

REVISED 3-17-05

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. C. Clarke Magruder
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address Leesburg Elementary School
(If address is P.O. Box, also include street address)

323 Plaza St., NE, Leesburg VA 20176-2499
City State Zip Code+4 (9 digits total)

County Loudoun School Code Number* 008

Telephone (703) 771-6720 Fax (703) 771-6725

Website/URL www.loudoun.k12.va.us/schools/leesburg E-mail cmagrude@loudoun.gov

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. Edgar B. Hatrick
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Loudoun County Public Schools Tel. (703) 771-6400

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. John A. Andrews
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 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

All data are the most recent year available.

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

1. Number of schools in the district: 42 Elementary schools
 11 Middle schools
 1 Junior high schools
 8 High schools
 2 Other

 64 TOTAL
2. District Per Pupil Expenditure: \$10,159

 Average State Per Pupil Expenditure: \$8,182

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. 12 Number of years the principal has been in her/his position at this school.
 N/A 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	15	24	7			
K	45	41	86	8			
1	47	67	114	9			
2	28	56	84	10			
3	45	58	103	11			
4	43	44	87	12			
5	45	41	86	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							584

6. Racial/ethnic composition of the students in the school:
- 79 % White
 - 8 % Black or African American
 - 7 % Hispanic or Latino
 - 5 % Asian/Pacific Islander
 - 0 % American Indian/Alaskan Native
 - 1 % Non Specified

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: 6 %

(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.	33
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	34
(4)	Total number of students in the school as of October 1 (same as in #5 above)	584
(5)	Subtotal in row (3) divided by total in row (4)	0
(6)	Amount in row (5) multiplied by 100	6 %

8. Limited English Proficient students in the school: 3 %
15 Total Number Limited English Proficient
 Number of languages represented: 4
 Specify languages: Spanish, German, Punjabi, Vietnamese

9. Students eligible for free/reduced-priced meals: 10 %

Total number students who qualify: 59

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: 12 %
68 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>16</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>7</u> Hearing Impairment	<u>16</u> Speech or Language Impairment
<u>1</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness
<u>10</u> Serious Emotional Disturbance	

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>24</u>	<u>0</u>
Special resource teachers/specialists	<u>14</u>	<u>4</u>
Paraprofessionals	<u>13</u>	<u>0</u>
Support staff	<u>10</u>	<u>3</u>
Total number	<u>63</u>	<u>7</u>

12. Average school student-“classroom teacher” ratio: 22:1

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 %	96 %	96 %	96 %	96 %
Daily teacher attendance	95 %	94 %	95 %	94 %	95 %
Teacher turnover rate	13 %	16 %	9 %	10 %	* %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

* Data not available

Part III – Summary

Description of School

Leesburg Elementary School currently has an enrollment of 575 students. It was built in 1980, twenty five years ago. Today, Loudoun County, Virginia is the one of the fastest growing counties in the United States, part of suburban Washington, D.C. In 1980, however, it was largely rural. At that time, the school was located on the outskirts of the town of Leesburg in the midst of rolling hills and farmland.

The school was built in an emerging suburban community within walking distance of Loudoun House, Loudoun County's first subsidized low-cost housing complex. Leesburg Elementary was also a center for several of the county's special education programs. When the school opened its doors, it served a diverse population.

The culture and climate of the school developed around the diverse needs of Leesburg's students. It was typical for staff and children throughout the school to work and learn with students with special needs. Adapting the curriculum and teaching strategies to meet the needs of students became something that staff members did on a regular basis. The school defined its mission during these early years. Leesburg Elementary became a school where children who were different from other students in the system were accepted and made to feel welcome.

Teachers at the school throughout its 25 years of operation were at times confronted with students who had highly divergent needs. The staff learned to work together as a team to meet those needs. Leesburg Elementary staff members developed a strong identity with the children they served and the school where they worked. The staff worked hard and put in long hours. They volunteered for after school programs and students were supported and mentored.

Many years have passed since the school first opened its doors. The original Loudoun House complex has been closed. The buildings have been renovated and, today it is no longer considered a subsidized housing development. Many of the special education classes that began at Leesburg have moved to other schools as the county's population has grown, significantly decreasing the number of special education students at Leesburg Elementary. The school's population has shifted; however, the school's identity has remained intact.

