

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. John E. Blakely
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Robert Spottswood Payne Elementary School
(As it should appear in the official records)

School Mailing Address: 1201 Floyd Street
(If address is P.O. Box, also include street address)

Lynchburg Virginia 24501-1913
City State Zip Code+4 (9 digits total)

County: NA School Code Number: 190

Telephone (434) 522-3762 Fax (434) 522-3791

Web site/URL <http://www.lyncburg.org/Schools/Rsp/Default.htm> E-mail blakely@payne.lyncburg.org

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. Paul McKendrick
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name City of Lynchburg Tel. (434) 522-3700

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 Mrs. Julie Doyle
(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

[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:
- | | |
|-----------|---------------------|
| <u>11</u> | Elementary schools |
| <u>3</u> | Middle schools |
| <u>0</u> | Junior high schools |
| <u>2</u> | High schools |
| <u>4</u> | Other |
| <u>20</u> | TOTAL |
2. District Per Pupil Expenditure: \$7,882
- 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. 8 Number of years the principal has been in her/his position at this school.
- NA 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	15	17	32	7	NA	NA	NA
K	22	29	51	8	NA	NA	NA
1	41	25	66	9	NA	NA	NA
2	31	21	52	10	NA	NA	NA
3	45	48	93	11	NA	NA	NA
4	43	41	84	12	NA	NA	NA
5	50	43	93	Other			
6	NA	NA	NA				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							471

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>32</u> | % White |
| <u>65</u> | % Black or African American |
| <u>1</u> | % Hispanic or Latino |
| <u>2</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% | Total |

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: 13%

(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.	31
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	32
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	63
(4)	Total number of students in the school as of October 1 (same as in #5 above)	471
(5)	Subtotal in row (3) divided by total in row (4)	.1337
(6)	Amount in row (5) multiplied by 100	13%

8. Limited English Proficient students in the school: 0%
2 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: **1) Korean 2) Hindi**

9. Students eligible for free/reduced-priced meals: 68%
 Total number students who qualify: 297

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: 19 %
82 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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>13</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>53</u> Speech or Language Impairment
<u>5</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>2</u> Multiple Disabilities	<u>1</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>26</u>	<u>0</u>
Special resource teachers/specialists	<u>14</u>	<u>0</u>
Paraprofessionals	<u>12</u>	<u>4</u>
Support staff	<u>5</u>	<u>1</u>
Total number	<u>59</u>	<u>5</u>

12. Average school student-“classroom teacher” ratio: 14

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 %	95 %	95 %	95 %
Daily teacher attendance	97 %	97 %	96 %	95 %	95 %
Teacher turnover rate	10 %	6 %	16 %	13 %	10 %
Student dropout rate (middle/high)	NA	NA	NA	NA	NA
Student drop-off rate (high school)	NA	NA	NA	NA	NA

14. (*High Schools Only*) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	NA
Enrolled in a 4-year college or university	NA %
Enrolled in a community college	NA %
Enrolled in vocational training	NA %
Found employment	NA %
Military service	NA %
Other (travel, staying home, etc.)	NA %
Unknown	NA %
Total	100 %

PART III - SUMMARY

Robert S. Payne Elementary School

January 2005

The City of Lynchburg on the James River, also called The City of Seven Hills, is located in Central Virginia near the Blue Ridge Mountains. The summer home of Thomas Jefferson, Lynchburg is supported by a diverse economy that includes manufacturing, services, and light industry. There is a community college and there are private colleges and universities in the city.

Robert S. Payne Elementary is located in the heart of the inner city surrounded by a residential neighborhood as well as area businesses. Originally built on the corner of Polk and Twelfth Streets in 1885, the school was named after Dr. Robert Spottswood Payne, Chairman of the Lynchburg City School Board. The original building was torn down in 1952, and all grades were transferred to the school's present site at Twelfth and Floyd Streets.

Today, Robert S. Payne Elementary is a three-story building serving a student population of approximately 500 in pre-kindergarten through fifth grade. The facility contains 40 classrooms, in which many offer a distant view of the city, surrounding counties, and the Blue Ridge Mountains. The facility is unique and is one of the largest elementary schools in Lynchburg. It includes a cafeteria, spacious auditorium with balcony, a full-size library, and a regulation gymnasium with an indoor track. The school covers two city-square blocks and provides for many of the recreational needs within the community.

