

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. Regina V. Schwab

Official School Name: Shady Grove Elementary School

School Mailing Address: 12200 Wyndham Lake Drive

Glen Allen Virginia 23059-5495
City State Zip Code+4 (9 digits total)

School Code Number: 710

County: Henrico

Telephone: (804)- 364-0825 Fax: (804)- 364-0825

Web site/URL: http://henrico.k12.va.us E-Mail: rvschwab@henrico.k12.va.us

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

Date: _____
(Principal's Signature)

Name of Superintendent: Mr. Frederick S. Morton IV

District Name: Henrico County Telephone: (804) 652-3720

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.

Date _____
(Superintendent's Signature)

Name of School Board Chairperson: Dr. Lloyd E. Jackson, Jr.

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.

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

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

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 43 Elementary schools
 10 Middle schools
 0 Junior high schools
 9 High schools
 2 Other

 64 TOTAL
2. District Per Pupil Expenditure: \$7,637

 Average State Per Pupil Expenditure: \$9,202

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. 4 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				7			
K	57	74	131	8			
1	73	60	133	9			
2	69	62	131	10			
3	66	78	144	11			
4	67	50	117	12			
5	65	64	129	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							785

6. Racial/ethnic composition of the students in the school: 90% White
1% Black or African American
1% Hispanic or Latino
5% Asian/Pacific Islander
1% American Indian/Alaskan Native
100% Total (includes 2% unspecified)

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: 7%

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	30
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	26
(3)	Total of all transferred students [sum of rows (1) and (2)]	56
(4)	Total number of students in the school as of October 1	772
(5)	Total transferred students in row (3) divided by total students in row (4)	.0725
(6)	Amount in row (5) multiplied by 100	7%

8. Limited English Proficient students in the school: 2%
14 Total Number Limited English Proficient
Number of languages represented: 8
Specify languages: Japanese, Korean, Indonesian, Farsi, Spanish, Greek, Chinese, and Russian
9. Students eligible for free/reduced-priced meals: 1%
Total number students who qualify: 10

10. Students receiving special education services: $\frac{6}{50}$ % 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>2</u> Autism	Orthopedic Impairment
Deafness	<u>4</u> Other Health Impaired
Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>29</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	Traumatic Brain Injury
Mental Retardation	Visual Impairment Including Blindness
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>2</u>	
Classroom teachers	<u>35</u>	
Special resource teachers/specialists	<u>8</u>	<u>11</u>
Paraprofessionals	<u>2</u>	<u>1</u>
Support staff	<u>12</u>	<u>12</u>
Total number	<u>59</u>	<u>24</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 22:1

13. Over the past five years, the number of classroom teachers at Shady Grove has ranged from 35.50 to 42. Turnover rate during the past three years is a function of the following factors: 2003-2004: one retirement, two transfers to a new middle school, one leave request to stay home with baby; 2004-2005: three leave requests to stay home with babies, two family relocations to jobs out of state, two transfers; 2005-2006: one family relocation to another state, one promotion to central office, one career change, one transfer, and one disability retirement.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	98%	97%	97%	97%	98%
Daily teacher attendance	95%	92%	90%	92%	92%
Teacher turnover rate	13%	17%	10%	5%	3%

PART III - SUMMARY

One of 44 elementary schools in Henrico County, Virginia, Shady Grove Elementary, home of the “Shady Grove Cardinals,” provides a highly supportive and challenging educational environment for 785 students in Grades K-5. Although we are one of the largest elementary schools in Henrico County, we maintain a small-school, family climate among students, parents, and staff. Experienced grade level teaching teams that are close-knit both professionally and personally, a collaborative approach to administrative decision-making, and our 780 registered family volunteers are the essential ingredients that create an environment where students are safe, secure, and focused on learning.

Located on 20 acres of land in the Far West End of Henrico County, Shady Grove Elementary sits in the heart of the planned community of Wyndham. Most students come from supportive, two-parent homes and live either within walking distance or a short bus ride from the school. Our students represent White, African-American, Asian, Hispanic and American Indian backgrounds.

