

Revised March 16, 2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

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

Official School Name: **Beaverdam Elementary School**
(As it should appear in the official records)

School Mailing Address: **15485 Beaverdam School Road**
(If address is P.O. Box, also include street address)

Beaverdam **Virginia** **23015-1306**
City State Zip Code+4 (9 digits total)

County: **Hanover** School CodeNumber* _____

Telephone (**804**) **449-6373** Fax (**804**) **449-6510**

Website/URL **hanover.k12.va.us** E-mail: **rwaldrop@hcps.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 **February 4, 2005**

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 **February 4, 2005**

Name of School Board: **Mr. Glenn T. Millican, Jr.**
President/Chairperson (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 **February 4, 2005**

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.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 school must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

DISTRICT

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

21 TOTAL

2. District Per Pupil Expenditure: \$ 7,479.00

Average State Per Pupil Expenditure: \$ 8,186.00

SCHOOL (To be completed by all schools)

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

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

4. 16 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 as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	9	1	10	7			
K	28	29	57	8			
1	36	40	76	9			
2	31	34	65	10			
3	51	39	90	11			
4	33	27	60	12			
5	39	46	85	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							443

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| 92 | % White |
| 7 | % Black or African American |
| 1 | % Hispanic or Latino |
| 0 | % Asian/Pacific Islander |
| 0 | % American Indian/Alaskan Native |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 3 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	14
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	13
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	27
(4)	Total number of students in the school as of October 1 (same as in #5 above)	437
(5)	Subtotal in row (3) divided by total in row (4)	.0297
(6)	Amount in row (5) multiplied by 100	2.97

8. Limited English Proficient students in the school: <1 %
5 Total Number Limited English Proficient

Number of languages represented: 2
 Specify languages: Russian & Spanish

9. Students eligible for free/reduced-priced meals: 17 %
Total number students who qualify: 77

If this method does not produce an 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: 15 %
64 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> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>10</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>31</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u>9</u> Multiple Disabilities	<u> </u> 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)	<u>2</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>0</u>
Special resource teachers/specialists	<u>16</u>	<u>5</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>13</u>	<u>2</u>
Total number	<u>56</u>	<u>7</u>

12. Average school student-“classroom teacher” ratio: 20.4

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

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96.4 %	96.1 %	96.5 %	95.7 %	96.5 %
Daily teacher attendance	91.4 %	92.3 %	85.3 %	86.2 %	93.1 %
Teacher turnover rate	5 %	9 %	10 %	15 %	6 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

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, Baldrige training.

PART III - SUMMARY

Even in the era of increased academic accountability, Beaverdam's vision and mission for its students revolve around developing each child's unique gifts as a foundation that will allow them to lead accomplished and fulfilling lives. To accomplish this requires an active partnership between students, staff, parents, and the community. It requires a dedicated and creative faculty who are committed to children, to innovative teaching practices, and their own professional growth.

Beaverdam School has been a vital part of this rural community in western Hanover County since 1906. The first school housed grades 1-11. The last high school class graduated in 1959 with the school evolving to its current elementary K-5 organization. The facility was renovated in 1985, bringing three separate buildings together under one roof. Two modular classroom units have been added to support growth in enrollment and program offerings. The school site consists of twenty acres of land, which includes a quarter-mile walking/running track, extensive playground equipment, and a 500 yard nature trail. The current enrollment is 443 students, with a program capacity of 450. The school is located in the western corner of Hanover County, approximately thirty miles northwest of Richmond. This location gives us convenient access to the cultural and academics offerings of Richmond, Washington, Williamsburg and Charlottesville.

Beaverdam serves as the activity center for the community with multiple Boy and Girl Scout troops' using the facility on a daily basis. The local youth league utilizes both the gym and softball field for athletic practices and competitions. The school also houses an after-school program sponsored by the local YMCA that provides childcare for students until 6:00 p.m. each school day. During the summer months, the school provides a summer recreation program that is staffed and administered by the Hanover Parks and Recreation Department

Despite its rural nature, Beaverdam has a long history of academic excellence. In 1988 and again in 1990, Beaverdam was nominated to participate in the Elementary School Recognition program, sponsored by the United States Department of Education. In 1991, Beaverdam was selected as one of only twelve schools in the Commonwealth to serve as an Early-childhood demonstration site. Through this designation, the faculty and staff received extensive training in developmentally-appropriate teaching practices studied the latest research on how students grow, develop and learn.

