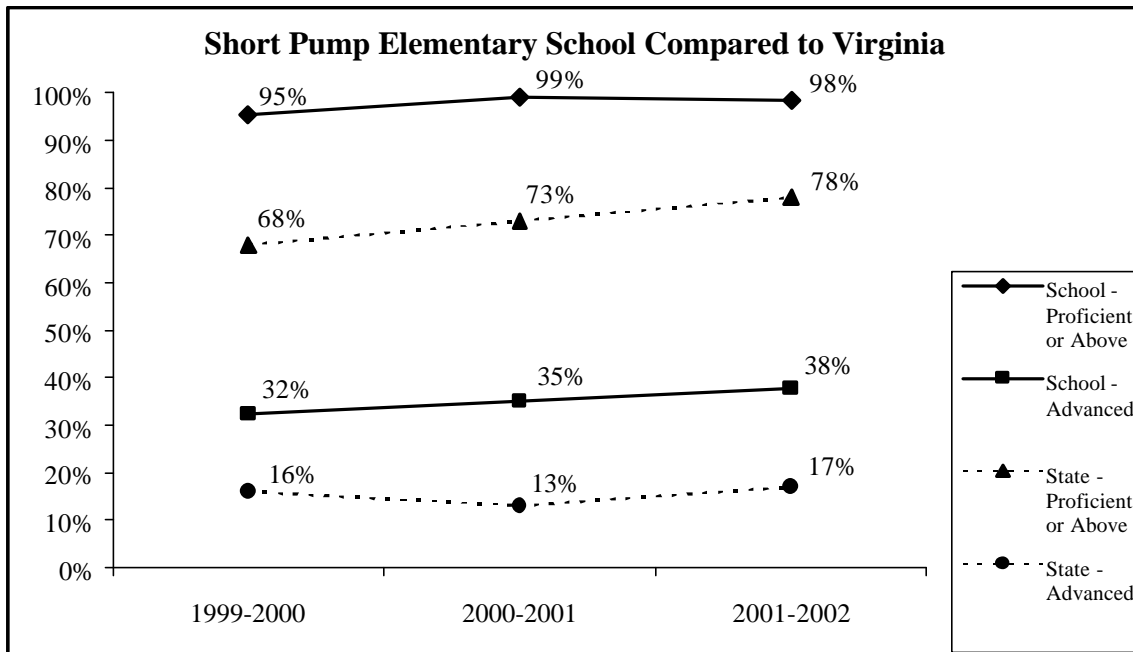
Short Pump Elementary School ranks within the top 1% of Virginia elementary schools based on SOL student performance in math at the third grade level.



SOL Reading Grade 5 Short Pump Elementary School

Testing Month	1999-2000 June	2000-2001 June	2001-2002 June
SCHOOL SCORES			
TOTAL			
At or Above Proficient	95%	99%	98%
At Advanced	32%	35%	38%
Number of students tested	127	111	127
Percent of total students tested	98%	98%	100%
Number of students excluded	3	2	0
Percent of total students excluded	2%	2%	0%
STATE SCORES			
TOTAL			
At or Above Proficient	68%	73%	78%
At Advanced	16%	13%	17%

Short Pump Elementary School ranks within the top 1% of Virginia elementary schools based on SOL student performance in reading at the fifth grade level.



SOL Math Grade 5 Short Pump Elementary School

Testing Month	1999-2000 June	2000-2001 June	2001-2002 June
SCHOOL SCORES			
TOTAL			
At or Above Proficient	95%	100%	99%
At Advanced	23%	52%	47%
Number of students tested	128	111	126
Percent of total students tested	99%	98%	99%
Number of students excluded	1	2	1
Percent of total students excluded	1%	2%	1%
STATE SCORES			
TOTAL			
At or Above Proficient	64%	66%	71%
At Advanced	11%	14%	16%

Short Pump Elementary School ranks within the top 1% of Virginia elementary schools based on SOL student performance in math at the fifth grade level.