As a part of the school's mission, the faculty and staff work as a team to utilize available resources to provide meaningful and challenging learning experiences for all students, thus ensuring opportunities for students to excel in all areas of their development in order to become responsible citizens of a global society. R. S. Payne feels that each individual child is the sole reason for the existence of the school and its mission. Everyone at the school supports and actively pursues its philosophy, **"Believe So All Will Achieve."**

The faculty and staff are dedicated to promoting the emotional, social, and intellectual development of each child. Attaining this goal is contingent on the combined efforts of the home, school, and community. All members of this partnership must share in the responsibilities for the success and progress of each child. The teachers recognize individual differences in learning styles as well as the need for a variety of teaching methods in order to provide an optimum learning environment for Payne's students.

R.S. Payne is honored to be nominated as a Blue Ribbon School. This recognition reaffirms the efforts and the commitment given to ensure that no child is left behind.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Part IV, No. 1

Robert S. Payne Elementary has participated in the Virginia Standards of Learning (SOL) Assessment Program for seven years (1997-2004). These criterion-referenced tests are administered in the spring to grades three and five. Students in grade three are tested in English, math, science, and social studies. Students in grade five are tested in English, writing, math, science, and social studies. Scores on the Virginia Standards of Learning Assessments are set on a range of scaled scores from 0 – 600. A score of 400 is a minimum score for passing (proficient), and the minimum score for advanced proficient is 500. The reported percentage of students passing includes those scoring at proficient level and above. To be fully accredited as an elementary school, a combined adjusted pass rate of at least 75 percent on English tests in grades three and five is required. Elementary schools must also achieve an adjusted pass rate of at least 70 percent in math and in fifth grade science and history. Elementary schools must pass rates of at least 50 percent in third grade science and history. Students at Robert S. Payne Elementary have maintained at or above proficiency levels for all tested grades and content areas for the past two years of the Virginia Standards of Learning Test. Virginia accredits schools based on the overall achievement of students on Standards of Learning tests. Accreditation history for Robert S. Payne Elementary is located at <http://www.lynchburg.org/accreditation/rsp.htm> or at <http://www.pen.k12.va.us>.

The No Child Left Behind Act requires the disaggregation of student achievement data in reading and math. Like many schools, Robert S. Payne Elementary is challenged by differences in the achievement levels of some subgroups of students. There are “achievement gaps” between White students and African - American students, and between those who are economically disadvantaged and those who are not. In order to address these discrepancies, a variety of programs has been implemented, both across the school division and within individual classrooms at Robert S. Payne Elementary.

As a division initiative, faculty and staff members have participated in cultural competency training over the last three years. Teachers have also actively sought out professional development in differentiating instruction, hands-on learning, and learning styles. During the last five years, everyone has increased his or her use of the content and skill-specific data for each student provided by a division-wide assessment program. This program provides a variety of detailed reports based on the achievement of each student on SOL-formatted assessments administered each six weeks. The data is used to target students who need additional assistance both within the school day and in the after-school academy. This data is also shared with parents.

Parental involvement is promoted through a variety of activities provided for families. Activities include Family Fun-n-Fit Night, Parent Information Night, Winter Arts Festival, Open House Dinner, and Reading Incentive Kick-off. Parental involvement has increased communication between parents and faculty, and has increased parents’ involvement with their child’s academic success.

Much of Payne’s success is due to the comprehensive nature of their approach to closing the achievement gap while having consistently high expectations for all students. Based on 2004 SOL tests, administered in the spring of 2004, the passing rate for all students in mathematics reached 86%. The passing rate for the African-American students increased by approximately 3.5%, and the passing rate of the economically disadvantaged subgroup increased by approximately 11%. In reading, the data was even more positive, with an overall increase of 5%, and the passing rates of both the African-American and economically disadvantaged student subgroups increased by over 12% to 78% and 76.5% respectively. While more work needs to be done, 93% of African – American students in third grade math passed, while 92% of economically disadvantaged students passed. When the achievement of subgroups rises above 90%, the assurance is clear that the goal of providing the services necessary for every student to be successful is moving ever closer.