Through the application of the knowledge gleaned from this training, students at Beaverdam were encouraged to take increased responsibility for their learning. They were given the confidence to become risk-takers in their learning and to pursue the notion that there may be more than one way to solve a problem. This concept of "active learners" continues to under gird the way students are instructed at Beaverdam.

As a result of our study of developmentally-appropriate practices, Beaverdam became the first and only school in Central Virginia to implement multi-aged grouping in kindergarten and first grade. That arrangement has since evolved into a school wide "looping" organization in which teacher and students stay together for two-year cycles. Through this organizational structure, a student entering Beaverdam as a kindergartener can expect to have three classroom teachers during their tenure at Beaverdam, as opposed to the traditional six. This approach has drawn rave reviews from the students, teachers, and parents. One of the major benefits of looping is the increased time that students and teachers have engaged in meaningful instruction during a two-year loop. Teachers and students can expect to "pick-up" approximately four weeks of additional instructional time over the course of two years together. This continuity of instruction attributes to the tremendous academic success that Beaverdam has experienced.

In 1996, Beaverdam was selected as a National Blue Ribbon School of Excellence by the United States Department of Education. Recently, Beaverdam received notification that it had been selected as a 2005 Distinguished Title I School for Virginia. Through sustained focus and commitment to excellence, the students of Beaverdam continue their quest to reach their full potential.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Meaning of Assessment

Beaverdam Elementary is applying to be recognized as a *No Child Left Behind – Blue Ribbon School* regardless of the school’s demographics based on its students achievement. This achievement ranks in the top 10 percent in the Commonwealth in reading (language arts or English) and mathematics. This achievement is measured by the Virginia Standards of Learning Assessments which are criterion-referenced assessments.

First administered in the 1997-98 school year, the Virginia Standards of Learning Assessment is administered in the spring to students in grades 3 & 5. Students in grade 3 are tested in English, writing math, science and social studies. Students in grade 5 are tested in English (reading), writing, math, and science. The school division has exercised their option to test social studies in grade 4.

Student scores on the Virginia Standards of Learning Assessments are reported as scaled scores with a range of 0-600. A score of 400 is the minimum score for students to be considered proficient with a score of 500 being the minimum score to be considered advanced proficient. **Students at Beaverdam Elementary have maintained at or above proficiency levels for all tested grades and content areas for the past six years.**

In keeping with the requirements of the NCLB requirements, 100% of Beaverdam’s students in grades 3 & 5 were assessed. More specific test data is displayed in the appendix.

Insert a box similar to Cool Spring.

Virginia Standards of Learning: Grade 3

Reading/English	2003-04	2002-03	2001-02	2000-01	1999-00
Total % passed	91%	90%	97%	85%	76%
Mathematics					
Total % passed	100%	95%	96%	88%	89%

Virginia Standards of Learning: Grade 5

Reading/English	2003-04	2002-03	2001-02	2000-01	1999-00
Total % passed	98%	96%	97%	84%	96%
Mathematics					
Total % passed	100%	92%	94%	89%	92%

Testing results can be accessed on the Virginia Department of Education Website: www.pen.k12.va.us and click on School Report Cards.

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

Beaverdam Elementary School uses numerous assessment tools to understand and improve student performance. Beginning each summer, scores from the Virginia Standards of Learning assessments are analyzed and an item analysis is conducted to determine specific areas of strength and weakness. The results are compiled and shared with the faculty during the summer and in pre-school year team meetings. Plans are formulated to improve those specific areas as indicated by the item analysis.

During the school year, students are assessed in reading and language arts using the PALS (Phonological Awareness Literacy Screening), KIDS (Kindergarten Inventory Developmental Screening), DSA (Developmental Spelling Assessment), SDQA (San Diego Quick Assessment), running record, QRI (Quantitative Reading Inventory), Harcourt Fluency, and writing samples. Students are assessed and their progress is documented on a checklist. This checklist is monitored and up-dated every nine weeks. Results of these assessments are analyzed continuously and used to align curriculum, determine pacing, and offer remediation. The frequency of assessments varies for each grade level from two to four times each year.