Opened in 1992, our beautiful school facility contains 36 classrooms, a Multi-purpose Room with a stage for student performances, a Media Center and Computer Lab, spacious music and art rooms, a cafeteria, and an outdoor classroom. Staff members currently include 35 classroom teachers, one full-time and one part-time special education teacher, and music, physical education, and art resource teachers. The administrative team consists of the principal, assistant principal, a full-time resource teacher who provides remediation and enrichment to students, and one full-time and one part-time school counselor. Itinerant teachers provide special services including gifted education for primary students, speech and occupational therapy, and English as a Second Language support. A school social worker and school psychologist are also assigned to Shady Grove on a part-time basis.

Shady Grove’s mission statement reflects our commitment to provide a flexible and challenging curriculum in which teachers differentiate instruction to address diverse learning styles, interests, and readiness levels of students. Above all, helping students balance the development of a life-long sense of personal worth and dignity with a growing commitment to respecting and valuing others is our most important goal. To that end, we develop a school theme each year that serves as the focus for our character education program. For example, this year our theme is “Believing It’s Cool to CARE.” CARE is an acronym that stands for the values of Courtesy, Achievement, Respect for Others, and Effort. Throughout the year, we develop classroom and school-wide programs to focus on these values and to recognize students who model them for others.

In order to build self-efficacy in our students and prepare them to live in a rapidly changing society, we emphasize commitment to the development of reading, oral and written communication skills, and problem-solving strategies. To achieve these goals, we seek also to constantly expand the efficient and effective use of technology that encourages students to become active and enthusiastic learners and to live in an information-rich society.

Finally, to keep our mission statement “alive” on a daily basis, our staff has developed the following set of shared commitments:

- We believe that all students can learn and that “it’s our job to make sure they do.”
- We engage in collaborative team planning that focuses on modeling enthusiasm for learning, solving instructional problems, and promoting individual student achievement.
- We believe that everyone is important and that all opinions are valued.
- We provide mutual help among staff members.
- We maintain a commitment to continuous learning for both our students and ourselves.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Students at Shady Grove Elementary are assessed at Grades 3, 4, and 5 by the Commonwealth of Virginia's Standards of Learning (SOL) assessment program. The assessment program consists of criterion-referenced tests based on the standards that drive curriculum in Reading, Mathematics, Science, and Social Studies throughout elementary schools in the state. While Grade 3 and Grade 5 students have been tested yearly since 1996, assessments in reading and math were added for Grade 4 students in Spring 2006 in response to the provisions of the No Child Left Behind Legislation. Students are scored on a scale from 0-600 with a score of 400-499 representing a proficient level of performance and a score of 500-600 representing an advanced performance level. Shady Grove's school results can be found on the Virginia Department of Education website, www.pen.k12.va.us/. The Henrico County Public Schools Department of Research and Planning provided additional data contained in this application.

Shady Grove students also complete norm-referenced ability testing in Grade 3 in the form of the Otis-Lennon School Ability Test and norm-referenced achievement testing in Grade 4 through the Stanford 10 Achievement Test. In addition, students in all non-SOL grade levels are assessed yearly through the Henrico Assessment Tests (HAT) that provide diagnostic data about the extent to which individuals and groups have achieved the grade-level standards. These assessments are extremely helpful for planning instruction at the next grade level.

The range of pass rates for SOL Assessments over the past three years are as follows:

- Grade 3 Reading- 96% to 99%
- Grade 3 Mathematics- 98% to 100%
- Grade 5 Reading- 97-98%
- Grade 5 Writing- 99 to 100%
- Grade 5 Mathematics - 95% to 100%

Grade 4 SOL Tests in Reading and Mathematics were given for the first time in Spring 2006. Shady Grove fourth graders achieved a 100% pass rate in both areas.

Teachers and administrators at Shady Grove also track the advanced pass rates of their students and strive to increase the number of students performing at that level. The most significant gains in advanced pass rates have been made in Grade 3 Reading with the scores ranging from 41% advanced pass rate in June 2004 to 70% advanced pass rate in June 2006. Advanced pass rates in mathematics at Grade 5 have shown a gradual increase in the last three years from 67% in June 2005 to 70% in June 2006. In the first administration of the fourth grade SOL tests in June 2006, our advanced pass rates were 82% in reading and 87% in mathematics.