Part IV, No. 2

Robert S. Payne Elementary uses assessment data to understand and improve student and school performance. Student assessment data is maintained and analyzed through a school-designed, student-specific portfolio called the Red Notebook. The Red Notebook maintained on each student includes assessment scores on core subjects (math, language arts, science, and social studies), Standardized Test for Assessment of Reading (STAR) results, Phonological Awareness Literacy Screening (PALS) results, progress grades, attendance, deficiencies, and intervention strategies. The Red Notebook is updated every six weeks. Assessments are based on timelines and pacing guides that are aligned with the Standards of Learning. Pre-tests are given in math as a means to guide instruction based on strengths and weaknesses.

Assessment data is used to align curriculum and instruction with the Virginia Standards of Learning. Differentiation and pacing of instruction are based on both the Standards of Learning (SOL) and local assessment for instructional decision making. Teachers provide ongoing review and practice in the core areas. The assessment data is utilized to determine students for the Title 1 program, after-school academy, community tutoring, and summer program. When there are areas of weakness, curriculum and pacing are adjusted. Student remediation is based on locally developed assessments that measure student progress in all four content areas each six weeks.

To improve scores and competencies, the faculty continuously reviews curriculum and teaching strategies. Students also complete a learning style inventory, which enables teachers to analyze data from the inventory and provide learning experiences appropriate to their learning style.

Part IV, No. 3

Robert S. Payne Elementary communicates student performance to parents, students and the community. Direct communication to parents regarding student performance is made through the use of student six weeks progress reports, six weeks assessment tests, weekly graded folders, classroom newsletters, telephone calls, e-mails, notes, homework hotline, and parent-teacher conferences. Individual standardized test results for both state (PALS and SOL) and national tests (Otis-Lennon School Ability Test [OLSAT], Naglieri Nonverbal Ability Test [NNAT], and [STAR]) are available to the parents of tested students. Results of Standards of Learning scores are posted on the school, division, and state web sites.

Teachers regularly communicate to their students regarding classroom assessments. Within the classroom, teachers review, remediate, accelerate, and provide enrichment through whole class and small groups. Special student recognition occurs every six weeks through an awards assembly. Students are recognized for perfect attendance, honor roll, improvement, citizenship, achievement, and Accelerated Reader. Selected students who model one of the pillars of character are recognized every six weeks with a special activity. At the end of the school year, special recognition is given to students who make perfect attendance, meet physical education requirements, and maintain academic honor roll for the school year.

Within the community, student performance is communicated through the media. The local newspaper highlights student achievement throughout the year. Additional information is found on the school and division web sites and on the division cable channel.

Yearly, a Virginia School Performance Report Card is mailed to parents, which includes a comparison of Standards of Learning test scores, the accreditation status, attendance rates, safety infractions, and teacher qualification information of Robert S. Payne compared to the other schools within the division. This is generated by the Virginia State Department of Education (VDOE) and is available on VDOE web site.

Robert S. Payne Elementary will continue to keep parents, students, and the community well informed about student and school performance.

Part IV, No. 4

Robert S. Payne Elementary has shared successes within the school, but also throughout the division, other school divisions, the community, and the world. Within the division, teachers have conducted workshops that are designed to show other teachers the various techniques used to improve student performance. Several teachers serve as lead mentors to non-tenured teachers within the building, but within the division. Due to the accreditation and accomplishments of meeting the “No Child Left Behind” guidelines, students from non-accredited schools within the division are allowed to transfer to Robert S. Payne.

Through the invitation of Governor Mark Warner, members of the faculty participated in the Partnership for Achieving Successful Schools Initiative program (PASS). These teachers worked monthly, over the course of a year, with Woodrow Wilson Magnet School, in Danville, Virginia, to help them become an accredited school by making suggestions based on accomplishments and successes at Payne.

Successes are shared with the community through newsletters, the media, and partnerships. Robert S. Payne Elementary produces a quarterly newsletter featuring activities of interest and awards. The local newspaper carries articles and pictures about successes at Payne. Successes are also displayed on Channel 2, a local cable channel. A school web site is maintained and teachers have e-mail accounts that offer them the opportunity to share with colleagues. Several teachers present workshops and teach at local colleges. Faculty also serves as mentors to local college students who are pursuing a career in education through internships and other means of education.