The use of Standards of Learning practice tests helps prepare students for the test taking environment and provides teachers with a quick snapshot of the degree to which specific concepts and content have been mastered. Results of these tests help to determine which children are in need of additional assistance. Student's daily performance, teacher made assessments, and daily observations are also used to identify students needed remediation. Remediation is provided through the use of resource teachers and in-school and after-school tutorials.

In addition, the following strategies are utilized to improve student performance:

- Instructing students in the proper way to take standardized tests.
- Aligning instruction and daily assessment with Virginia Standards of Learning.
- Focus on the "Core Essentials" as provided by the Standards of Learning Blueprints.
- Differentiation of instruction based on student needs and assessment results.
- The use of a division-wide monitoring and pacing document.
- Early intervention programs in grades K-2.

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

Beaverdam Elementary School communicates student performance in a variety of ways. During the summer, parents are mailed the results of the most recent Standards of Learning Assessments. School and school division results are published annually in the Richmond Times-Dispatch as well as in local Hanover County newspapers.

At the beginning of the school year, grade level performance on the previous year's Standards of Learning Assessments is shared at a Parent/Teacher Association meeting. These results are then sent home in a newsletter for all families.

During the school year, parents are be informed by notes and phone calls from the teachers. Folders containing checked papers and announcements are sent home weekly. Child Action and Child Study groups are formed to diagnose student weaknesses and provide possible alterations in teaching methods. Interims and nine-week report cards indicate students' achievements and grade level performance. Student writing samples with an attached assessment are sent home at the end of the grading periods.

Our school division provides two parent-teacher conference sessions that allow teachers and parents the opportunity to meet together to discuss student progress. Individual conferences are held as necessary throughout the year. Formal assessments in language arts are taken at the beginning, middle, and end of the year with the results shared with parents.

The students' cumulative folders are available for parents to view upon request. Our PTA highlights curriculum driven performances and student displays. Our school newsletter is sent home four times a

Beaverdam Elementary School

year displaying students' successes and accomplishments.

Students are informed of their performance through daily work, conferences with the teacher, weekly folders, interims, report cards, and assessment results. They are also made aware of individual and class achievements with school/teacher newsletters, awards' assemblies, math, and spelling and geography bees. Students are able to see achievements on bulletin boards, door displays, and in the school newsletter.

Beaverdam teachers utilize a homework hotline that is updated daily to share class and individual achievements. All classroom teachers maintain individual websites on which successes and student work is posted.

4. Describe how the school has shared and will continue to share its successes with other schools.

The administration and faculty of Beaverdam Elementary School maintain an open door policy and welcome colleagues and guests to their school and into their classrooms. There is tremendous value in talking with other professionals about successful teaching strategies and techniques.

Members of the Beaverdam faculty frequently serve as presenters at local and regional conferences and workshops in the areas of math, reading, science, social studies, art, music and physical education. The school has an ongoing relationship with local colleges and universities and provides opportunities for pre-service teachers to visit the school and observe "best practices" in action. Members of the Beaverdam faculty serve as supervising teachers for a number of student interns each year.

With the announcement of the No Child Left Behind-Blue Ribbon School Award, Beaverdam will provide opportunities for sharing of information with other schools. Schools in Hanover are organized by corridors in which one high school and its feeder schools are grouped together. Information will be shared by Beaverdam's principal through monthly corridor and monthly All-Principals' meetings. Schools within the division will be invited to visit our school and/or have members of our faculty/staff speak to their faculties.

To share with schools outside our division, faculty members will be available to make visits to schools to do seminars, workshops, or peer modeling. Presentations will be developed to share with professional groups and at educational conferences. In addition, a tri-fold brochure will be developed that will highlight Beaverdam's data and include instructional and organizational strategies that will be available for all interested parties.

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 Beaverdam Elementary is correlated with the Virginia Standards of Learning and the Hanover County curriculum, which outlines the academic expectations for all students. Beaverdam teachers develop an annual Scope and Sequence that establishes criteria to meet the needs of all students. Beaverdam Elementary teachers create pacing charts as a guide to implement and utilize best practices to instruct the total child. The curriculum spirals through learning experiences that take place through art, music, and physical education.

