

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Ms. Kathleen Sefrin

Official School Name: Grange Hall Elementary School

School Mailing Address:
19301 Hull Street Road
Moseley, VA 23120-1412

County: United States State School Code Number*: 018

Telephone: (804) 739-6265 Fax: (804) 639-5403

Web site/URL: http://www.chesterfield.k12.va.us/Schools/Grange_Hall_ES/home.htm E-mail:
kathleen_sefrin@ccpsnet.net

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

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Marcus Newsome

District Name: Chesterfield County Public Schools Tel: (804) 748-1405

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Marshall Trammell

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), 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.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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:
- | | |
|-----------|---------------------|
| 38 | Elementary schools |
| 14 | Middle schools |
| | Junior high schools |
| 11 | High schools |
| 1 | Other |
| 64 | TOTAL |

2. District Per Pupil Expenditure: 8626

Average State Per Pupil Expenditure: 10708

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. 5 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			0	7			0
K	56	68	124	8			0
1	59	61	120	9			0
2	64	62	126	10			0
3	64	62	126	11			0
4	71	57	128	12			0
5	77	62	139	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							763

6. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 2 % Asian
 - 9 % Black or African American
 - 3 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 84 % White
 - % Two or more races
 - 100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

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

This rate is 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.	34
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	16
(3)	Total of all transferred students [sum of rows (1) and (2)].	50
(4)	Total number of students in the school as of October 1.	765
(5)	Total transferred students in row (3) divided by total students in row (4).	0.065
(6)	Amount in row (5) multiplied by 100.	6.536

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 3

Number of languages represented: 2

Specify languages:

Spanish and Cambodian

9. Students eligible for free/reduced-priced meals: 7 %

Total number students who qualify: 51

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 free and reduced-price school meals 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: 11 %

Total Number of Students Served: 85

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	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>50</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>33</u>	<u>0</u>
Special resource teachers/specialists	<u>15</u>	<u>8</u>
Paraprofessionals	<u>10</u>	<u>1</u>
Support staff	<u>13</u>	<u>0</u>
Total number	<u>73</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 23 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	96%	95%	96%	96%	97%
Teacher turnover rate	13%	0%	0%	0%	0%

Please provide all explanations below.

With the opening of a new elementary school in September 2007 and redistricting of students and programs, Grange Hall Elementary School lost a total of 5 FTE positions.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Since its inception in 1922, Grange Hall has served the students in the western corridor of Chesterfield County. We started as a seven room frame school building on the same site we exist today. Our history goes back to 1908 when classes were held in the local farmers building known as “The Grange”. This is where our school name originates and it remains the same today. Children from grades one through twelve attended Grange Hall. It was not until 1972 that Grange Hall became an elementary school.

Several additions have been made to the original structure to keep pace with growth. Additions in 1981, 1985, and 2002 have increased student capacity, as well as bringing us into the twenty-first century. Grange Hall is a multi-generational, community centered school; many of our children are third generation to attend. Grange Hall has been a shining star for rural western Chesterfield and, for those attending, the sentiment for and appreciation of the school is very strong.

Our mission, in partnership with home and community, is to provide a safe, nurturing environment shaped by the core values, to promote high academic standards along with individual successes, and to build a strong foundation to foster a lifelong love of learning. Teacher transiency rates are extremely low due to the strong bonds forged with the community.

Professional Learning Communities have been the backbone of our data driven instruction. Our teachers collaborate to enhance student learning. Prior to the beginning of school and throughout the year teachers meet by and across grade levels to review data and plan instructional programs for the children. The focus at Grange Hall is on learning. We achieve this through a culture of common assessments, review of data, adjustments of teaching strategies, expansion of teacher repertoire, risk taking, protected planning time, and shared responsibility for all our children.