For the past six years, faculty members have hosted teachers from Seoul, Korea teachers from Seoul in their homes. They come to R. S. Payne to learn and observe the teaching practices and innovative approaches to instruction. Members of faculty provide valuable information to the Korean teachers such as curriculum guidelines, timeline pacing, technology techniques, and lesson plans.

PART V – CURRICULUM AND INSTRUCTION

Part V, No. 1

The curriculum of Robert S. Payne Elementary is aligned with the Virginia Standards of Learning (SOL). Lynchburg City Schools have developed instructional timelines, and enabling objectives for each SOL. All teachers throughout the division, who allow skills to be taught in a sequential and consistent manner, use these timelines. The enabling objectives were designed to equip teachers with the essential knowledge to be covered with each SOL. The faculty of Robert S. Payne is committed to delivering a well-rounded curriculum to all students. Due to that commitment, teachers strive to provide students with numerous enrichment activities, which compliment and expand their academic experience beyond the Standards of Learning.

The language arts curriculum incorporates oral language skills, reading, literature, writing, spelling, and research. The content of these curriculums follows a consistent timeline throughout the division, which allows academic continuity for students transferring to other schools within the division. The basal reading series is the primary source of materials. Trade books are used for enrichment. Students also work with technology to broaden their understanding, using programs such as Compass Reading and Accelerated Reader. Ongoing assessment and flexible grouping allow teachers to continually assess and reassign students to appropriate groups.

The mathematics curriculum is also designed to follow the developmentally appropriate SOL. A math specialist provides the teachers with ongoing training and exposure to a variety of resources and manipulative materials to create a hands-on math environment, which enables students to construct conceptual ideas and make connections among concepts and written symbolic procedures. Students are grouped and regrouped according to their needs allowing for both remediation and acceleration. The use of technology is also important to the math curriculum. Programs like Compass and Math Keys allow for varied activities, which compliment the basic curriculum.

As with other academic disciplines, the science curriculum is based on the SOL. The science curriculum is supported with a division science coordinator who plans and distributes activities and experiments, to support the enabling objectives. This support provides student-centered activities that provide meaningful science experiments. Students discover science by conducting simple experiments, making observations, and collecting data.

History /social sciences SOL cover four major areas: history, geography, economics, and civics. Each teacher follows the enabling objectives, which have been designed to follow the SOL. Common threads for all grade levels in the curriculum include cultivating a respect for authority, the diversity of others, recognizing the responsibilities of citizenship, developing local, state, national, and global perspectives, and appreciating the link between the past and the present.

Students attend classes weekly in art, music, and movement education. Resource teachers communicate regularly with classroom teachers in order to relate their content to the core curriculum. They seek opportunities during the school year for students to display their talents. Students, including a fifth grade chorus and a recorder band, present musical programs several times during the school year. Student artwork is always displayed in high visibility areas of the school. Movement education classes are geared toward overall health and fitness. Family Fun and Fit Night is an event in the fall which encourages students, parents, and teachers to join in an evening of games and fitness activities.

Part V, No. 2a

Robert S. Payne Elementary School strives to meet the individual needs of each student in reading, writing, and language arts. The Harcourt Brace reading program is used to meet the wide ability level of Payne's students. The reading series is designed to meet the needs of students up to one year above grade level and two years below using leveled readers. The scope of skills taught is based on research and state standards. Skills are reviewed throughout the year to provide an opportunity for students to strengthen understanding of a skill. Students focus on a skill multiple times during the school year, giving them the opportunity to reinforce their understanding of a skill as they practice with different texts. Emphasis is placed on phonemic awareness and word study in the lower grades. Central components of the reading program are vocabulary, study skills, reading strategies, and phonics. Uninterrupted reading instruction enables teachers to meet with students in whole and small groups. Teachers provide direct reading instruction during whole group instruction and meet individual needs in small group instruction using leveled readers or trade books. An enrichment time is scheduled for each grade level to provide Title I services, enrichment, or accelerated reading opportunities. The Title I teachers and the Special Education teachers use the Harcourt intervention kits, manipulatives, visual aides, technology, and other resources to remediate the students. Title I students take part in the Compass Reading individualized computer program. Further reading support is provided through reading buddies, volunteer tutors, Canines Aiding Reading Education (C.A.R.E.) dogs, and the after-school academy. Students are encouraged to read through the reading incentive program, which incorporates the Accelerated Reading Program and the Book-It Program.