We are also mindful of the match between the ability and achievement scores of our students as measured by norm-referenced tests. We strive to ensure that achievement levels match or exceed student ability levels as measured by the Otis-Lennon tests. In Fall 2006 the mean achievement total for our fourth graders was 87% (National Percentile) as compared to the mean composite ability level of 80% (National Percentile.)

Finally, attendance and tardy data indicate that Shady Grove students and their families maintain a strong commitment to prompt and regular attendance at school. The data further reflect that this commitment is consistent among all sub-groups. The mean attendance rate for the school in 2005-2006 was 98.07%.

2. Using Assessment Results:

At Shady Grove, assessment data play a pivotal role in the following areas: (1) overall school improvement efforts including the Continuous Improvement and Staff Development Plans; (2) grade-level instructional planning; (3) diagnosis of individual learning needs; and (4) benchmarking progress throughout the year. Overall school improvement efforts begin in the summer with the arrival of Standards of Learning (SOL) Scores for students in Grades 3, 4, and 5 and Henrico Assessment Test (HAT) Scores for students at all other grade levels. We compare our scores with district averages, with the scores of demographically similar comparison schools in the surrounding area, and with our own performance in previous years. The data are analyzed to identify areas of relative strength and weakness. For example, in the 2005-2006 school year, our analysis of fourth and fifth grade writing scores produced a focus on K-5 writing for our school improvement plan. In 2006-2007, we noted a drop in advanced pass rates between Grades 4 and 5 that led us to focus on mathematics in our school improvement plan.

SOL and HAT item analysis reports are used to identify target areas for consideration in instructional planning. In response to identified needs, grade level teams may adjust their pacing guides to provide more time for areas of weakness and lesson plans may be revised to develop new approaches for teaching or re-teaching content or skills. Finally, new materials may be purchased to support the needs that are identified. For example, in 2004-2005 a site license for Kidspiration Software was purchased to support our writing initiative.

The data are also used to identify students in need of enrichment or remediation. Pullout groups are formed and are offered before, during, or after-school depending on student needs. SOL style cumulative assessments that are given at the end of the first, second, and third quarters augment and update our understanding of individual student progress. These SOL style assessments, which are developed and administered by the grade level teaching teams, indicate how well students are mastering the concepts and skills of their grade levels. Combined with the year-end data from SOL and HAT Assessments, they provide valuable benchmarks of student progress. Quarterly cumulative assessment data also supports consistency in program implementation across and among the grade levels.

3. Communicating Assessment Results:

Shady Grove families play a very active role in the education of their children. Their support for the school program contributes significantly to the quality of education at our school and to the success of our students. To celebrate successes and to identify areas where additional support may be needed, parents are kept informed of their children's progress in many ways. With the financial support of our PTA, students in Grades 3 through 5 receive assignment books for recording short and long-term assignments. Folders containing student work samples are sent home weekly at all grade levels. In addition to quarterly report cards, progress reports are provided at the mid-term of the marking period for children in the upper grades and, as needed, for students on other grade levels. Teachers also provide parents with bi-weekly newsletters to report on classroom activities and special events. A comprehensive Parent and Student Handbook describes the overall school program and the school website contains additional information about grade level curriculum and extra-curricular opportunities. With the support of the PTA, parents also receive a monthly newsletter containing curriculum information and an overview of school activities for the month. Finally, each year parents receive copies of the Curriculum Essentials Cards that outline grade level curriculum in each subject area.

As soon as the SOL Results arrive in the summer, the school administration mails a complete report to parents describing and interpreting the performance of individual children. Parents are invited to contact the principal if they have any questions regarding their children's results. School-wide results are reported on the Henrico County school district website, on the Virginia Department of Education website, and in the Richmond Times-Dispatch Newspaper.

4. Sharing Success

We greatly value the opportunity to share ideas with colleagues from other schools and to receive their feedback. Toward that end, our faculty has participated periodically in staff development activities aimed at sharing best practices with staff from neighboring schools. At these events, grade level teams meet with their colleagues from other schools to share implementation ideas and sometimes specific lesson plans. Shady Grove teachers share their expertise with others in additional important ways. Several faculty members are part of the Virginia Commonwealth University's Clinical Faculty and regularly collaborate with university supervisors to mentor student teachers in our building. Other staff members participate in district cohorts for educational leadership programs or share information by conducting presentations at professional meetings. For example, members of our Child Study Team recently delivered a presentation at the Virginia School Board Association Meeting.