Our goal is 100% passed advanced rates for all our students. We are making significant progress in attaining our goal. Our passed advanced rates for the last three years in reading are as follows: Grade Three: 73% (2008), 68% (2007), and 65% (2006). Grade Four: 74% (2008), 78% (2007), and 66% (2006). Grade Five: 71% (2008), 67% (2007), and 76% (2006). Our passed advanced rates in mathematics are equally impressive: Grade Three: 81% (2008), 77% (2007), and 80% (2006). Grade Four: 63% (2008), 62% (2007), and 60% (2006). Grade Five: 77% (2008), 77% (2007), and 62% (2006). Teachers have high expectations for themselves and their students. Through their professional learning communities, they engage each other in determining what it is we want children to learn, how we will know when they learn it, and what steps we will take when they don't learn. Failure is not an option at Grange Hall. An optional summer school program has been integral in preparing children for the fall. Early interventions are in place in September with teacher run “Lunch Bunch” groups, tutoring groups, enrichment classes, intervention classes, and “Curriculum Clubs”.

We maintain a positive school climate. Parents send their children to Grange Hall to be engaged, excited, and motivated about learning. We give these children the best we have and we expect the best from the children. Volunteerism is important to our school and our students. Over ten thousand volunteer hours were logged in during school year 2007-2008. This is what makes Grange Hall so special. It is truly a student centered community that makes people feel included and comfortable in our school. This is why we will achieve 100% advanced proficient scores on state testing; this is why our children will be successful; this is why we were awarded the Governor's Award for Academic Excellence; this is Grange Hall Elementary School.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Virginia Standards of Learning (SOL) were adopted in the summer of 1995 by the state Board of Education to emphasize the importance of instruction in the core academic areas of English, mathematics, history, social science, and science. At the elementary school level, the tested grades were three and five. As cited in the Virginia SOL Technical Manual (May 2000, p.1) the standards were intended “to set reasonable targets and expectations for what teachers are expected to teach and students are expected to learn.” The assessments of the standards are designed to inform teachers and parents what students are learning in relation to those standards and to hold schools accountable for teaching the content covered. With the introduction of the assessment requirements of the No Child Left Behind federal legislation, Virginia continued to administer the SOL assessments bringing the state requirements into compliance with the federal guidelines. A part of the compliance process was the addition of the fourth grade assessments in the 2005-06 school year. Virginia’s accreditation standards and the federal requirement of Annual Yearly Progress (AYP) are based on school performance on these tests in terms of the percentage of the students passing. A 600 point scaled score is used to determine levels of “Proficiency” (400-499) and “Advanced” (500-600). Grange Hall Elementary has been fully accredited since the SOL testing began and has achieved AYP annually since 1999.

Grange Hall Elementary School students have consistently been among the top scoring in the state in English/Reading and Mathematics in the third, fourth, and fifth grades. Total percentage passing rates for the school have ranged from 88 to 100 over the past five years and from 94 to 100 over the past four years. Efforts to raise achievement further through the “Rigor, Relevance, and Relationships” model of the International Center for Leadership in Education have resulted in the 2008 assessments showing our highest passing rates for our third and fifth graders of 97-99% and 99-100% respectively. Fourth grade scores were only slightly lower with their passing rates ranging from 95-98% in 2008.

Increasing the number of students scoring in the highest level of the SOL tests and closing the achievement gap for our subgroups are our two primary assessment goals. Significant progress has been made to achieve these goals. Since fourth grade was added to the assessment program, 60-81% of our students have scored in the “Advanced” range. Since 2003-04, efforts have been made to challenge our students further by increasing the number of students scoring in this top range and the results in third grade English/Reading (from 27% to 73%) and fifth grade mathematics (from 37% to 77%) are noteworthy. Disaggregated data reflects Grange Hall’s philosophy that all of our students will be successful and that there will be no achievement gaps between our subgroups as noted in 2008 when 100% of our African-American students passed both the 3rd and 5th grade English/reading and mathematics tests. To further illustrate our commitment to all students, our students with disabilities have received passing scores ranging from 70% to 100% in the five year reporting period with all students being prepared to take the traditional, not modified, assessments.

Web posting these scores may be found at the Virginia Department of Education site at https://p1pe.doe.virginia.gov/datareports/assess_test_result.do.