Language arts is taught in a multi-modal approach using hands-on-materials, printed text, games, drama experiences, and computer programs. All students are taught at their own reading level, either in a small or large group or individually. The content includes both fiction and non-fiction as well as phonics and word study topics. The 6 + 1 writing traits framework is used to develop each student as an effective writer. Assessment is on-going to provide appropriately leveled instruction.

The mathematics curriculum, based on the NCTM (National Council of Teachers of Mathematics) Standards, provides students with a strong foundation and an understanding of mathematical concepts. A variety of resources and manipulative materials are used to establish a hands-on environment that enables children to understand and make connections with mathematical ideas. Teachers create a learning environment through reflective teaching, problem solving, and mathematical reasoning, so students can relate mathematical ideas to relevant experiences. Methods utilized include student math portfolios and math journals, which engage student development in the areas of Number and Number Sense; Computation and Estimation; and Patterns, Functions and Algebra. Students are also engaged in mathematical skills through technology with the use of a software program, Riverdeep Desination Math, which challenges students in all mathematical strands. Students are continuously challenged through technology and on-going assessment.

The social studies curriculum is designed to permeate throughout the student's learning experiences. A strong emphasis is placed on student involvement through interactive field trips, mock elections, guest speakers, performances, and primary resources. Students remain engaged in the content through geography, civics, current events, and economics when in art, music, media, and physical education classes. Students' learning is enhanced through after school opportunities such as the Latin Club.

The science curriculum is driven by the hands-on inquiry approach to learning and understanding of science concepts. The use of teacher prepared kits and instructional activities are aligned with state and national standards. Through the recently acquired Weather Net technology, teachers are given tools to lead students in relevant activities to make a connection with their community and world. Life processes are witnessed first hand as children interact with live animals such as frogs, butterflies, crayfish, and nature trail experiences.

The core curriculum is purposefully integrated throughout art, music, media, and physical education programs. This connection to learning makes the experience meaningful to all students and fosters a desire and appreciation of life long learning.

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

The comprehensive reading program at Beaverdam Elementary includes the “best practices” as defined by the National Reading Panel (NRP). Our successful reading program includes five essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. By selecting this approach, the faculty not only embraces good reading instruction but supports the *No Child Left Behind* legislation. The Beaverdam faculty and staff also recognizes current research in reading instruction and brain functioning as it relates to learning, which supports the areas outlined by Virginia Standards of Learning.

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, fluency, vocabulary, and comprehension skills. Students are provided a daily 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 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 is given appropriate instruction on his/her instructional level, complete and consistent assessment is essential. The Phonemic Awareness Literacy Screenings (PALS) and/or the Qualitative Reading Inventory III are used to assess students’ reading. Periodically throughout the year, assessments including running records, timed fluent reading passages, and the Developmental Spelling Assessment (DSA), are given to monitor student progress and provide instructional feedback for teachers. Teachers plan each student’s instruction based on the results of these assessments.

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.

In the curriculum area of mathematics, Beaverdam students are expected to build foundational skills in a variety of ways. Teachers use the Math Investigations Series with hands-on exploration. Students are encouraged to discover new mathematics concepts through story problems. This allows them to create unique and multiple strategies for different calculations, which have personal meaning due to the student’s direct interaction with the numbers and their values.

Beaverdam teachers see value in making use of real-world situations. One teacher received grant to purchase real life business tools, such as a cash register, order booklets, and other items related to money and counting back change. She has also incorporated literature related to money and spending so that the math curriculum can be integrated with language arts instruction. She has demonstrated these materials to the faculty, and other teachers make use of them in their math lessons. This opportunity for real-world experiences helps to better prepare students with the skills they will need in the business community.

Our teachers also believe that the connection between school and home is very important to foster parents’ involvement in their children’s education. Several teachers collaborated to host Math Night during the school year. Parents were invited to create and play math games with their children to learn alternate ways to review math concepts. These games could be taken home and used indefinitely to practice skills and strategies. This gave both parents and students the opportunity to see that math could be studied in other ways besides a traditional paper/pencil review.

Finally, Beaverdam teachers have been excited to incorporate technology and self-paced math
Beaverdam Elementary School
Beaverdam, Virginia

instruction and practice into their daily curriculum with the introduction of Riverdeep Destination Math.