To network with other administrators, the principal participates in a Professional Learning Community with colleagues from the surrounding area. This group of principals engages in book discussions and shares their experiences with one another. During the 2006-2007 school year the principal will also spend a day shadowing another principal and sharing ideas. The assistant principal participates in the Next Generation Leadership Academy, a regional program located at the University of Richmond.

Henrico County Public Schools' cable television channel (Channel 99) makes bi-annual visits to each school and features examples of classroom programs in a show entitled *Teacher Feature*. The show is broadcast several times during the week following the visit. Broadcast times are distributed to the school community and everyone is encouraged to watch.

Finally, based on the contributions of Lead Teachers regarding highlights of their grade level programs, the principal writes a monthly news article on school activities for a local newspaper. The article also features pictures that portray the accomplishments of individuals or groups of students within the school.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Shady Grove Elementary is based on the Virginia Standards of Learning and the Essentials of the Curriculum for Henrico County Public Schools. Students receive instruction daily in Language Arts, Mathematics, Science, and Social Studies. They also receive weekly lessons in art, music, and physical education, and participate in regular visits to our library, which operates on a flexible schedule to provide for maximum student access. A progressive series of technology skills has been identified for each grade level. Students apply technology skills across the curriculum and create technology portfolios to demonstrate mastery of the technology standards.

The Language Arts curriculum is organized around oral language, reading, and writing strands. Students are encouraged to utilize listening and speaking skills in order to give and follow directions, participate in discussions, and ultimately make oral presentations and reports at increasing levels of sophistication across the grades. Reading instruction is the heart of the Language Arts curriculum. Teachers follow a sequential program of instruction as described in the Houghton Mifflin Reading Series. Beginning in the primary grades, students are also taught the writing process and use the steps of prewriting, writing, revising, editing, and publishing.

The Mathematics curriculum aims to create students who value math, are able to communicate and reason mathematically, and can apply mathematical understandings to the world around them. The curriculum is organized around the following strands: number sense, measurement and geometry, probability and statistics, and patterns, functions, and algebraic thinking. During the six years of elementary school, students move through a series of skills and concepts in each of these areas that are progressive in nature.

The Science curriculum is organized around the concepts of change, interdependence between man and his habitat, and conservation and respect for the natural environment. Over time, students investigate a range of elementary topics from the disciplines of biology, chemistry, physics, meteorology, and geology. The scientific method, including scientific reasoning and logic, observation, investigation, data collection and reporting skills, is emphasized.

The Social Studies curriculum includes objectives in history, geography, economics, and civics for each grade level. In kindergarten and first grade, the curriculum focuses on famous Americans from diverse cultures who made significant contributions to our nation. In second and third grade, students study representative American Indian tribes, Ancient China, Greek and Roman Civilizations, and the Kingdom of Ancient Mali. Finally, in Grades 4 and 5, the students complete a two-year Virginia Studies Program.

Shady Grove is very proud of its resource programs that include music, art, and physical education. In the music program, students explore a wide range of musical styles, periods, composers, and performers. They sing songs, play musical instruments, respond to music with movement, and enjoy performance opportunities. The art program provides a solid foundation in drawing and painting skills, guides multimedia exploration including crafts and sculpture, and promotes aesthetic awareness and appreciation. Our physical education program encourages a healthy lifestyle, stimulates interest in sports and games, and emphasizes good sportsmanship. All of the resource programs focus on establishing interdisciplinary connections with the classroom programs.

Students also benefit greatly from our library program, which teaches students to access information efficiently and effectively, to evaluate information critically, and to practice ethical behavior regarding information and information technology. Finally, our students receive monthly guidance lessons from our school counselors. These lessons focus on developing the attitudes, knowledge, and skills of life-long learners, promote knowledge of self that will eventually lead to informed career decisions, and encourage

the development of life skills that lead to personal growth.