2. Using Assessment Results:

Grange Hall Elementary uses a data driven decision-making process to guide instruction. When the Virginia Standards of Learning (SOL) tests data is received in July, the grade level Professional Learning Communities meet. School and grade level strengths and weaknesses are identified to assist teachers in curriculum planning and to enhance the instructional strategies that are currently being used. Students who will need extra support/intervention are identified. Appropriate grouping and placement for the next year is re-evaluated based on their scores.

Throughout the year, teachers use Chesterfield County's Information Delivery System to access comprehensive data about students and the class as a whole. Teachers can retrieve information from previous school, district, and state assessments. This data can then be used to plan instruction and target specific deficits for individual students. During the first nine weeks, all students are given the Developmental Reading Assessment (DRA) to determine their reading levels. The reading specialists then provide extra support for students reading below grade level. Classroom teachers use this data to ensure that each student is reading instructional materials at his/her current reading level. Students in grades K, 1, and 2 are administered the PALS (Phonemic Awareness Literacy Screening). Students who score below the benchmark receive 30 minutes of small group instruction four times a week from a PALS tutor. The instruction includes phonemic awareness, reading comprehension, and word study. Students are expected to test on level by the end of the year.

Quarterly county benchmark tests are administered to measure progress in core curriculum areas. Once the tests have been scored and analyzed by the classroom teachers, a half-day PLC meeting is scheduled. This meeting includes classroom teachers from that grade level, special education teachers, and administrators. The overall grade level data is analyzed and remediation/enrichment strategies are planned for classes and individual students.

3. Communicating Assessment Results:

Grange Hall Elementary communicates student performance and assessment data to parents, students and the community using a personalized approach as well as district wide reporting procedures. A tri-fold outlining our school improvement goals and Standards of Learning (SOL) test results is given to every parent at Back to School Night in September. SOL results are mailed directly to the parents from central office over the summer, and our third, fourth and fifth grade teachers personally call the parents of students to celebrate accomplishments on the SOL tests.

Communicating with parents exceeds formal report card and conference days. Our teachers send home quarterly benchmark tests to parents, along with an overview note explaining the students' scores. Teachers have access to IDS, our school division's data warehouse, where they can retrieve SOL data, quarterly benchmark data, PALS, and COGAT scores. This data can be downloaded into a report format and shared with parents. Report cards are sent home each nine weeks and an interim report every four weeks. Each week a student's work is selected from each class to be displayed on our Principal Proud bulletin board. Parents receive a personalized post card or phone call from our administrators, which praises students for their accomplishments on classroom work, tests, behavior, or projects.

All state assessment results for the Standards of Learning are published to the community through the news media and internet. This information includes how well our third, fourth, and fifth grade students performed as compared to students attending other schools throughout the Commonwealth of Virginia. The Annual School Report Card is available on the internet and provides information that describes school, division and state performance, including accreditation and adequate yearly progress status.

4. Sharing Success:

Grange Hall Elementary remains on the cutting edge as a professional learning community. Our school is available for site visits by central office administrators to observe how our school utilizes the Balanced Literacy Model, Professional Learning Communities, and how our school embraces and fosters positive relationships with our students, faculty, and community. The Grange Hall Elementary principal has shared her vision and instructional practices during monthly principal meetings. We have also shared our successes with our superintendent, school board members, and central office administration during yearly Strategic Management Plan presentations.