Leesburg continues to be the school that it was at its beginning. It's a place where various segments of the population are expected to make progress as well as the school population as a whole. The staff provides after school instruction to students in third and fifth grade in the areas of language arts and mathematics to prepare them for the Virginia Standards of Learning tests given at those grade levels. The classes are held on a weekly basis and transportation is provided to make the program more accessible.

Leesburg has always been a school where parents were actively involved. Over the years, the school has been supported by thousands of parent volunteer hours. This has allowed us to work on a one-to-one basis and in small groups with many students.

Residents of Loudoun County are very supportive of the public schools. The school system is recognized as a leader in the state of Virginia and is gaining prominence nationally. There are high expectations in regard to both teacher performance and student achievement. Communication between home and school is a priority and parents are highly involved with schools and school related issues.

Leesburg maintains a positive relationship with the community it serves. The most recent parent survey (2003-04) indicated better than 90 percent of the school's parents approve of the job being done by the

staff to educate their children. The school benefits from an active Parent Teacher Organization (PTO) which sponsors activities for students throughout the school year. The PTO also supports the school financially by purchasing supplemental instructional materials on a regular basis. Over the years, this support has had a significant impact on the amount and quality of supplemental instructional materials available in the classrooms.

In many ways, the needs of students who have presented the greatest challenges over the years at Leesburg Elementary have made the school what it is today. The needs of our students required us to pay close attention to individual progress. The needs of students pushed us to move beyond our comfort zone to try different teaching strategies, persevering until we obtained better outcomes. The challenges the school has faced have been its greatest blessing.

Part IV – Indicators of Academic Success

1. Assessment Data

The four charts at the end of the report entitled “Virginia’s Reporting Form for NCLB Blue Ribbon Data” each contain five years of test data. Data are provided for Virginia’s Standards of Learning (SOL) tests beginning with 1999-2000 and ending with 2003-2004. Scores represent the percentage of students passing each test. Scores for students testing at the “proficient” level include the scores of students testing at the “advanced” level.

SOL tests report students’ progress using scaled scores. Scores range from 0-600. Students scoring between 400-499 are considered “proficient”. Students scoring between 500 and 600 are considered to be “advanced”. During the three school years between 2001 and 2004, a high percentage of Leesburg Elementary School students scored in the “advanced” category range.

SOL tests are designed to assess student proficiency in mastering the objectives contained in the Virginia Standards of Learning. At the elementary level, SOL tests are administered to students in grades three and five. In addition to English and mathematics, students are also tested in science and history/ social science. In Loudoun County, the grade five history/social science test is given in fourth grade. (The history/social science curriculum in Loudoun County is accelerated. See Part V, Question 1.) SOL tests are cumulative. The grade three tests cover information taught in kindergarten through third grade. The grade five tests focus on information covered in fourth and fifth grade.

In instances where sections of a chart are marked “N/A”, data were not available for the categories for those years. In some instances, asterisks appear on charts. Asterisks indicate that although data were available, the number of students in a category was so small that individual students might inadvertently be identified if the information was provided.

2. Use of Assessment

The staff at Leesburg Elementary School uses assessment in a variety of ways to improve student performance. One example of this is the use of Virginia Standards of Learning (SOL) test data. The staff believes that language arts skills form an essential foundation for students. Teachers analyzed the state mandated SOL tests given at grades three and five and concluded that progress in language arts in the primary grades was not at the same level as other subject areas. To address this concern, all students in grades one through three are currently assessed each quarter with running records. Students reading below grade level are assessed each month. The running records document growth in reading and the use of specific reading strategies.

Students in grades one through five complete a series of writing assignments assigned to their grade level. At the end of each quarter, students respond in writing to specific prompts and are evaluated with a rubric designed for their grade level. Students' progress on the school's developmental spelling program in grades one through five is also evaluated quarterly.

