

# 2006-2007 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

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

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

School Mailing Address 63 Winding Ridge Road  
(If address is P.O. Box, also include street address.)

Fancy Gap Virginia 24328-2822  
City State Zip Code+4 (9 digits total)

County Carroll State School Code Number\* 018-1180

Telephone ( 276 ) 728-7504 Fax ( 276 ) 728-4619

Web site/URL http://www.ccpsd.k12.va.us E-mail jedwards@ccpsd.k12.va.us

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Oliver A. McBride  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Carroll County Public Schools Tel. ( 276 ) 728-3191

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. Phillip W. Berrier  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

\_\_\_\_\_  
(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**

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
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

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All data are the most recent year available.

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

1. Number of schools in the district:       6   Elementary schools (K-5)  
   2   Middle schools (K-7)(6-7)  
   1   Junior high schools (8-9)  
   1   High schools (10-12)  
   \_\_\_\_\_ Other
- 10   TOTAL
2. District Per Pupil Expenditure:      \$8267
- Average State Per Pupil Expenditure:      \$9202

**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.   7   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				7			
K	14	5	19	8			
1	13	16	29	9			
2	20	10	30	10			
3	16	12	28	11			
4	8	20	28	12			
5	17	11	28	Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>162</b>

*[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]*

6. Racial/ethnic composition of the school:
- |                   |                                  |
|-------------------|----------------------------------|
| 98                | % White                          |
| 1                 | % Black or African American      |
| 1                 | % Hispanic or Latino             |
| 1                 | % Asian/Pacific Islander         |
| 1                 | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

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: 12 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	11
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	8
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	19
<b>(4)</b>	Total number of students in the school as of October 1	162
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.12
<b>(6)</b>	Amount in row (5) multiplied by 100	12

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

Number of languages represented: 1  
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 40 %

Total number students who qualify: 65

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: 14 %  
23 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>  1  </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>  3  </u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u> 15 </u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	

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>  1  </u>	<u>    </u>
Classroom teachers	<u> 12 </u>	<u>    </u>
Special resource teachers/specialists	<u>  4  </u>	<u>  6  </u>
Paraprofessionals	<u>  1  </u>	<u>    </u>
Support staff	<u>  7  </u>	<u>    </u>
Total number	<u> 25 </u>	<u>  6  </u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   11:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	96%	96%	97%	96%
Daily teacher attendance	95%	94%	93%	92%	95%
Teacher turnover rate	43%	9%	15%	28%	13%
Student dropout rate (middle/high)	NA%	NA%	NA%	NA%	NA%
Student drop-off rate (high school)	NA%	NA%	NA%	NA%	NA%

13. The higher teacher turnover rate for 2005-06 reflects the number of teachers lost to retirements, reassignments and relocations. Our preschool class and their teachers moved to another school within the division prior to the 2005-06 school year.

## PART III - SUMMARY

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Fancy Gap Elementary School is located on the crest of the Blue Ridge Mountains in Fancy Gap, Virginia, seven miles south of Hillsville, Virginia and 15 miles north of Mt. Airy, North Carolina. It is one of six elementary schools in Carroll County and now serves 162 students in grades K-5. The school opened in the fall of 1957 after the consolidation of ten smaller one and two room schools. The school has always been a community center in the rural area that it serves. Students, staff and community members often participate in sports activities, family gatherings, personal improvement classes and entertainment events at the school.

Extensive renovations began at Fancy Gap Elementary in 1999 as part of a division-wide plan to improve facilities. The new school was completed and a dedication ceremony was held in 2001. The construction provided additional and renovated classrooms and resource rooms, a new office area, a gymnasium including a music room and stage, a twenty-four station technology lab and a new media center. The school is currently organized into twelve classrooms, two each in grades K-5. Students enjoy weekly classes in music, art, technology, physical education and library/media. Title I, special education and remedial services are also provided.