Our lead teachers attend monthly meetings and share information and instructional strategies with the grade level teams. In addition, many of them have taken the lead throughout the county as presenters on the state and local level, sharing their expertise on a wide range of educational topics. Some of these professional development endeavors include mentoring teachers preparing for National Board Certification, presenting at the Greater Richmond Council of Teachers of Mathematics convention, writing enhanced curriculum scope and sequence for the Virginia Department of Education, introducing various grade level content to brand new teachers during summer in-service trainings, and presenting special education topics to college students aspiring to become educators. We are thrilled that one of our very own teachers was awarded the prestigious Milken Educator Award in 2008, and will be presenting at the Teachers of Promise Institute at James Madison University this spring.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Grange Hall's curriculum framework is based on the goals and mission of Chesterfield County Public Schools. Rigor, relevance, and relationships guide our learning programs. We support active learning for all students, 21st century skills, closing the achievement gap, and technology integration. The curriculum in all areas is aligned with Virginia Standards of Learning. Curriculum guides, pacing guides, and curriculum planning resources are given to each teacher in each grade level and content area. Our teachers meet weekly in professional learning communities to plan and determine best practices to meet the diverse needs of their students. They brainstorm the most appropriate strategies to use and develop common assessments in order to evaluate the learning that takes place in each of their classrooms. In addition to weekly grade level meetings, teachers meet monthly with the lead teachers in each content area to learn new resources or technologies that will enhance their learning and the learning of their students. All teachers are involved in analyzing, assessing, re-teaching, intervening, and enriching the day to day experiences of the students.

The language arts curriculum stresses a balanced literacy reading model incorporating the standards of learning. Reading, writing, thinking, speaking, and listening are weaved into daily instruction. The balanced literacy model guides and extends literacy learning through shared, guided, and independent reading, writer's workshop, and word study.

The mathematics curriculum focuses on developing and ensuring mathematical understanding. Math is delivered with real life, problem-based inquiries that allow for problem solving and group discussions. Differentiation goes on in all areas of the math curriculum, whether working with a buddy, a small group, or the teacher. As students master new skills, they apply these skills to the next level of competence.

Our science curriculum is "Investigate and Understand" through hands-on activities. The 5E Instructional model is used in our school. An engagement activity is used to access prior knowledge and promote curiosity; explorations give the learners a common experience with the new material; the explanation phase focuses students on what they need to learn; elaboration allows students to extend their understanding through new experiences; and the evaluation phase assesses learning.

Grange Hall students continue to excel in Social Studies with grade three pass rates at 100% for four years. Our goal is to have all our students acquire historical thinking and understanding skills. Students learn Interactive Reading and note taking strategies from trained teachers. History Lives, Greek and Roman Days, Constitution Days are some of the interactive plays and events that bring history alive to the students. Grants and other opportunities give teachers added resources to enhance their own learning and that of their students.

Grange Hall is on the cutting edge of new initiatives. Our children learn the Spanish language and culture weekly from a Spanish teacher using the same thematic units that are in the regular classroom. Spanish culture is brought into the units through stories, artwork, food and musical experiences. Through this approach, learning is made more meaningful to the students. Spanish ultimately provides a powerful learning experience for all students.

Music and art instruction is aligned to and supports all content area SOL. Three grade levels are highlighted annually in school-wide performances. Our Veterans Program is attended by veterans in the community and is one of the many ways we stay connected to our heritage. Children have their artwork exhibited in local businesses and are highlighted at the County Fine Arts Festival. Our chorus students are asked to perform at this annual festival as well as at high schools in the county and nursing homes. A Health and Wellness Night brings together PE skills as well as nutritional information to families.

2a. (Elementary Schools) Reading:

The foundation of Grange Hall's language arts curriculum is a comprehensive balanced literacy model that guides our edification of reading, writing, and word study. Our teachers embrace and support phonemic and phonological awareness, vocabulary, comprehension, and fluency while executing daily language arts instruction.

Teachers productively encompass numerous resources to enhance individualized learning including the use of websites, computer software, data projections, COW (computer on wheels), and our literacy library. Our literacy library is unique in the county. We provide teachers with multiple copies of various leveled books to use during small group instruction, as well as additional materials to promote remediation and acceleration within the classroom. It supports an electronic catalog system which enables easy accessibility of materials and enhances student learning at the appropriate level. Individualizing allows for growth in comprehension, fluency, and vocabulary. This essential resource is funded by PTA contributions, grants, and donations.

Treasures by Macmillan/McGraw-Hill, a researched based curriculum, assists teachers during small group instruction by promoting and fostering individual student successes. Intervention is on going through whole class collaboration and small group instruction with teachers, instructional assistants, reading specialist and reading team.