2a. Reading:

The Reading Program at Shady Grove Elementary School is based on the recommendations of the Henrico County Public Schools 2005 Reading Task Force Committee. The core program follows the Harcourt Brace Trophies Reading Series and reflects a commitment to incorporate in reading instruction phonemic awareness, phonics, fluency, vocabulary development, and comprehension skills. Teachers develop pacing guides for each grade that are based on the Harcourt scope and sequence. Utilizing pre-testing and post-testing, they differentiate instruction through flexible grouping based on individual learning needs. Teachers group students for reading instruction across the grade levels based on reading readiness at Grades 2, 3, and 4. Students are grouped by readiness within the classrooms at Grades 1 and 5.

Teachers also give consistent attention to the role of motivation in reading development. The Accelerated Reader Program is used throughout the school to provide a venue in which students can challenge themselves to stretch their reading skills. Furthermore, our school librarians are creative in developing ways to stimulate student interest in reading. One example is the 2005-2006 reading program entitled "20,000 Reads Under the Sea." As part of our school-wide "Diving Into Learning" theme, students and teachers worked together to meet the school-wide goal of reading 20,000 books. Achievement of the 5,000, 10,000, 15,000 and 20,000 book benchmarks was celebrated in a variety of fun-filled ways. Mystery readers, character dress-up days, team competitions such as Book Bowl and Name That Book, and use of quality literature are other strategies that contribute to student motivation in reading at Shady Grove.

Struggling readers receive additional support through pullout instruction that may be offered before, during, or after school. Our General Resource Teacher, part-time reading support staff, and our special education teachers focus on attainment of grade level reading standards for all students. Assessment plays an important role in determining and remediating student needs in small group instruction. Finally, enrichment is also provided for students with advanced reading levels through differentiation of instruction in the classroom and through small group enrichment programs offered by the General Resource Teacher, the part-time Primary Gifted Teacher, and the principal.

3. Additional Curriculum Area: Mathematics:

The Mathematics Curriculum aims to produce in students a firm base of understanding in mathematical skills and concepts as well as an appreciation for the value of mathematics in other disciplines and in the world outside the classroom. By focusing also on writing to learn in mathematics, students develop their abilities to reason mathematically and to communicate their ideas. The K-5 Mathematics Curriculum is organized around the following strands: number sense, measurement and geometry, probability and statistics, and patterns, functions, and algebraic thinking. Students move through a series of skills and concepts in each area that is progressive across the six grade levels.

The core program in mathematics reflects the scope and sequence found in the Scott Foresman Series *Virginia Mathematics* and in *Mathematical Investigations*. Teaching teams work together to develop pacing guides based on these materials. There is a commitment at every grade level to use hands-on manipulatives, writing in mathematics, and effective software packages to address the needs of diverse learning styles and readiness levels. Student progress is monitored through continuous assessment and instruction is differentiated accordingly. Problem-solving skills, estimation and mental computation, and data collection and reporting are emphasized at every grade.

4. Instructional Methods:

The staff at Shady Grove Elementary maintains a commitment to utilize “best practices” in instructional methodology and to foster active learning in our students. Emphasis is placed on the development of skills that produce increasing levels of independence. Learning contracts, open-ended projects that provide student choice, cooperative learning groups that foster collaborative skills, peer and self-assessment, and writing to learn are highly valued instructional strategies throughout the school. Furthermore, we utilize the support and commitment of a large network of parent volunteers to provide assistance for teachers in implementing special projects and activities. For example, parents help to organize and implement a World Cultures Celebration for our third graders, a Colonial Crafts Day for Grade 4, and a Thanksgiving Feast for Grade 5. These activities are in addition to the many ways in which parents support classroom instruction, K-5, on a daily basis.

Instructional technology plays an important role in Shady Grove classrooms. Students and teachers have access to five computers that are permanently housed in every classroom, to a spacious computer lab, and to a mobile cart containing a set of laptop computers on the order of one per student. We also benefit greatly from the support of an itinerant technology teacher who is on-site approximately two days a week to assist classroom teachers in utilizing technology in their lessons.