The administration, faculty and staff at Fancy Gap Elementary hold high expectations for student achievement and for themselves. Staff members work with students, parents and community members to ensure that **every** student has the opportunity to succeed. Every decision, activity and event planned at the school is data-driven and focused toward the goal of improved student achievement. Each year the goal for student achievement at Fancy Gap is set at 100%. In the spring of 2006, that goal was met in several areas. All Fancy Gap fifth graders passed all five Standards of Learning (SOL) assessments in English, Writing, Mathematics, Science and U.S. History to 1877. All third grade students passed SOL assessments in Math and Social Studies and 100% of fourth grade students passed the Virginia Studies SOL.

The school's mission statement, "Together We Learn, Together We Succeed," is prominently displayed throughout the school to remind students and staff members that working together leads to success for all. Fifty-four percent of Fancy Gap teachers hold advanced degrees and all teachers participate in many professional development activities at the school, division and state levels each year. Fancy Gap staff members are highly qualified and confident that all students can be successful in a collaborative, positive and supportive environment. Staff members believe that students deserve no less than their personal best and that nothing less is acceptable. The school has been fully accredited and has met *No Child Left Behind* (NCLB) standards for adequate yearly progress (AYP) for the past three years. Fancy Gap has been continuously accredited by the Southern Association of Colleges and Schools since 1982.

In addition to the emphasis on academic success, Fancy Gap staff members teach students to be responsible, caring citizens who provide service to the school, community and world. Fifth graders pair with kindergarten students to work on reading and writing and other classes have worked together for similar purposes. Fancy Gap students have collected coats and canned goods for local organizations. They have participated in a variety of activities to benefit other organizations including "Pennies for Patients," "Jump Rope for Heart," St. Jude's Math-a-thon and the "Relay for Life." Nationally and internationally, students have collected donations for various relief efforts and other causes. Fancy Gap students understand that not only together we learn, but together we can make a difference in the lives of others.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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1. **Assessment Results:** The Virginia Standards of Learning (SOL) were developed with the assistance of parents, teachers, educators and business leaders to ensure that all students in Virginia receive a quality education. The Standards of Learning describe expectations for student learning and achievement in Grades K-5 in English, mathematics, science and history/social science. The standards detail the specific knowledge and skills that form the core of Virginia's educational program and are designed to ensure success in school and life beyond for all students.

Virginia SOL criterion-referenced assessments are given each year in May at Fancy Gap Elementary School. Students in grade 3 are assessed in the areas of English, mathematics, science and history. SOL tests at grade 3 are cumulative and assess all standards taught in grades K-3. Students at Fancy Gap in grade four are assessed in English and mathematics (beginning in 2005-06), and in Virginia Studies. Fifth grade students are assessed in English, writing, mathematics, science and US History to 1877.

The Virginia SOL assessments are scored on a scale ranging from 0-600. Students must receive a score of 400 or higher to pass each test. Scores between 400 and 499 are considered pass proficient, while scores of 500-600 are considered pass advanced. Any student scoring 0-399 is considered to have failed the test.

Students at Fancy Gap Elementary have made significant progress over the past five years in SOL achievement. Fifth grade scores improved dramatically from 2001-02 to 2005-06. English scores improved from 67% to 100% passing, with writing improving from 40% to 100%. Mathematics improved from 62% to 100% passing during the same time period. Science improved from 81% passing to 100% and US History to 1877 improved from 63% to 100% in only two years. In 2005-06, 19 of 27 fifth graders scored at the pass advanced level in English. In mathematics, 24 of 27 students scored at the pass advanced level.

Economically disadvantaged students at Fancy Gap have made significant gains in achievement as well. Forty percent of students qualify for free and reduced lunches, yet economically disadvantaged fifth graders improved from 63% to 100% in English and from 63% to 100% in mathematics from 2001-02 to 2005-06.

Third grade students improved from 70% to 86 % in English and from 89% to 100% in mathematics over the last five years. Students also improved in science from 81% to 93% passing and from 74% to 100% passing in history over the same time period. In 2005-06, 18 of 28 third graders scored at the pass advanced level in English. In mathematics, 18 of 28 students scored at the pass advanced level. Economically disadvantaged students improved from 70% in English to 80% and from 80% to 100% in mathematics.