Part V, No. 3

Robert S. Payne recognizes the importance of technology and its impact on student achievement by integrating technology skills into all areas of the curriculum. Robert S. Payne's mission statement focuses on providing meaningful and challenging learning experiences for all students by using technology resources. All K-3 students are tested using Phonological Awareness Literacy Screening (PALS) and six week assessments. Students in grades 2-5 are tested using STAR reading assessments and running records. Technology is a large component of this instruction. Students needing additional help in reading and math are assigned extra instruction to improve their skills. Students use the computer lab to access Compass Reading and Math on a scheduled basis to reinforce essential reading and math skills. Accelerated Reader software provides the foundation for a school-wide reading incentive and is used in correlation with the STAR reports. Technology is also integrated into all curriculum areas for all students. Programs such as The Learning Company (Cornerstone Reading, Math, Language Arts, Reader Rabbit, Word Munchers, Read, Write, and Type), Math Keys, Microsoft Office, United Streaming, and Inspiration are utilized to help teachers teach the Virginia Standards of Learning. Internet activities are designed to help teach lessons in all curriculum areas. Three networked computer labs are equipped with 25 computers, with grade-specific software and access to the Internet. All students are scheduled in the labs at least twice a week. Each classroom is equipped with at least two-networked multimedia computers accessible to the Internet. Large screen monitors, a laptop, two projectors, and a SmartBoard are available for instruction. Digital cameras and scanners are used to enhance presentations. Two CD burners are available for students and teachers to download video clips and digital pictures for presentations as well as to archive valuable resources. Individual student and teacher folders are available on the server for students and teachers to save their work. The students' folders serve as a portfolio for teachers to evaluate students' writing progress from one grade level to the next or from the beginning of the school year to the end. In an effort to prepare students for a technological society, activities in keyboarding using Type to Learn software, spreadsheets using Microsoft Excel, databases using Microsoft Access, word processing using Microsoft Word, and multimedia presentations using Microsoft PowerPoint are provided to teach the essential skills that students will need to become productive members of society.

Part V, No. 4

The philosophy of the Robert S. Payne Elementary faculty is that no one instructional method can be utilized to meet the needs of every student. Due to different learning styles, ability levels, and the diverse population of the school, it is necessary to deliver a variety of instructional techniques that will enhance student learning.

A learning styles inventory is administered to students in grades three through five to identify the individual learning preferences of the students. Results are interpreted and shared with parents. Teachers also use the results to individualize instruction in the classroom.

While whole group instruction remains a focus, part of Payne's success is attributed to implementing small, flexible groups. While the whole group instruction lends itself to the introduction of new skills, smaller groups are used for acceleration and remediation activities, as needed to meet the individual needs of students. These small groups can be direct teacher instruction, cooperative learning, peer partnering, and one-on-one time with volunteers, mentors, or teacher assistants. Instructional specialists in the areas of reading, math, science, and technology are available to support classroom teachers and reinforce concepts and skills taught in these areas. These specialists also collaborate with teachers to develop lessons and hands-on activities.

The faculty of Robert S. Payne Elementary relies heavily on modern technology advancements to support student learning. The school has three computer labs as well as multiple computers within the classrooms to accommodate pre-kindergarten through fifth grade classes. The technology specialist, in conjunction with the teachers, work to review and evaluate software programs to provide appropriate learning experiences. Incorporating technology into everyday teaching methods has a positive impact on student achievement.

The teachers at Robert S. Payne Elementary are always discovering and using new and innovative ways in which they can better facilitate learning in their classrooms.