We are also justly proud of the programs that allow our older students to support the younger children. Our “kindergarten buddies” program brings children from the upper grades into kindergarten classrooms to support reading and writing development for our youngest children. To culminate this activity last year, a fifth grade class and a kindergarten class together performed the short musical play, *A Froggy Day in Linden Town*. We are proud of the way in which the “kindergarten buddies” program helps to develop self-confidence in both sets of students. Inspired by this success, our school counselors this year developed a peer-tutoring program that will pair volunteers from the upper grades with children from the lower grades who are in need of special support.

5. Professional Development:

The professional development program at Shady Grove is aligned with our Annual Comprehensive School Improvement Plan. Based on analysis of quantitative and qualitative data regarding student performance, we develop an annual goal for increasing student achievement. Our Staff Development Coordinator, who is also a classroom teacher, then works with our Lead Teachers and the school administrative team to develop a plan for staff training that will support the improvement plan. Henrico County Public Schools provides approximately four days of released time for staff development activities throughout the year. Other activities occur in after-school training events and in formal graduate programs that staff members elect to complete.

As examples, during the 2005-2006 school year, we focused on K-5 writing in our school. Benchmarks and rubrics for student writing at each grade level were established and monthly writing prompts were completed. Horizontal and vertical teaching teams met during staff development sessions to examine and compare student work samples. This year our school focus is on the mathematics curriculum and our staff development is providing opportunities for dialogue, K-5, regarding consistency in the implementation of the recently adopted mathematics series.

We also use staff development to promote school-wide technology initiatives. Last year, all staff members were trained to use *Kidspiration Software* as part of our focus on improvement in writing. This year we trained staff in the use of *Video Streaming*, which can be used in every subject to incorporate technology into instruction.

PART VII - ASSESSMENT RESULTS

Virginia's Reporting Form for NCLB Blue Ribbon Data

Subject Reading Grade 3 Test: Virginia Standards of Learning

Edition/Publication Year 2002- 2006 Publisher Harcourt Assessment

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	98	99	96	97	99
% "Exceeding" State Standards	70	50	41	57	62
Number of students tested	116	142	132	122	131
Percent of total students tested	100	99	96	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
<u>Students with Disabilities</u>					
% "Meeting" plus "Exceeding" State Standards	100	100	86	90	100
% "Exceeding" State Standards	56	0	0	30	100
Number of students tested	<10	<10	<10	10	<10

Subject Mathematics Grade 3 Test: Virginia Standards of Learning

Edition/Publication Year 2002-2006 Publisher Harcourt Assessment

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	100	100	99	98	100
% "Exceeding" State Standards	86	90	90	83	88
Number of students tested	118	143	134	122	131
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	4	1	2	0	0
Percent of students alternatively assessed	3	1	2	0	0
SUBGROUP SCORES					
<u>Students with Disabilities</u>					
% "Meeting" plus "Exceeding" State Standards	100	100	100	100	100
% "Exceeding" State Standards	56	60	86	50	100
Number of students tested	<10	<10	<10	10	<10

Virginia's Reporting Form for NCLB Blue Ribbon Data

Subject Reading Grade 5 Test Virginia Standards of Learning

Edition/Publication Year 2002 Publisher Harcourt Assessment

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	98	97	98	98	97
% "Exceeding" State Standards	53	66	62	45	51
Number of students tested	128	113	132	107	128
Percent of total students tested	100	99	100	98	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
Students with Disabilities					
% "Meeting" plus "Exceeding" State Standards	90	100	100	75	71
% "Exceeding" State Standards	30	25	20	13	14
Number of students tested	<10	<10	<10	<10	<10

Subject Mathematics Grade 5 Test Virginia Standards of Learning

Edition/Publication Year 2001 Publisher Harcourt Assessment

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	99	99	100	95	98
% "Exceeding" State Standards	70	67	68	44	53
Number of students tested	128	114	134	107	133
Percent of total students tested	100	100	99	98	99
Number of students alternatively assessed	3	1	2	0	0
Percent of students alternatively assessed	2	1	1	0	0
SUBGROUP SCORES					
Students with Disabilities					
% "Meeting" plus "Exceeding" State Standards	100	100	100	50	83
% "Exceeding" State Standards	40	25	40	0	0
Number of students tested	<10	<10	<10	<10	<10