On the English and mathematics assessments introduced at fourth grade in 2005-06, Fancy Gap students scored 92% in English and 81% in mathematics, well above division scores of 79% in English and 64% in mathematics and exceeded state scores of 87% in English and 77% in mathematics. In English, 9 of 26 students scored at the pass advanced level. In mathematics 8 of 26 students scored at the pass advanced level.

Although Fancy Gap Elementary assesses fewer than 10 students each year in other subgroups and scores are not reported, SOL scores for Students with Disabilities and LEP students have also improved in reading and mathematics from 2001-02 to 2005-06.

Fancy Gap Elementary School has been fully accredited and has met NCLB standards for Adequate Yearly Progress (AYP) for the past three years from 2004-2007. Additional information may be found at the Virginia Department of Education's website at <http://www.pen.k12.va.us/>.

2. **Using Assessment Results:** Students at Fancy Gap Elementary participate in a variety of ongoing assessments each year. Staff members recognize the importance of analyzing data from formal and informal assessments to ensure that curriculum, instruction and assessments are aligned and that every student is given the opportunity to succeed. Data not only helps to identify individual students who need enrichment or remediation, but also is used to identify instructional weaknesses that need to be addressed.

Detailed analysis of spring SOL results for grades three, four and five begins each summer. Data is shared with all staff members, including specialty and resource teachers across grade levels at the beginning of each school year. Ongoing discussions in grade level and staff meetings monitor individual student progress toward goals and instructional practices throughout the year. SOL Released Tests and the Flanagan Tests for Higher Standards are also used in all core subject areas to assess student progress toward SOL goals and improve test-taking skills.

Additional assessment data is gathered using a variety of instruments. K-3 teachers rely on the Phonological Awareness Literacy Screening (PALS) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments to provide data on individual students' progress in reading at the beginning, midpoint and end of each academic year. The Reading First Stanford 10 assessment is also given to K-2 students each spring. All teachers use the Standardized Test for the Assessment of Reading (STAR) and weekly assessments provided by the Open Court Reading program to monitor progress in reading.

Information from these ongoing assessments identifies students eligible for Title I remediation services, Summer School, SOL tutoring and other programs. Teachers continuously use assessment data in the classroom to plan differentiated instruction, monitor pacing, create flexible groups and meet the needs of all students.

3. **Communicating Assessment Results:** Student performance at Fancy Gap Elementary is communicated to students, parents and the community in many ways. An orientation day is held before school begins each year to acquaint students and their parents with the school and its expectations for student achievement. An additional "Back to School Night" is held in September for all grade levels, K-5. During these meetings, teachers educate parents about the standards and encourage parental support for student success during the year.

Parents receive report cards each six weeks and have two required parent/teacher conferences. Additional conferences are scheduled as needed. Parents are also informed of their child's performance and progress with phone calls, notes home and by email. All students take home daily folders or assignment books that provide the opportunity for ongoing dialog between the school and home. Classroom and specialty teachers send home regular newsletters with important dates and activities noted. Accelerated Reader and Accelerated Math reports are sent home periodically to inform parents of progress. Reports from SOLs, PALS, Stanford 10 Tests and other assessments are sent home to parents on a regular basis as well. Teachers frequently provide assistance to parents who need help understanding and interpreting the information.

Student work is displayed throughout the school. Students are regularly recognized on the morning intercom announcements and on school bulletin boards for excellent achievement in many areas. Student performance is also reported regularly throughout the community. Students who are placed on the Honor Roll, who are recognized for good citizenship, who have received other awards or recognition and who have participated in special projects are often featured in two local newspapers. The Fancy Gap Parent-Teacher Organization provides an additional venue for sharing success with the community. The school website is another excellent source of information for students, parents and the community.

4. **Sharing Success:** The faculty of Fancy Gap Elementary has had many opportunities to share success on both the local and state levels. Teachers have shared instructional strategies and ideas during county-wide grade level meetings. They have been involved in summer sessions to revise the county curriculum and develop grade level pacing guides. Many teachers, both within and outside the division, have visited Fancy Gap to observe effective classroom instruction and conference with teachers to gain information that will help them improve student achievement.