Part V, No. 5

Professional development is a strong focus for the school as well as the division. Robert S. Payne teachers participate in an annual survey to determine areas of focus for workshops and in-services. Instructional specialists in the areas of math, science, and technology provide workshops that address grade-level Standards of Learning, help train teachers in the implementation of software programs, and supply vital materials and resources to be used in the classroom. Robert S. Payne teachers present and participate annually in the Best Practices Conference. This all day conference utilizes the expertise, knowledge, and experience of Lynchburg City teachers, professors from local colleges, and professionals from area agencies who present numerous workshops addressing a variety of informative sessions. A few of the opportunities offered are Child Abuse and Neglect, Behavior Management, Differentiated Technology Instruction, and Teaching Tips for New Teachers.

Numerous colleges that provide a wealth of resources surround the Lynchburg area. Lynchburg City Schools offers many opportunities for staff to take advantage of activities offered outside of contract hours and provides compensation. Opportunities that teachers have taken advantage of range from on site technology training with the Instructional Technology Specialist, to economics workshops at Lynchburg College, and science and math conferences offered at Sweet Briar College. The school division encourages teachers through tuition assistance to pursue advanced degrees and recertification. Training seminars in textbook adoption allows teachers to make informed decisions when selecting curriculums. Robert S. Payne has several veteran teachers serving as lead mentors to help new teachers adapt to the demands of teaching and help them transition into their new careers smoothly. Teachers are encouraged to attend conferences that will complement their instruction so that current research can positively impact student achievement.

PART VII - ASSESSMENT RESULTS

Robert S. Payne Elementary School 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 data is reported on the web site for SOL report cards for Virginia's schools. Also see footnote. ¹			This data is reported on the web site for 2000 ² and 2001. ³ Also see footnote ⁴	
SCHOOL SCORES					
%At or Above Proficient	89	75	89	70	69
%At Advanced	34	34	33	n/a	n/a
Number of students tested **	74	85	81	n/a	n/a
Percent of total students tested	99	97	92	n/a	n/a
Number of students alternatively assessed	2	2	2	n/a	n/a
Percent of students alternatively assessed	2	2	2	n/a	n/a
SUBGROUP SCORES					
1. Economically Disadvantaged					
%At or Above Proficient	80	60	80		
%At Advanced	20	9	9		
Number of Students Tested	40	47	45		
2. African-American					
%At or Above Proficient	86	59	83		
%At Advanced	14	14	7		
Number of Students Tested	29	51	41		
3. White					
%At or Above Proficient	93	100	95		
%At Advanced	47	67	62		
Number of Students Tested	43	30	37		
4. Students with Disabilities					
%At or Above Proficient	83	70	50		
%At Advanced	33	10	50		
Number of Students Tested	6	10	2		
STATE SCORES⁵					
%At or Above Proficient (passed)	71	72	72	65	61
%At Advanced	14	19	17	n/a	n/a

**Number may not be consistent with sub-group numbers, as some students do not fall into specified categories.

¹ It does not include re-takes on any SOL assessment.

² Use 2000 data <http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls>

³ Use 2001 data <http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls>

⁴ 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.

⁵ 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 Web site 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>

Robert S. Payne Elementary School
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 data is reported on the web site for SOL report cards for Virginia's schools. ⁶ Also see footnote. ⁷			This is reported on the web site for 2000 ⁸ and 2001. ⁹ See footnote ¹⁰	
SCHOOL SCORES					
% At or Above Proficient	84	88	86	61	76
% At Advanced	41	36	33	n/a	n/a
Number of students tested**	81	83	79	n/a	n/a
Percent of total students tested	100	100	93	n/a	n/a
Number of students alternatively assessed	4	0	0	n/a	n/a
Percent of students alternatively assessed	5			n/a	n/a
SUBGROUP SCORES					
1. Economically Disadvantaged					
% At or Above Proficient	73	72	80		
% At Advanced	18	6	12		
Number of Students Tested	45	32	41		
2. African-American					
% At or Above Proficient	72	74	81		
% At Advanced	13	9	9		
Number of Students Tested	39	35	47		
3. White					
% At or Above Proficient	95	98	93		
% At Advanced	65	57	69		
Number of Students Tested	37	47	29		
4. Students with Disabilities					
% At or Above Proficient	64	100	33		
% At Advanced	45	40	0		
Number of Students Tested	11	5	3		
STATE SCORES¹¹					
% At or Above Proficient (passed)	85	83	78	73	68
% At Advanced	31	19	17	n/a	n/a

**Number may not be consistent with sub-group numbers, as some students do not fall into specified categories.

⁶ <http://www.pen.k12.va.us/VDOE/src/index.shtml>

⁷ It does not include re-takes on any SOL assessment.