The data collected on students in grades one through three in the areas of reading, writing and spelling are reviewed by the principal and reading teacher at the end of each quarter. The reading teacher identifies students as at-risk. The principal identifies individual students who are not meeting quarterly expectations and also looks for broader trends and patterns among groups of students. Additionally, the principal schedules formal observations in classrooms, and schedules conferences with individual teachers and grade levels. Plans are made and strategies are implemented to address concerns.

Grades three through five use Virginia Standards of Learning tests not only to assess the progress of individual students but also, the strength of the instructional programs in the areas of English, mathematics, social studies and science. At the fifth grade level, language arts, math and science are departmentalized. When teachers analyzed the fifth grade SOL data, they found indicators of strength in science and needs in the area of mathematics. Consequently, the science teacher volunteered to integrate several mathematics units into his curriculum. This gave the math teacher more time to teach fewer units.

Leesburg Elementary School is one of several Loudoun County schools participating in the system's new benchmark testing program. At this time, the program is designed to provide quarterly assessment of students' progress in grades three through five. Testing is done on-line in the computer lab. The software provides aggregate data and data is also disaggregated into No Child Left Behind subcategories. Teachers at each grade level meet with the principal to analyze the data and change instructional strategies to meet students' needs.

3. Communication of Student Performance

Teachers at Leesburg Elementary School believe that it is essential to foster open lines of communication between staff members and parents. Half a day is devoted to Open House activities at the beginning of each school year. Open House provides students and parents with the opportunity to meet teachers in a casual setting prior to the first day of school. Additionally, future kindergarten students and their parents attend an orientation in the spring before the students' begin their first year at Leesburg. At this time, parents are introduced to the instructional program and their children spend time visiting kindergarten classrooms. During the orientation, expectations for students are discussed and parents receive suggestions about how to prepare their children for kindergarten. They also receive information related to the performance of students on a school-wide basis.

Back to School Nights are held on two separate nights in September: one for primary students and one for children in upper elementary. During the Back to School Nights, information is shared about the school, our students' progress, and teachers' expectations for the coming year. Conferences are held in October, during the later half of the first marking period. Teachers make a substantial effort to schedule conferences with all of their students' parents. One teacher workday and several evenings are set aside for parent conferences.

In addition to sharing information about student assessment and performance in person, the school publishes a newsletter and maintains a website to distribute information on a wider basis. In Loudoun County, web pages are maintained for individual schools and for the school system. The school's home page focuses on reporting information specific to Leesburg Elementary. The county's website contains extensive test data on all schools in the system. On the LCPS site, results of Standards of Learning tests are provided as are results for the nationally norm-referenced Stanford 10.

4. Sharing Success

One example of the teachers at Leesburg Elementary sharing success with another school occurred at the beginning of the current school year. An elementary principal from another school system contacted the school board office and asked for recommendations for schools to visit. His staff wanted to improve their primary language arts program and raise test scores on the Virginia SOL tests. Several schools were suggested for potential visits; one of these was Leesburg.

There were questions about whether simply coming to Leesburg Elementary and observing instruction would provide the visitors with the understanding, momentum, and strategies needed to make significant improvement. The principal at Leesburg wanted the visiting team to be able to talk with his teachers, ask questions, and ultimately have input in deciding what they wanted to see. Staff members at Leesburg also believed that one of the most important exchanges of information would occur among teachers in an environment where individuals were being open about the successes and difficulties they encountered.

Initially, the principal of the visiting school sent his assistant principal and reading teacher to Leesburg Elementary. They visited throughout the school, talking extensively with staff members. After the visit, they shared their thoughts about which aspects of Leesburg's program would be most beneficial for the entire visiting team to learn about when they arrived.

The two principals worked carefully to structure the visit of the larger group. The visiting teachers were scheduled to observe specific teaching strategies being implemented in classrooms. A considerable amount of time was built into the day so that the visitors could talk directly with individual Leesburg teachers and in one case, with an entire grade level. Although both principals were present during portions of the conferences, there was also time scheduled when teachers spoke to teachers without administrators being present.

The staff of Leesburg took great pride in presenting the school and explaining the instructional program. Sharing the successes, and being candid about the challenges and difficulties encountered in establishing a commitment to continuous improvement, strengthened both staffs.