The faculty is always eager to share innovative methods to achieve student success. Several teachers have provided workshops on inclusion strategies, interactive notetaking and differentiating instruction during division-level professional development meetings. Training in the implementation of Thinking Maps has also been shared with others. One staff member has taught several courses on attention deficit disorder throughout the region and the principal has shared successful practices in leadership and curriculum with aspiring principals through Virginia Tech's Regional Program for the Preparation of Principals. Eight staff members have served as mentors to new educators throughout the division and some have been involved with internships with high school students interested in pursuing careers in education.

At the state level, teachers at Fancy Gap have willingly shared their successful strategies and teaching methods. All teachers in grades K-3 have attended Reading First Teacher Academies across Virginia to learn with others and share their expertise. One master teacher from Fancy Gap was invited to present ideas, strategies and activities from her classroom at one of the academies. Staff members have also attended state and regional conferences and workshops in reading and other subject areas and have shared successful instructional techniques and activities with others.

## PART V – CURRICULUM AND INSTRUCTION

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1. **Curriculum:** The curriculum at Fancy Gap Elementary School is solidly based on the Virginia Standards of Learning. Fancy Gap’s classroom teachers devise yearly pacing guides, in all subject areas, to ensure that best practices are being implemented and these standards are being met. Teachers also rely on the guidance of the Carroll County Public Schools curriculum, Virginia SOL Blueprints and Enhanced Scope and Sequence guides. The students at Fancy Gap receive daily instruction in the four core areas of English, math, science, and history/social science as well as weekly instruction in the areas of music, art, library/media, physical education, and technology.

The English curriculum is supported by the consistent use of Open Court Reading across grade levels K-5. Various materials and programs are used to supplement reading and writing instruction including: Earobics, Accelerated Reader, Interactive Notetaking, Quick Reads, SRA Labs and Thinking Maps as well as teacher created materials and other resources. At the end of each year, Fancy Gap students present their work in writing during Writer’s Night, which highlights projects completed throughout the year. Parents and community members are invited to attend. Assessment in English is frequent and ongoing and is used to differentiate instruction to meet the needs of all learners at Fancy Gap Elementary. Students participate in whole group, small group and individual learning experiences.

Fancy Gap’s math curriculum is based on a sequential development of skills. A variety of hands-on activities, cooperative learning experiences and direct instruction is supported through the use of the following resources and manipulative materials: Saxon Math, Math Their Way, The Jefferson Lab, Accelerated Math and the Scott-Foresman math series. Assessment is ongoing and students are continuously challenged to become higher-level problem solvers.

The science curriculum at Fancy Gap focuses on the knowledge and use of the scientific method. Students participate in hands-on activities using an explorative approach that is supported through field trips and visiting programs such as “Ag in the Classroom” and “Parks as Classrooms.” The McGraw-Hill science series is used as a classroom resource. The year at Fancy Gap culminates with a school-wide science fair that showcases student achievement in science, K-5. Parents and community members are invited to enjoy the displays.

The history/social science curriculum provides instruction in the areas of history, geography, civics and economics. Students participate in several activities including field trips, presentations by visiting speakers and class projects that enhance learning and their understanding of core knowledge. Community resources, Virginia Experience materials, Our World publications, Scholastic News, Weekly Reader, Interactive Notes and other materials are used to supplement instruction in social studies. A geography bee is held each year to allow students to demonstrate their knowledge in world geography.

Cross-curricular projects and strategies such as Interactive Notetaking are used in all subject areas. Trade books are also used in all areas to support student learning. The core curriculum is continuously integrated throughout the specialty areas of art, music, library/media and physical education. Classroom teachers share pacing guides with specialty teachers who reinforce classroom instruction on the standards. Technology is also an integral part of daily instruction. All staff members work cohesively to create the optimal learning environment and experience for each individual child.

2. **Reading:** Fancy Gap Elementary School was awarded a NCLB Reading First Grant in 2003. As a Reading First school, Fancy Gap was required to select a research-based core program to improve reading instruction for all students. The SRA Open Court program was chosen to support a balanced literacy approach to teaching reading with explicit and systematic instruction in the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension. Open Court provides lessons in three organized bands that align with the Virginia Standards of Learning and incorporate cross curriculum instruction.