Teachers can customize activities for individual students and view reports providing data on student progress and mastery. Students are provided the use of “virtual” manipulatives, which may otherwise have been unavailable to concrete form in large quantities.

Through the use of many of these strategies, teachers are able to develop each child’s unique gifts and to communicate this progress to parents and community. Because of these opportunities, students not only have the knowledge they need to succeed academically, but also are prepared to converse about the concepts they are learning and how they relate to every day situations.

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

The faculty at Beaverdam Elementary uses an array of established instructional methods to meet the students’ learning needs. Ongoing assessment and flexible grouping ensures that students are always working at his/her identified instructional level. The use of leveled texts, contracts, and experiential (multi-sensory) learning opportunities challenges students to develop higher level thinking skills as outlined by Bloom’s Taxonomy. Technology is a vital part of this process. Each classroom contains five internet accessible computers to enhance instruction and reinforce concepts across the curriculum. The Riverdeep, Cornerstone, and Earobics software programs build and improve reading and mathematical skills, spreadsheets, and multimedia presentation software for a variety of class projects and activities. Through the generous support of local businesses and the school community, Beaverdam recently purchased a Weather Net station. This program will not only enhance science instruction and provide up-to-date weather information but will also provide opportunities for the integration of other content areas.

At Beaverdam, teachers create a classroom learning system that is student-centered, which allows students to gain a sense of ownership of the learning experience while supporting the social dynamics and cohesiveness of the group. This is accomplished via use of Baldrige Quality Tools, which afford teachers the ability to better manage student performance as well as incorporate education improvement planning into everyday teaching and learning processes. Additionally, Project CRISS (Creating Independence Through Student Owned Strategies) strategies help to ensure that students are able to:

- i. integrate new information with prior knowledge
- ii. be actively involved in their own learning by discussing, writing, and organizing
- iii. self monitor to identify which strategies are the most effective for a given set of learning materials

What makes the learning experience unique at Beaverdam is the use of looping across grades (K-1, 2-3, and 4-5), which allows both students and teachers the opportunity to spend two years in the learning environment together thus easing social, behavioral, and learning transition difficulties. This practice capitalizes on tying the above-mentioned educational approaches together to support academic performance by providing increased time for instruction. Since classroom expectations and behavior management systems are already in place, transition from year to year is more effective and efficient.

Beaverdam Elementary School
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5. Describe the school’s professional development program and its impact on improving student achievement.

Beaverdam Elementary School meets annually in August before school begins for a faculty retreat to begin the transition for the new school year. Classroom teachers, resource teachers, administrators, and support staff discuss goals for the upcoming school year. Teachers participate in team building activities, review the previous year's progress, promote collaboration, and share new strategies to continue to improve students' needs.

Teachers develop a five-year professional development plan in which they can choose specific areas of interest in which they would like more training. Throughout the year, Beaverdam Elementary School teachers and staff attend workshops and conferences on a wide variety of topics and current practices. Teachers are responsible for bringing this information back to the rest of the school community. Staff development is not passive learning but active participation as teachers share learned knowledge through in-house workshops. Beaverdam School students' achievement increases from the various tools, as teachers are able to choose which ones are most beneficial to their own classroom needs.

Staff development topics are wide ranging. Baldrige Quality Concepts Training gives teachers a philosophy that uses students' data to improve future achievement. Brain Research information helps teachers understand the brain's required nutrition and environmental for optimum learning. The use of Project CRISS strategies enhances students' comprehension and learning. These strategies engage the students to keep them active and involved. Reflective math teaches students to solve mathematical problems through various processes rather than rote algorithms. Peer coaching allows teachers to strengthen instructional skills and develop a common language among colleagues.