In the future, staff members would appreciate the opportunity to share our successes by hosting groups of educators interested in visiting our school. Staff members at Leesburg Elementary maintain a web site and publish a newsletter which both share news about the school and its progress on an ongoing basis. Information about the school's successes is shared with parents at regularly scheduled events throughout the year. These include an annual orientation night for parents with children participating in the *Steps to Literacy*® in Loudoun County program and activities such as Back to School Night. Within the county school system, opportunities are provided at principals' meetings to share strategies for developing effective intervention plans. Recently, teachers and a principal from another county school visited Leesburg and observed instruction in the primary grades.

Part V – Curriculum and Instruction

1. Description of Curriculum at Leesburg Elementary School

In the Loudoun County Public School (LCPS) system, locally developed curriculum guides direct what will be taught in all subject areas. The guides are based on the Standards of Learning (SOL) for Virginia. The SOL outline the basic knowledge and skills that students in Virginia's public schools are taught in kindergarten through grade twelve.

Curriculum guides in Loudoun County are constantly being updated. Each summer, committees focus attention on portions of the county's curriculum and recommend revisions. The curriculum at Leesburg Elementary School is based on the LCPS curriculum and reflects county-wide standards and expectations.

In the area of reading, the goal of LCPS is to provide a balanced literacy approach to instruction. *Steps to Literacy*© in Loudoun County, a proprietary literacy program that trains kindergarten, first and second grade teachers to use research based instructional strategies, was implemented for the first time during the 2004-05 school year at Leesburg Elementary.

Language arts skills are introduced, practiced and reviewed in the context of writing and oral communication. At Leesburg, specific standards for students' writing have been established for grades one through five, and progress is assessed quarterly through the use of rubrics. The school is committed to a developmental approach to spelling and uses Word Study to present spelling skills in a sequential manner.

The math curriculum is designed to facilitate the development of computational skills, conceptual understanding, problem solving ability, and reasoning skills. The curriculum employs a textbook, manipulative materials, and technological resources. Instruction at Leesburg is augmented by a networked computer system that allows students in classrooms and in the computer lab to access approved software and the internet. In grades three through five, the *Successmaker*© products are used for both remediation and enrichment. At the fifth grade level, instruction is partially departmentalized. Each of the four classes which make up the fifth grade receives math instruction from the same teacher.

Although the science program at Leesburg makes use of a textbook, it emphasizes a hands-on, experience-based approach. Teachers use science resource kits, media, and on-line resources to teach concepts. At the fifth grade level, instruction is departmentalized and all students receive instruction from one teacher.

The Virginia SOL for History and Social Science are composed of four strands: history, geography, citizenship and economics. Loudoun County adds a fifth strand, cultures, to broaden students' awareness of our global community. Students are accelerated through the objectives. The first six years' objectives are covered in kindergarten through fourth grade in Loudoun County.

In 1996, the Loudoun County School Board adopted PROJECT ACCESS, a program designed to place state-of-the-art computer technology in every classroom. In 2000, PROJECT ACCESS was one of 92 education technology initiatives from around the globe selected for inclusion in the Computer World Smithsonian Collection.

On a weekly basis, students in grades one through five receive instruction in physical education, art and music from appropriately certified teachers. Art instruction is provided for 50 minutes each week. The art curriculum for Loudoun County exceeds state and national standards and is enhanced by the integration of art history, art criticism, and aesthetics. Students are provided with maximum opportunity for hands-on experiences. Students receive music instruction for two 30 minute periods each week. The curriculum consists of a sequence of developmentally appropriate experiences leading to the acquisition of defined skills and knowledge in the areas of creating music, performing music and responding to music and musical experiences. The physical education program is designed to enhance student confidence in movement, balance, fine and gross motor control, and general physical strength. It is taught by a certified physical education teacher for three 30 minute periods each week and is supported by instruction from classroom teachers.

One day each week, students in grades four and five who are formally identified as generally intellectually gifted, leave Leesburg and go to another school where they participate in the FUTURA program. In

kindergarten through grade three, all students participate in SEARCH, a program that focuses on developing thinking skills and is designed to foster enthusiasm for discovery and learning.