At Fancy Gap, Reading First funds continue to provide numerous, ongoing professional development opportunities. Teachers have had continuous assistance from a school level reading coach, Open Court consultants and state-level reading specialists. As a result of these professional development opportunities, teachers have improved their skills in independent and collaborative learning, self-guided practice, direct instruction and more.

Students at Fancy Gap participate in the STAR Reading Assessment, Stanford Reading First Assessment, Phonological Awareness and Literacy Screening and Dynamic Indicators of Basic Early Literacy Skills. Ongoing assessments and teacher observations identify and provide feedback regarding student progress, strengths and individual needs. In grade level and informal meetings, classroom teachers, the reading coach, principal and resource teachers collaborate to disaggregate assessment data and plan reading instruction.

Students who are identified as strategic or intensive learners or who need enrichment activities receive additional individual instruction in small groups through differentiated services delivered by the classroom teacher, resource teachers, Title I personnel and/or tutors. Programs such as SRA Reading Labs, Earobics and Kaleidoscope assist teachers with all students who need intervention or enrichment beyond regular classroom instruction.

Motivational activities are provided throughout the school year to promote reading for enjoyment and instill a life-long love of reading.

**3. Additional Curriculum Area: History/Social Science:** The Virginia Standards of Learning for history/social science require that students receive instruction in the areas of history, geography, civics and economics. The staff of Fancy Gap Elementary successfully integrates a variety of resources and materials in order to ensure all students the opportunity to meet each grade level's standards.

The community is an important instructional resource. Representatives from the local fire and sheriff's departments and civic groups are welcomed to support classroom instruction. Content related fieldtrips to Monticello, the Blue Ridge Parkway, William King Regional Arts Center and Wolf Creek Indian Village bring history/social science to life. Yearly visits from the Jamestown-Yorktown Foundation and VanGogh Outreach Services also support each grade's curriculum.

Various teaching methods and resources are used by teachers to ensure measurable improvements in history/social science. Interactive Notetaking supplements the adopted textbook series. Virginia Experience Resource Books are also used. Fourth grade teachers supplement their instruction with Virginia Treasures Workbooks published by Smyth County teacher, Michael Colston. Other resources used to complement the basic curriculum are Weekly Reader, Scholastic News, Our World publications from Five Ponds Press and trade books. Reading and language arts are integrated into the social studies curriculum through the use of the Social Studies Connections component of the Open Court Reading Series.

The achievement scores of Fancy Gap students are impressive in the area of history/social science. Third grade students improved from 74% in 2002 to 100% in 2006. Fourth grade students, completing the Virginia Studies curriculum, improved their scores from 52% in 2002 to 100% in 2006. Students in fifth grade, completing the United States History to 1877 curriculum, scored 100% in 2006 as compared to 63% in 2005, the first year this test was given. Every Fancy Gap student taking an SOL Test in history/social science in 2006 passed!

**4. Instructional Methods:** Fancy Gap Elementary School teachers incorporate various research-based instructional strategies in each core area. Ongoing assessments are used to plan instructional activities to meet the needs of all students and ensure their success.

Teachers provide differentiated instruction through hands-on workshop activities, individual and small-group instruction. Staff members design study guides, learning contracts and tiered assignments to help all students master standards. Peer tutoring, review and conferencing encourages students to take ownership of their learning. Technology is integrated into all areas of instruction through research and web-based activities.

Staff members at Fancy Gap have studied and utilize research-based instructional strategies described in *Classroom Instruction That Works : Research Based Strategies for Increasing Student Achievement* by Marzano, Pickering and Pollock. Strategies such as summarizing, note taking and identifying similarities and differences enhance instruction across all grade levels in all subject areas. Teachers incorporate strategies from Ruby Payne's research, which is detailed in *A Framework for Understanding Poverty*, to meet the needs of economically disadvantaged students. Strategies from Project CRISS (Creating Independence through Student Owned Strategies) are used to help develop higher level thinking skills.