Numerous assessments are required by teachers throughout the year to keep groups fluid. Before entering Grange Hall, preschoolers are given the Brigance Screening to determine heterogeneous classrooms. The Developmental Reading Assessment (DRA) and spelling inventory are administered school wide. The PALS assessment, which is given to students during their kindergarten, first, and second grade years, assist teachers in forming small groups. Benchmark tests are administered quarterly to determine if mastery of specific skills have been met. Star Student and Reading Counts aid teachers in analyzing individual student growth. Coupled with weekly tests and daily observation, our teachers have a plethora of data to support and validate students' needs and successes.

3. Additional Curriculum Area:

At Grange Hall our philosophy is that in order for students to be successful in mathematics they need to develop mathematical understanding. Mathematical understanding incorporates conceptual understanding, procedural fluency, reasoning, and problem solving. The professional book series, Teaching Student-Centered Mathematics by John Van de Walle and Lou Ann Lovin, aids teachers in pursuit of this goal. Teachers instruct with big ideas in mind, engaging students through problem solving opportunities and activities that promote the development of concepts and procedures with connections between them.

By implementing this approach, our teachers find meaningful ways to help struggling learners and students needing enrichment. Differentiated instruction brings together aspects of teaching problem-based, student-centered mathematics. Diagnostic, formative assessments are used to allow teachers to best determine the needs of students and plan instruction accordingly. An additional effort to achieve academic excellence for all students is our ability to accelerate and enrich in the upper elementary level. Fourth grade students can challenge their mathematical intellect by learning fifth grade curriculum. As they shift to fifth grade, they accelerate into middle school mathematics and learn sixth grade math.

Grange Hall's mathematical environment promotes students becoming more confident about mathematics. Several years ago, we began using Every Day Counts Calendar Math in grades K -5. In this supplemental program, students engage in daily discussion about important key mathematical ideas which allows concepts to be constantly revisited and enhanced. The earlier and greater exposure to well-understood concepts leads to higher achievement on standardized testing and assessments.

At Grange Hall, we look for ways to involve parents and the community. An annual Math Night is sponsored by the PTA and supported by our staff. Families are actively engaged in games that allow them to further investigate mathematical concepts and develop skills. This interaction between parents and children is key to effective mathematical learning.

4. Instructional Methods:

The Instructional Program at Grange Hall has as its aim moving children from competency to excellence. Meeting grade level and SOL expectations is the minimum requirement for our students.

Grange Hall relies heavily on data analysis. Working in Professional Learning Communities (PLC) our teachers analyze data and use common assessments. Benchmark tests are given quarterly in core subject areas. In teams, strengths and weaknesses are noted and strategies are discussed to meet the individual needs of the students. Intervention groups and enrichment groups are organized; these groups are fluid depending on the data analysis.

Differentiated instruction, collaborative teaching, flexible grouping, literacy coaches, and inclusion are best practices used at Grange Hall. Our ESOL students receive instruction in a general education classroom throughout the day. Instruction is modified or supplemented in various ways that will enhance learning. Students with disabilities are included in the various programs, activities, and the rigors of academic challenges that are abundant at Grange Hall. The diverse needs of our subgroups are also met by the different learning environments, teachers, and community. Everyone works as a team to set expectations for our students and to insure that all children are successful. Students in the different sub groups have achieved a 100% pass rate in several subject areas and across several grade levels.

The expectations of the entire Grange Hall staff enable all students to reach heights that may appear formidable at first glance. More importantly, each of our students makes significant gains each year through the use of differentiated instruction. Our students are not left behind. Rigor, relevance, and relationships drive our best practices and insure that our students are prepared for the twenty-first century.

5. Professional Development:

Teachers at Grange Hall receive a wide variety of ongoing professional development opportunities from Chesterfield County as well as from colleagues within the school. Throughout the year, teachers attend classes/seminars/workshops on a broad range of subject areas and formally share with their peers by developing in-services that align with student standards. Achievement results are measured in driving improved student performance.