This year, for the first time at Leesburg Elementary, students in grades one through four began learning Spanish as part of the county's Foreign Language in Elementary Schools program. In the state of Virginia, Family Life Education (FLE) is a mandated program. Instruction is limited to the content, strategies and resources identified in the FLE curriculum guide.

The instructional program at Leesburg is augmented by a county-wide summer school program that focuses on developing skills in the areas of language arts and mathematics. In addition to this program, a portion of Leesburg's rising third and fifth grade students participate in an Early Back program scheduled immediately before the opening of school each year. The Early Back program focuses on language arts and mathematics, but also emphasizes the development of positive attitudes toward school. During the school year, four separate classes are held after school each week to support grade three and grade five students' progress in language arts and math. Transportation is provided by LCPS to make this program accessible to all students.

2a. Description of the Reading Curriculum

Leesburg Elementary School is committed to a balanced literacy approach to language arts instruction. Teachers use locally developed curriculum guides based on the Virginia Standards of Learning as their standard for teaching reading. Although the materials and resources teachers use may vary at different grade levels, goals and objectives for teaching reading are standardized by use of the system's curriculum guides. Students in grades three through five utilize a basal reading series, which is supplemented with additional books and materials appropriate for their reading level.

During the 2004-05 school year, teachers in kindergarten through grade two were given the opportunity to participate in a new literacy program, *Steps to Literacy*© in Loudoun County. *Steps to Literacy*© in Loudoun County is a program that trains regular classroom teachers (kindergarten through grade two), reading teachers and special education teachers to use research-based strategies to teach reading. The program teaches reading teachers to use Literacy Groups to help less proficient students raise their reading level to the average level in the classroom. *Steps to Literacy*© in Loudoun County provides a consistent approach to reading instruction in which teachers employ similar strategies at each grade level as students transition from kindergarten through grade two. It has been effective in urban and in suburban settings, and with students who have special education needs and those who are considered Limited English Proficient.

From the beginning, a goal at Leesburg was to involve teachers in the decision making process and to empower them with the knowledge they needed to make an informed choice. Every teacher who potentially would be involved with the program had the opportunity to spend half a day observing it being implemented at another school in the county. Two grade levels met with a county coordinator in two separate hour-long question and answer sessions. The question and answer sessions were open ended, designed to allow the teachers to explore any aspect of the *Steps to Literacy*© in Loudoun County program. Finally, each teacher was individually asked whether they wanted to accept or decline participation in the program. After reviewing preliminary data from schools already implementing the program, and taking into account their own observations of the program being taught, all staff members recommended participating in the *Steps to Literacy*© in Loudoun County program.

During the next three years, the staff at Leesburg Elementary School will examine the teaching practices and methodology currently used to teach reading in grades three through five. Attention will be focused on implementing effective teaching strategies and coordination of reading instruction between the primary and upper elementary grades.

3. Additional Curriculum Area

Writing is a critical element in the language arts curriculum. Teachers at Leesburg believe that students' writing skills need to parallel reading skills in their development in order for sustained progress in the area of reading to take place.

Several years ago, the faculty concluded that the staff needed to systematize writing instruction at our school. We found inconsistencies in expectations for students in both the amount and type of writing activities assigned. As part of our School Improvement Plan (required at three year intervals for all schools in the system), we identified improving writing instruction as one of our goals.

In grades one through five, teachers developed specific writing prompts for each quarter during the school year. Student responses to the prompts are evaluated by rubrics specific to their grade level. In addition to these quarterly evaluations, writing samples are taken at the beginning and end of the year and assessed with the same rubric. To support the program, specific writing activities are assigned to be done at each grade level during the year. Teachers are given discretion as to when to integrate these activities into their instructional program during the year.

As a result of this initiative, a program of consistent, school-wide assessment has been implemented at regularly scheduled intervals in the area of writing. Specific writing activities are scheduled to occur each year at specific grade levels. This allows teachers to assess the progress of individual students, classes or grade levels and when necessary, to design appropriate intervention strategies. The writing initiative produces consistency in the type of instruction which students experience at different grade levels. In general, teachers can now expect that students who have attended Leesburg for several years will begin each new school year possessing specific skills, and will be ready to handle the demands and expectations associated with their grade level.