Graphic organizers and interactive notes help students organize information and make connections linking prior knowledge to new material. All staff members have received training to use Thinking Maps, task specific organizers that help students transfer thinking processes and integrate learning. "Write from the Beginning," a program based on Thinking Maps, will be introduced in 2007 to complement NCS Mentor and improve writing instruction at all grade levels.

Staff members recognize and work to develop positive relationships that are as crucial to improved achievement as any instructional strategy or method. The quality of relationships, student-student, adult-student and adult-adult, define the culture at Fancy Gap Elementary and are essential to our continued success. Together we learn, together we succeed.

**5. Professional Development:** All Fancy Gap staff members participate in a wide variety of professional development activities each year at the school, division and state levels. At the school level, regular professional development sessions based on school needs are scheduled. Topics for professional development are identified through a close analysis of student assessment data, staff requests and a review of research-based best practices. Staff members have studied and applied Marzano's instructional strategies, Tomlinson's strategies for differentiating instruction, Payne's strategies for working with economically disadvantaged students and CRISS (Creating Independence Through Student Owned Strategies) strategies. These research-based strategies have empowered teachers and improved student achievement across grade levels and subject areas making wise use of limited professional development time. Regular follow-up sessions keep the strategies relevant, allow teachers the opportunity to share successes and prepare new staff members to implement the strategies in their own classrooms.

All staff members have participated in numerous professional development activities at the division level. Six teachers have earned advanced degrees and have been certified as "Reading Specialists" through a partnership between Radford University and Carroll County Public Schools and one teacher is currently working toward an advanced degree in mathematics. The division has provided training on topics including Thinking Maps, Earobics, Child Abuse, Working with Parents, Autism, ADHD, Creating Strategic Readers, Vocabulary, Interactive Notetaking, SMART Board training, Collaborative Teaching and more.

At the state level, all staff members have participated in Reading First Academies and many reading related workshops sponsored by Reading First and the Virginia Department of Education. Ongoing visits by the state reading specialists, consultants and reading coach keep information fresh and practical. All new teachers have received training in reading through the Reading First Academies and Open Court consultants before entering their classrooms at Fancy Gap, ensuring continuity and fidelity to the reading program.

# PART VI - ASSESSMENT RESULTS

## Virginia Standards of Learning Assessments (Criterion-Referenced Tests)

Subject: Reading Grade: 3 Test: Virginia Standards of Learning – Grade 3 English: RLR

Edition/Publication Year: Yearly 2002-06 Publisher: Virginia Department of Education/Harcourt

Testing Month: May	2005-06	2004-05	2003-04	2002-03	2001-02
<b>SCHOOL SCORES</b>					
% Passing (Proficiency & Advanced)	86%	62%	80%	56%	70%
% Pass (Advanced)	64%	4%	17%	16%	7%
Number of students tested	28	25	30	25	27
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
<b>1. White</b>					
% Passing (Proficiency & Advanced)	85%	68%	83%	61%	73%
% Pass (Advanced)	67%	4%	17%	17%	8%
Number of students tested	27	25	29	23	26
<b>2. Economically Disadvantaged (POV)</b>					
% Passing (Proficiency & Advanced)	80%	55%	67%	50%	70%
% Pass (Advanced)	40%	0%	0%	13%	0%
Number of students tested	10	11	12	16	10

## Virginia Standards of Learning Assessments (Criterion-Referenced Tests)

**Subject: Reading    Grade: 4    Test: Virginia Standards of Learning – Grade 4 English: RLR**

Edition/Publication Year: Yearly

Publisher: Virginia Department of Education/Harcourt

*\*Testing in Grade 4 implemented in 2005-06*

	*2005-06	2004-05	2003-04	2002-03	2001-02
Testing Month: May					
<b>SCHOOL SCORES</b>					
% Passing (Proficiency & Advanced )	92%				
% Pass (Advanced)	35%				
Number of students tested	26				
Percent of total students tested	100%				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0%				
<b>SUBGROUP SCORES</b>					
<b>1. White</b>					
% Passing (Proficiency & Advanced)	92%				
% Pass (Advanced)	35%				
Number of students tested	26				
<b>3. Economically Disadvantaged (POV)</b>					
% Passing (Proficiency & Advanced)	90%				
% Pass (Advanced)	30%				
Number of students tested	10				