Many authors and motivational speakers have presented to our community. Teachers, parents, and students learned about poetry and the importance of writing from Kelli Dakos, Susan Stevens-Crummel, and Kimberly Johnson. Beth Estill's literacy training focused on differentiated literacy instruction while promoting the development of strategic and independent readers. As a result of these school wide activities, teachers gained an array of ideas for effectively teaching reading strategies. For the 2007-2008 school year, Grange Hall students in grades 3-5 achieved an SOL pass rate of 98% , an increase from 2006-2007.

Grade level representatives attended training by Judith Gould on creating and managing a Writer's Workshop and brought research based strategies to school in an interactive in-service. In 2007-2008, 5th grade students at Grange Hall achieved a pass rate of 98% in writing, an increase from the previous year.

Educators at Grange Hall also participate in professional learning communities throughout the year; teachers meet as grade level teams to assess testing data. Areas of strengths and weaknesses are identified and strategies are planned.

Grange Hall is one of thirteen schools to have access to PD360, an on demand professional development resource consisting of hundreds of relevant topics. Each topic shows real teachers implementing research based best practices. Teachers can work on this together or individually, whichever best suits their needs.

Teacher led faculty book studies are also an integral part of our staff development. What Great Teachers Do Differently (Whitaker), Classroom Instruction That Works (Harvey), and Comprehension Connections- Bridges to Strategic Reading (McGregor) are some of the books chosen and discussed by our teachers.

6. School Leadership:

Grange Hall Elementary School is a very special place with very special people. Such a simple sentence, but it rings so true. The charge given to the principal is to give the students the very best to enable them to reach their fullest potential. This is accomplished through the school's mission and the principal's drive, courage, and skill to advocate for her students.

Decisions do not come top down at Grange Hall. There is a culture of caring, trust, and shared decision making. Teachers serve on curriculum committees based on their areas of expertise. As the school's instructional leader, the principal meets with these teams regularly. Decisions that impact student learning are made collaboratively and always with a focus on what is best for the students. Teachers are provided opportunities to lead workshops and in-services on the county and state level. Everyone attends workshops focused on best instructional practices and shares strategies learned with fellow teachers. Everyone contributes; everyone teaches; everyone learns.

The heart of instruction is observing and knowing what is going on each and every day. The principal has a "hands-on" approach to teaching – each week she visits every classroom and interacts with teachers and students. The Downey Three Minute Classroom Walk-Through gives the principal time to gather information about curriculum and instructional teaching practices and decisions teachers make. This approach puts the focus on professional growth and reflective practices.

Respect is cornerstone here and we show respect to everyone. Teachers know they are valued and they embrace high expectations. The principal always attends planning, PLC, and lead teacher meetings. There is a warm feeling of collegiality among the school staff.

Grange Hall is community centered. It is not unusual to see the principal at ball games, recitals, scouting events, and other after school activities. Parents and siblings are always recognized by name when they come to Grange Hall. The principal makes time each week to teach lessons, read books, and work with small groups. She is present in the hallways each morning and afternoon greeting children and parents. Active parent involvement is critical to student achievement and parents know their children come first at Grange Hall. The principal praises good behavior, grades, and positive attitudes by sending every child at least one post card each year. She is seen as a person who inspires, informs, and improves the lives of those in Grange Hall Elementary school.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Virginia Standards of Learning Assessments

Edition/Publication Year: 2003-2008

Publisher: Virginia Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	99	97	99	98	99
% Advanced	81	77	80	77	78
Number of students tested	164	174	141	132	92
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): African American					
% Proficient plus % Advanced	100	83	100		
% Advanced	69	47	55		
Number of students tested	13	20	11		
3. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced	100	89	100	100	92
% Advanced	45	67	82	75	54
Number of students tested	22	18	17	24	13
4. (specify subgroup): White					
% Proficient plus % Advanced	99	98	99	99	99
% Proficient plus % Advanced	83	79	81	80	81
Number of students tested	146	144	125	117	86

Notes:

Grange Hall Elementary School does not have a subgroup for Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students.