⁸ Use 2000 data <http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls>

⁹ Use 2001 data <http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls>

¹⁰ 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.

¹¹ 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 Web site 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>

Robert S. Payne Elementary School 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 data is reported on the web site for SOL report cards for Virginia's schools. ¹² Also see footnote. ¹³			This is reported on the web site for 2000 ¹⁴ and 2001. ¹⁵ See footnote ¹⁶	
SCHOOL SCORES					
% At or Above Proficient	96	85	88	80	68
% At Advanced	68	52	53	n/a	n/a
Number of students tested**	74	85	81	n/a	n/a
Percent of total students tested	99	97	92	n/a	n/a
Number of students alternatively assessed	2	2	2	n/a	n/a
Percent of students alternatively assessed	3	2	2	n/a	n/a
SUBGROUP SCORES					
1. Economically Disadvantaged					
% At or Above Proficient	92	74	80		
% At Advanced	49	23	24		
Number of Students Tested	37	47	45		
2. African-American					
% At or Above Proficient	93	75	78		
% At Advanced	43	27	27		
Number of Students Tested	30	51	41		
3. White					
% At or Above Proficient	98	100	97		
% At Advanced	84	87	78		
Number of Students Tested	42	30	37		
4. Students with Disabilities					
% At or Above Proficient	100	80	100		
% At Advanced	33	20	50		
Number of Students Tested	6	10	2		
STATE SCORES¹⁷					
% At or Above Proficient	87	83	80	77	71
% At Advanced	49	47	40	n/a	n/a

**Number may not be consistent with sub-group numbers, as some students do not fall into specified categories.

¹² <http://www.pen.k12.va.us/VDOE/src/index.shtml>

¹³ It does not include re-takes on any SOL assessment.

¹⁴ Use 2000 data <http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls>

¹⁵ Use 2001 data <http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls>

¹⁶ 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.

¹⁷ 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 Web site 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>

Robert S. Payne Elementary School
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 data is reported on the web site for SOL report cards for Virginia's schools. ¹⁸ Also see footnote. ¹⁹			This is reported on the web site for 2000 ²⁰ and 2001. ²¹ See footnote ²²	
SCHOOL SCORES					
%At or Above Proficient	77	80	68	50	72
%At Advanced	28	43	25	n/a	n/a
Number of students tested**	81	83	79	n/a	n/a
Percent of total students tested	100	100	93	n/a	n/a
Number of students alternatively assessed	4	0	0	n/a	n/a
Percent of students alternatively assessed	5			n/a	n/a
SUBGROUP SCORES					
1. Economically Disadvantaged					
%At or Above Proficient	62	50	49		
%At Advanced	4	16	12		
Number of Students Tested	45	32	41		
2. African-American					
%At or Above Proficient	54	57	49		
%At Advanced	0	14	6		
Number of Students Tested	39	35	47		
3. White					
%At or Above Proficient	97	96	97		
%At Advanced	59	66	55		
Number of Students Tested	37	47	29		
4. Students with Disabilities					
%At or Above Proficient	73	80	33		
%At Advanced	18	20	0		
Number of Students Tested	11	5	3		
STATE SCORES²³					
%At or Above Proficient (passed)	78	74	71	67	63
%At Advanced	20	18	16	n/a	n/a

**Number may not be consistent with sub-group numbers, as some students do not fall into specified categories.

¹⁸ <http://www.pen.k12.va.us/VDOE/src/index.shtml>

¹⁹ It does not include re-takes on any SOL assessment.

²⁰ Use 2000 data <http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls>

²¹ Use 2001 data <http://www.pen.k12.va.us/VDOE/Assessment/school-by-school-pass-01.xls>

²² 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.

²³ 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 Web site 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>