**Virginia Standards of Learning Assessments (Criterion-Referenced Tests)**

**Subject: Reading      Grade: 5    Test: Virginia Standards of Learning – Grade 5 English: RLR**

Edition/Publication Year: Yearly 2002-06      Publisher: Virginia Department of Education/Harcourt

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing Month: May					
<b>SCHOOL SCORES</b>					
% Passing (Proficiency & Advanced)	100%	95%	92%	50%	67%
% Pass (Advanced)	70%	32%	32%	10%	24%
Number of students tested	27	19	25	30	21
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
<b>1. White</b>					
% Passing (Proficiency & Advanced)	100%	94%	92%	56%	70%
% Pass (Advanced)	69%	35%	33%	11%	25%
Number of students tested	26	17	24	27	20
<b>2. Economically Disadvantaged (POV)</b>					
% Passing (Proficiency & Advanced)		92%		35%	
% Pass (Advanced)		23%		12%	
Number of students tested		13		17	

**Virginia Standards of Learning Assessments (Criterion-Referenced Tests)**

**Subject: Math      Grade: 3      Test: Virginia Standards of Learning – Grade 3 Math**

Edition/Publication Year: Yearly 2002-06      Publisher: Virginia Department of Education/Harcourt

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing Month: May					
<b>SCHOOL SCORES</b>					
% Passing (Proficiency & Advanced)	100%	84%	93%	80%	89%
% Pass (Advanced)	64%	44%	57%	32%	41%
Number of students tested	28	26	30	25	27
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
<b>1. White</b>					
% Passing (Proficiency & Advanced)	100%	83%	93%	78%	92%
% Pass (Advanced)	67%	46%	55%	35%	42%
Number of students tested	25	25	29	23	26
<b>2. Economically Disadvantaged (POV)</b>					
% Passing (Proficiency & Advanced)		75%	92%	75%	80%
% Pass (Advanced)		25%	58%	31%	30%
Number of students tested		12	12	16	10

**Virginia Standards of Learning Assessments (Criterion-Referenced Tests)**

**Subject: Math      Grade: 4      Test: Virginia Standards of Learning – Grade 4 Math**

Edition/Publication Year: Yearly

Publisher: Virginia Department of Education/Harcourt

*\*Testing in Grade 4 implemented in 2005-06*

	*2005-06	2004-05	2003-04	2002-03	2001-02
Testing Month: May					
<b>SCHOOL SCORES</b>					
% Passing (Proficiency & Advanced)	81%				
% Pass (Advanced)	31%				
Number of students tested	26				
Percent of total students tested	100%				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0%				
<b>SUBGROUP SCORES</b>					
<b>1. White</b>					
% Passing (Proficiency & Advanced)	81%				
% Pass (Advanced)	31%				
Number of students tested	26				
<b>3. Economically Disadvantaged (POV)</b>					
% Passing (Proficiency & Advanced)	80%				
% Pass (Advanced)	20%				
Number of students tested	10				

**Virginia Standards of Learning Assessments (Criterion-Referenced Tests)**

**Subject: Math      Grade: 5      Test: Virginia Standards of Learning – Grade 5 Math**

Edition/Publication Year: Yearly 2002-06      Publisher: Virginia Department of Education/Harcourt

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing Month: May					
<b>SCHOOL SCORES</b>					
% Passing (Proficiency & Advanced)	100%	95%	100%	40%	62%
% Pass (Advanced)	89%	26%	36%	10%	10%
Number of students tested	27	19	25	30	21
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
<b>1. White</b>					
% Passing (Proficiency & Advanced)	100%	94%	100%	41%	65%
% Pass (Advanced)	88%	24%	33%	11%	10%
Number of students tested	26	17	24	27	20
<b>2. Economically Disadvantaged (POV)</b>					
% Passing (Proficiency & Advanced)		92%		41%	
% Pass (Advanced)		23%		12%	
Number of students tested		13		17	