4. Different Instructional Methods

This year, Leesburg Elementary is implementing the *Steps to Literacy*© in Loudoun County program in kindergarten through grade two. This program integrates research based strategies to teach students important reading skills and is distinctive in several respects. This is evident in the training program that teachers participate in before fully implementing *Steps to Literacy*© in Loudoun County. The program requires that all teachers (regular classroom, reading resource and special education) employ common terminology and learn to instruct students using similar language. Standardization also occurs through the use of charts in the program. *Steps to Literacy*© in Loudoun County comes with four main charts that focus on the alphabet, vowels, chunks and rime. All charts are the same. The chart that a kindergarten student uses to help learn letter sounds is the same chart that a child in second grade would refer to for assistance.

Steps to Literacy© in Loudoun County makes use of a number of instructional methods that are widely recognized as being effective. Students participate in Shared Reading, read alouds with real reader response, Guided Reading, Word Work, Four Square Writing and Literature Circles. Remedial work is provided by our reading resource teacher and done in groups of three or fewer children. Classroom teachers work with five to six students during Guided Reading. The reading resource teacher provides assistance to students in their own classrooms. This allows her to observe the classroom teacher interacting with other students, and to model appropriate teaching practices. By going into students' classrooms, communication between the reading specialist and regular classroom teachers is enhanced. When possible, special education students work in a group with other students needing support in the regular classroom.

There is also a strong team planning element in *Steps to Literacy*© in Loudoun County. Teachers collaborate to select materials and plan for certain portions of the program.

5. Professional Development

The staff development program at Leesburg Elementary is based on the needs of our students, identified as a result of systematic analysis of assessment data. This evaluation process is formalized in the school's three-year school improvement plan, but also is a continuous process.

For example, grade three teachers are currently planning changes in the language arts program for 2005-06. They plan to design a language arts program that will maintain and extend gains realized as a result of the implementation of the *Steps to Literacy* reading program in kindergarten through grade two. Based on their analysis of our third grade Virginia Standards of Learning tests, teachers concluded that reading comprehension is an area that challenges students. To address this need and to learn about the *Steps to Literacy*© in Loudoun County program from second grade teachers who are currently implementing it, teachers in grades two and three are meeting to discuss strategies for teaching reading comprehension presented in the book, *Strategies that Work* by Stephanie Harvey and Anne Goudvis. The suggestion to meet and study the book originated from one of the teachers.

Staff development activities are also planned and scheduled in a compressive and systematic manner. This year, a second cohort of LCPS schools is implementing *Steps to Literacy*© in Loudoun County. All teachers involved with the program attend a series of instructional sessions throughout the year. During each session, teachers are taught the specific skills required to implement the program. They are then observed and evaluated by peers and by supervisors specifically charged with ensuring that the program is implemented correctly. Accountability and expectations for teacher performance are high. Principals receive continuous feedback about the success or needs of the program from the program supervisors.

Teachers also benefit from days scheduled in the calendar which are reserved for staff development. This year, teachers at Leesburg volunteered to participate in the initial implementation of the LCPS benchmark assessment program. Teachers in grades three through five, together with the school's technology teacher, worked for a day to learn how to use the on-line assessment software for the benchmark program and how to interpret the data it generates related to No Child Left Behind standards.

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 2000 ³ and 2001. ⁴ Also see footnote ⁵	
SCHOOL SCORES					
% At or Above Proficient	88	71	90	72	72
% At Advanced	17	25	31	n/a	n/a
Number of students tested	99	93	88	n/a	n/a
Percent of total students Tested	100	99	98	n/a	n/a
Number of students alternatively Assessed	0	0	0	n/a	n/a
Percent of students alternatively assessed	0	0	0	n/a	n/a
SUBGROUP SCORES					
1. Economically Disadvantaged					
% At or Above Proficient	*	*	*		
% At Advanced	*	*	*		
Number of Students Tested	*	*	*		
2. Black					
% At or Above Proficient	*	*	*		
% At Advanced	*	*	*		
Number of Students Tested	*	*	*		
3. White					
% At or Above Proficient	*	*	*		
% At Advanced	*	*	*		
Number of Students Tested	*	*	*		
4. Hispanic					
% At or Above Proficient	*	*	*		
% At Advanced	*	*	*		
Number of Students Tested	*	*	*		
STATE SCORES⁶					
% At or Above Proficient	71	72	72	65	61
% At Advanced	n/a	n/a	n/a	n/a	n/a