Beaverdam Elementary School
Beaverdam, Virginia

APPENDIX

**Virginia's Reporting Form for NCLB Blue Ribbon Data
ENGLISH 3RD GRADE**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May/June	May/June	May/June	May/June	May/June
	This is data that is reported on the Website for SOL Report Cards ¹ for Virginia's schools. Also see footnote.2			This is data that is reported on the Website for 20003 and 2001.4 Also see footnote5	
SCHOOL SCORES					
% At or Above Proficient	91%	90%	97%	85%	76%
% At Advanced	23%	40%	32%		
Number of students tested	53	75	73		
Percent of total students tested	100%	100%	97%		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0%	0%	0%		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% At or Above Proficient	80%	88%	86%		
% At Advanced	0%	0%	14%		
Number of Students Tested	10	7	7		
2. Black					
% At or Above Proficient	80%	100%	100%		
% At Advanced	0%	0%	25%		
Number of Students Tested	5	4	4		
3. White					
% At or Above Proficient	92%	90%	97%		
% At Advanced	25%	44%	33%		
Number of Students Tested	48	68	67		
4. Hispanic					
% At or Above Proficient	N/A	N/A	100%		
% At Advanced	N/A	N/A	0%		
Number of Students Tested	N/A	N/A	1		
5. Students with disabilities					
% At or Above Proficient	50%	83%	100%		
% At Advanced	0%	0%	33%		
Number of Students Tested	6	6	6		
STATE SCORES⁶					
% At or Above Proficient	71%	72%	72%	65%	61%
% Above Proficient	14%	19%	17%		

1 <http://www.pen.k12.va.us/VDOE/src/index.shtml>

2 It does not include re-takes on any SOL assessment.

3 Use 2000 data <http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls>

4 Use 2001 data <http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls>

5 This data was reported prior to the implementation of NCLB in Virginia. It does include re-takes on all SOL assessments. No subgroup data is available for either of these years.

6 For 2001-2002, 2002-2003, and 2003-2004. http://pen2.vak12ed.edu/cgi-bin/broker?service=doe_prod&instit_id=0&program=prodcode.st_sol_by_grade_report.sas

The state percentage passed indicated on this Website is equivalent to the percent above proficient.

For 2000-2001 and 1999-2000 see <http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls>

**Virginia's Reporting Form for NCLB Blue Ribbon Data
ENGLISH (READING) 5TH GRADE**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May/June	May/June	May/June	May/June	May/June
	This is data that is reported on the Website for SOL Report Cards ⁷ for Virginia's schools. Also see footnote.8			This is data that is reported on the Website for 20009 and 2001.10 Also see footnote11	
SCHOOL SCORES					
% At or Above Proficient	98%	96%	97%	84%	96%
% At Advanced	43%	40%	22%		
Number of students tested	83	70	87		
Percent of total students tested	100%	100%	100%		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0%	0%	0%		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% At or Above Proficient	82%	100%	82%		
% At Advanced	9%	50%	6%		
Number of Students Tested	11	12	17		
2. Black					
% At or Above Proficient	67%	80%	100%		
% At Advanced	0%	0%	17%		
Number of Students Tested	6	5	6		
3. White					
% At or Above Proficient	100%	98%	96%		
% At Advanced	47%	43%	23%		
Number of Students Tested	75	60	80		
4. Hispanic					
% At or Above Proficient	N/A	N/A	100%		
% At Advanced	N/A	N/A	0%		
Number of Students Tested	N/A	N/A	1		
5. Students with disabilities					
% At or Above Proficient	75%	100%	100%		
% At Advanced	13%	27%	8%		
Number of Students Tested	8	11	13		
STATE SCORES¹²					
% At or Above Proficient	85%	83%	78%	73%	68%
% Above Proficient	31%	19%	17%		

7 <http://www.pen.k12.va.us/VDOE/src/index.shtml>

8 It does not include re-takes on any SOL assessment.

9 Use 2000 data <http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls>

10 Use 2001 data <http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls>

11 This data was reported prior to the implementation of NCLB in Virginia. It does include re-takes on all SOL assessments. No subgroup data is available for either of these years.

12 For 2001-2002, 2002-2003, and 2003-2004. http://pen2.vak12ed.edu/cgi-bin/broker?service=doe_prod&instit_id=0&program=prodcode.st_sol_by_grade_report.sas

The state percentage passed indicated on this Website is equivalent to the percent above proficient.