Subject: Reading

Grade: 3 Test: Virginia Standards of Learning Assessments

Edition/Publication Year: 2003-2008

Publisher: Virginia Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	97	95	94	95	88
% Advanced	73	68	65	36	27
Number of students tested	164	174	141	133	92
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): African American					
% Proficient plus % Advanced	100	94	91		
% Advanced	62	50	37		
Number of students tested	13	20	11		
3. (specify subgroup): White					
% Proficient plus % Advanced	98	95	94	96	91
% Advanced	74	69	66	38	29
Number of students tested	146	144	125	118	86
4. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced	91	89	88	92	92
% Proficient plus % Advanced	50	44	59	21	8
Number of students tested	22	18	17	24	13

Notes:

Grange Hall Elementary School does not have a subgroup for Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students.

Subject: Mathematics

Grade: 4 Test: Virginia Standards of Learning Assessments

Edition/Publication Year: 2003-2008

Publisher: Virginia Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	95	96	94		
% Advanced	63	63	60		
Number of students tested	206	175	161		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): African American					
% Proficient plus % Advanced	71	92			
% Advanced	38	17			
Number of students tested	21	13			
3. (specify subgroup): White					
% Proficient plus % Advanced	98	97	95		
% Advanced	64	65	61		
Number of students tested	170	156	145		
4. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced	82	87	73		
% Proficient plus % Advanced	28	47	34		
Number of students tested	12	15	15		

Notes:

As a part of the No Child Left Behind reporting time table, the fourth grade assessments were added to the Virginia Assessment Program beginning in the 2005-06 school year.

Grange Hall Elementary School does not have a subgroup for Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students.

Subject: Reading

Grade: 4 Test: Virginia Standards of Learning Assessments

Edition/Publication Year: 2003-2008

Publisher: Virginia Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	98	98	99		
% Advanced	74	78	66		
Number of students tested	205	176	163		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): African American					
% Proficient plus % Advanced	95	92			
% Advanced	58	46			
Number of students tested	20	13			
3. (specify subgroup): White					
% Proficient plus % Advanced	98	99	99		
% Advanced	75	82	67		
Number of students tested	170	156	147		
4. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced	70	100	100		
% Proficient plus % Advanced	50	54	40		
Number of students tested	12	15	15		

Notes:

As a part of No Child Left Behind reporting time table, the fourth grade assessments were added to the Virginia Assessment Program beginning in the 2005-2006 school year.

Grange Hall Elementary School does not have a subgroup for Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students.

Subject: Mathematics

Grade: 5 Test: Virginia Standards of Learning Assessments

Edition/Publication Year: 2003-2008

Publisher: Virginia Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	100	98	95	99	97
% Advanced	78	77	62	65	38
Number of students tested	93	96	75	160	117
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): African American					
% Proficient plus % Advanced	100	100			93
% Advanced	64	78			22
Number of students tested	11	10			14
3. (specify subgroup): White					
% Proficient plus % Advanced	100	98	94	99	98
% Advanced	79	77	68	66	40
Number of students tested	80	83	64	147	100
4. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced	100	92	77	88	87
% Proficient plus % Advanced	70	39	30	44	27
Number of students tested	13	13	13	16	15

Notes:

Grange Hall Elementary School does not have a subgroup for Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students.

Subject: Reading

Grade: 5 Test: Virginia Standards of Learning Assessments

Edition/Publication Year: 2003-2008

Publisher: Virginia Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	99	98	99	98	98
% Advanced	71	67	77	68	52
Number of students tested	185	183	140	162	117
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): African American					
% Proficient plus % Advanced	100	100			100
% Advanced	54	46			21
Number of students tested	13	14			14
3. (specify subgroup): White					
% Proficient plus % Advanced	99	98	99	98	97
% Advanced	72	68	79	70	57
Number of students tested	161	162	126	149	100
4. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced	93	88	92	76	100
% Proficient plus % Advanced	29	29	23	35	20
Number of students tested	14	17	13	17	15

Notes:

Grange Hall Elementary does not have a subgroup for Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students.