* too few students to report (see comments for Part IV, Question 1)

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 See footnote ¹¹	
SCHOOL SCORES					
% At or Above Proficient	96	93	90	86	82
% At Advanced	59	23	23	n/a	n/a
Number of students tested	78	101	96	n/a	n/a
Percent of total students Tested	100	102	98	n/a	n/a
Number of students alternatively Assessed	0	0	3	n/a	n/a
Percent of students alternatively assessed	0	1	3	n/a	n/a
SUBGROUP SCORES					
1. Economically Disadvantaged					
% At or Above Proficient	*	*	*		
% At Advanced	*	*	*		
Number of Students Tested	*	*	*		
2. Black					
% At or Above Proficient	*	*	*		
% At Advanced	*	*	*		
Number of Students Tested	*	*	*		
3. White					
% At or Above Proficient	*	*	*		
% At Advanced	*	*	*		
Number of Students Tested	*	*	*		
4. Hispanic					
% At or Above Proficient	*	*	*		
% At Advanced	*	*	*		
Number of Students Tested	*	*	*		
STATE SCORES¹²					
% At or Above Proficient	85	82	78	73	68
% At Advanced	n/a	n/a	n/a	n/a	n/a

* too few students to report (see comments for Part IV, Question 1)

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 See footnote ¹⁷	
SCHOOL SCORES					
% At or Above Proficient	94	83	93	84	84
% At Advanced	71	58	50	n/a	n/a
Number of students tested	99	93	88	n/a	n/a
Percent of total students Tested	100	99	98	n/a	n/a
Number of students alternatively Assessed	0	0	0	n/a	n/a
Percent of students alternatively assessed	0	0	0	n/a	n/a
SUBGROUP SCORES					
1. Economically Disadvantaged					
% At or Above Proficient	*	*	*		
% At Advanced	*	*	*		
Number of Students Tested	*	*	*		
2. Black					
% At or Above Proficient	*	*	*		
% At Advanced	*	*	*		
Number of Students Tested	*	*	*		
3. White					
% At or Above Proficient	*	*	*		
% At Advanced	*	*	*		
Number of Students Tested	*	*	*		
4. Hispanic					
% At or Above Proficient	*	*	*		
% At Advanced	*	*	*		
Number of Students Tested	*	*	*		
STATE SCORES¹⁸					
% At or Above Proficient	87	83	80	77	71
% At Advanced	n/a	n/a	n/a	n/a	n/a

* too few students to report (see comments for Part IV, Question 1)

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 . See footnote ²³	
SCHOOL SCORES					
% At or Above Proficient	97	90	75	92	90
% At Advanced	48	38	19	n/a	n/a
Number of students tested	77	101	96	n/a	n/a
Percent of total students Tested	100	101	97	n/a	n/a
Number of students alternatively Assessed	0	0	3	n/a	n/a
Percent of students alternatively assessed	0	0	3	n/a	n/a
SUBGROUP SCORES					
1. Economically Disadvantaged					
% At or Above Proficient	*	*	*		
% At Advanced	*	*	*		
Number of Students Tested	*	*	*		
2. Black					
% At or Above Proficient	*	*	*		
% At Advanced	*	*	*		
Number of Students Tested	*	*	*		
3. White					
% At or Above Proficient	*	*	*		
% At Advanced	*	*	*		
Number of Students Tested	*	*	*		
4. Hispanic					
% At or Above Proficient	*	*	*		
% At Advanced	*	*	*		
Number of Students Tested	*	*	*		
STATE SCORES²⁴					
% At or Above Proficient	78	74	71	67	63
% At Advanced	n/a	n/a	n/a	n/a	n/a

* too few students to report (see comments for Part IV, Question 1)

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>