For 2000-2001 and 1999-2000 see <http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls>

**Virginia's Reporting Form for NCLB Blue Ribbon Data
MATHEMATICS 3RD GRADE**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May/June	May/June	May/June	May/June	May/June
	This is data that is reported on the Website for SOL Report Cards ¹³ for Virginia's schools. Also see footnote.14			This is data that is reported on the Website for 2000 ¹⁵ and 2001. ¹⁶ Also see footnote ¹⁷	
SCHOOL SCORES					
% At or Above Proficient	100%	95%	96%	88%	89%
% At Advanced	60%	58%	51%		
Number of students tested	53	75	73		
Percent of total students tested	100%	100%	97%		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0%	0%	0%		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% At or Above Proficient	100%	86%	100%		
% At Advanced	50%	14%	20%		
Number of Students Tested	10	7	5		
2. Black					
% At or Above Proficient	100%	100%	100%		
% At Advanced	80%	50%	67%		
Number of Students Tested	5	4	3		
3. White					
% At or Above Proficient	100%	94%	97%		
% At Advanced	58%	57%	51%		
Number of Students Tested	48	68	68		
4. Hispanic					
% At or Above Proficient	N/A	N/A	100%		
% At Advanced	N/A	N/A	0%		
Number of Students Tested	N/A	N/A	1		
5. Students with disabilities					
% At or Above Proficient	100%	100%	86%		
% At Advanced	0%	17%	29%		
Number of Students Tested	6	6	7		
STATE SCORES¹⁸					
% At or Above Proficient	87%	83%	80%	77%	71%
% Above Proficient	49%	47%	40%		

13 <http://www.pen.k12.va.us/VDOE/src/index.shtml>

14 It does not include re-takes on any SOL assessment.

15 Use 2000 data <http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls>

16 Use 2001 data <http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls>

17 This data was reported prior to the implementation of NCLB in Virginia. It does include re-takes on all SOL assessments. No subgroup data is available for either of these years.

18 For 2001-2002, 2002-2003, and 2003-2004. http://pen2.vak12ed.edu/cgi-bin/broker?service=doe_prod&instit_id=0&program=prodcode.st_sol_by_grade_report.sas

The state percentage passed indicated on this Website is equivalent to the percent above proficient.

For 2000-2001 and 1999-2000 see <http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls>

**Virginia's Reporting Form for NCLB Blue Ribbon Data
MATHEMATICS 5TH GRADE**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May/June	May/June	May/June	May/June	May/June
	This is data that is reported on the Website for SOL Report Cards ¹⁹ for Virginia's schools. Also see footnote. ²⁰			This is data that is reported on the Website for 2000 ²¹ and 2001. ²² Also see footnote ²³	
SCHOOL SCORES					
% At or Above Proficient	100%	92%	94%	89%	92%
% At Advanced	50%	11%	26%		
Number of students tested	80	68	86		
Percent of total students tested	100%	99%	99%		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0%	0%	0%		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% At or Above Proficient	100%	92%	81%		
% At Advanced	50%	0%	6%		
Number of Students Tested	10	12	16		
2. Black					
% At or Above Proficient	100%	60%	100%		
% At Advanced	40%	0%	0%		
Number of Students Tested	5	5	5		
3. White					
% At or Above Proficient	100%	95%	94%		
% At Advanced	51%	12%	28%		
Number of Students Tested	73	60	80		
4. Hispanic					
% At or Above Proficient	N/A	N/A	100%		
% At Advanced	N/A	N/A	0%		
Number of Students Tested	N/A	N/A	1		
5. Students with disabilities					
% At or Above Proficient	100%	91%	100%		
% At Advanced	29%	0%	0%		
Number of Students Tested	7	11	12		
STATE SCORES²⁴					
% At or Above Proficient	78%	74%	71%	67%	63%
% Above Proficient	20%	18%	16%		

¹⁹ <http://www.pen.k12.va.us/VDOE/src/index.shtml>

²⁰ It does not include re-takes on any SOL assessment.

²¹ Use 2000 data <http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls>

²² Use 2001 data <http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls>

²³ This data was reported prior to the implementation of NCLB in Virginia. It does include re-takes on all SOL assessments. No subgroup data is available for either of these years.

²⁴ For 2001-2002, 2002-2003, and 2003-2004. http://pen2.vak12ed.edu/cgi-bin/broker?service=doe_prod&instit_id=0&program=prodcode.st_sol_by_grade_report.sas

The state percentage passed indicated on this Website is equivalent to the percent above proficient.

For 2000-2001 and 1999-2000 see <http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls>