

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mrs. Sherry Wharton-Carey

Official School Name: Bellevue Elementary School

School Mailing Address:
2301 East Grace Street
Richmond, VA 23223-7151

County: NA State School Code Number*: 497

Telephone: (804) 780-4417 Fax: (804) 780-8153

Web site/URL: http://www.richmond.k12.va.us/schools/bellevue305/ E-mail:
swharton@richmond.k12.va.us

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.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Yvonne Brandon

District Name: Richmond Public Schools Tel: (804) 780-8488

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.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Kimberly Bridges

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.

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation) | 29 | Elementary schools (includes K-8) |
| | 8 | Middle/Junior high schools |
| | 5 | High schools |
| | 16 | K-12 schools |
| | 58 | TOTAL |

2. District Per Pupil Expenditure: 13604

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4. 8 Number of years the principal has been in her/his position at this school.

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 | 38 | 39 | 77 | 6 | 0 | 0 | 0 |
| K | 23 | 26 | 49 | 7 | 0 | 0 | 0 |
| 1 | 19 | 21 | 40 | 8 | 0 | 0 | 0 |
| 2 | 18 | 27 | 45 | 9 | 0 | 0 | 0 |
| 3 | 19 | 22 | 41 | 10 | 0 | 0 | 0 |
| 4 | 18 | 13 | 31 | 11 | 0 | 0 | 0 |
| 5 | 14 | 19 | 33 | 12 | 0 | 0 | 0 |
| TOTAL STUDENTS IN THE APPLYING SCHOOL | | | | | | | 316 |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
99 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
1 % White
0 % 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: 22 %

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. | 28 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 40 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 68 |
| (4) | Total number of students in the school as of October 1. | 316 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.215 |
| (6) | Amount in row (5) multiplied by 100. | 21.519 |

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

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 83 %

Total number students who qualify: 263

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: 19 %

Total Number of Students Served: 59

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>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>14</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>18</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>6</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>3</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>16</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> </u> |
| Classroom teachers | <u>25</u> | <u> </u> |
| Special resource teachers/specialists | <u>2</u> | <u> </u> |
| Paraprofessionals | <u>9</u> | <u> </u> |
| Support staff | <u>8</u> | <u> </u> |
| Total number | <u>46</u> | <u>0</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 13 :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%.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96% | 96% | 95% | 95% | 95% |
| Daily teacher attendance | 95% | 93% | 92% | 95% | 95% |
| Teacher turnover rate | 6% | 29% | 31% | 4% | 9% |
| Student dropout rate | % | % | % | % | % |

Please provide all explanations below.

The high percentages of turnover rates during the 2007-2008 school year and the 2006-2007 school year are primarily due to the following reasons: teacher promotions, retirement, professional growth and personal life changes of our staff members. Also during both of the aforementioned school years, two positions were lost due to downsizing and our September 30th student enrollment.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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

PART III - SUMMARY

Bellevue Elementary School holds a special place in Richmond's history. The original historical school was one of the first three public schools built in Richmond. The current building opened in September 1914 as an elementary school. Bellevue is steeped in historical traditions. Elizabeth Van Lew, a spy for the Union during the Civil War and an advocate for the abolition of slavery, grew up on the site. Maggie Lena Walker, a nationally known African-American and founder of the Penny Savings Bank, was also born and raised on the site. She was notably one of the first female bank presidents. Across the street stands St. John's Church, where Patrick Henry gave his famous "Give Me Liberty, or Give Me Death" speech. Bellevue sits proudly in the historic Churchill district of Richmond City.

Bellevue is an urban elementary school that prides itself in achieving academic excellence. Our expectations are high and made clear to all students, teachers, parents, and community members. Maximizing academic achievement for all students is our primary goal. Our teachers and staff provide a challenging instructional program designed to meet the diverse needs of our students.

As an open enrollment school, students from all zones within Richmond City can apply to attend. Approximately 320 students are enrolled in grades pre-k through fifth. Our teachers and staff members view education as the collaboration of a wide spectrum of strengths, interests, resources, and intelligences. The School Management and Planning Team is a driving force for decision making. Our success is a testament to how much we value collaboration and teamwork. In our quest to maximize academic achievement, students are continually given opportunities to succeed through after school programs, tutoring sessions, small group teaching, remediation and enrichment programs that advance student learning.

Our vision is that all students at Bellevue will be educated to become highly successful, contributing citizens in a global society. We achieve this through supporting highly qualified teachers who believe that all students can learn. Our staff recognizes and supports the demands faced by inner-city families. Despite the challenges that may exist, Bellevue provides a supportive and safe learning environment where all students excel.

Bellevue Elementary School has been awarded numerous awards and recognitions. We were one of two schools honored in Richmond City for the 2010 Governor's Award for Educational Excellence. We have been state accredited since 2002. Bellevue students have made documented increases in the state's Standards of Learning (SOL) benchmark tests and district benchmark tests. Most recently, students achieved 100 percent in English, math, and history and 97 percent in science. Bellevue's successes validate our mission to be the premier learning community that is the first choice for all in Richmond and to be recognized nationally for student excellence.

It is our shared vision that each child will be given the opportunity to grow academically and socially in a supportive, individualized, and challenging learning environment. We cherish our community and business partnerships which include: AmeriCorps, the Federal Reserve Bank of Richmond, the Lunch Buddies Tutorial Program, Ukrop's Supermarket, The Market Grocery Chain, Consumer Value Stores (CVS), Wal-Mart, the Church Hill Civic Association, and the Church Hill Business Association. Parent and community volunteers read and provide an array of other contributions. These partnerships are vital to our school's successes and support us in accomplishing our goals.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Bellevue Elementary School assesses students in grades 3-5 each year using the Virginia Standards of Learning assessments. These assessments are based on basic knowledge, skills, and objectives that each student is required to master by the end of each school year. The Virginia Standards of Learning (SOL) assessments are used to monitor student achievement and to determine accreditation status for each school. Students in grade 3 are administered SOL assessments in the areas of reading, mathematics, science, and social science. Students in grade 4 are administered SOL assessments in reading, mathematics, and social science. Students in grade 5 are administered SOL assessments in reading, writing, mathematics and science. The Standards of Learning assessment results are reported on a scale of 0-600. Scores of 400-499 are considered pass/proficient and scores of 500 or above are ranked as pass/advanced.

Over the past five years, our school has focused on exceeding the state and federal benchmarks in testing. Significant progress has been demonstrated in both reading and mathematics, with 99 percent of our students passing in reading and 100 percent of our students passing in mathematics during the 2008-2009 school year. This shows an increase from 91 percent passing the reading SOL assessment during the 2004-2005 school year. In mathematics, 87 percent of the students passed SOL assessment during that same year.

Similar assessment results can be noted of our subgroups and percentages of students scoring in the pass/advanced range. During the 2004-2005 school year, 29 percent of our third grade African-American students scored in the pass/advanced range in the area of reading. During the 2008-2009 school year, 50 percent of our third grade African-American students scored in the pass/advanced range in reading. Fifth grade scores reflect a similar growth pattern. During the 2004-2005 school year, 22 percent of our African-American fifth grade students scored in the pass/advanced range in reading. It should also be noted that during the 2008-2009 school year, 61 percent of our fifth grade students scored in the pass/advanced range in reading.

In the area of mathematics, 80 percent of our African-American fifth grade students scored in the pass/advanced range during the 2008-2009 school which increased significantly from 13 percent during the 2004-2005 school year. While third grade students continue to progress in mathematics, a strong focus still remains on narrowing the achievement gap of pass/proficient and pass/advanced students.

Bellevue Elementary School has a large population of economically disadvantaged students, with 83 percent of our students receiving free or reduced lunches. However, a steadfast focus on instruction based on data enables our fourth and fifth grade students to excel with 100 percent pass rates in the areas of reading and mathematics. Our third grade students are moving forward with 97 percent pass rates in reading and 100 percent pass rates in mathematics.

We, at Bellevue, take pride in our district's mission, "*Illuminating the Path: from Competence to Excellence*". The dedicated, passionate, and enthusiastic members of our staff have implemented data-driven instruction through research-based best practices to ensure that our school is fully accredited through the Virginia Department of Education and the *No Child Left Behind Act of 2001*.

This information and data may also be accessed and documented at www.doe.virginia.gov which is the Virginia Department of Education's website.

2. Using Assessment Results:

Data drives instruction at Bellevue. It is critical in making sound instructional decisions. This data is based on several evaluative tools: informal daily assessment, bi-weekly progress testing, Phonological Awareness Literacy Screening (PALS), and district benchmark testing. Teachers, administrators, resource teachers, and Title I staff meet regularly to analyze data and identify critical areas of academic need. Instructional plans are created to meet the needs of each student by infusing higher level thinking tasks, opportunities for real world application, and the use of technology.

Data analysis allows our staff to form flexible instructional groups within each grade level. This allows teachers the opportunity to differentiate instruction based on student needs. During instruction, classroom teachers work cooperatively with the Title I staff, exceptional education teachers and instructional coaches to enhance the delivery of instruction through grouping.

Additional reading instructional time is included in the school-wide schedule for grades K-3. During this time, students not meeting the PALS benchmark receive additional daily instruction in small group tutoring. Intensive intervention is also provided to students by receiving one-to-one specialized instruction and tutoring.

The Title I teachers collaborates bi-weekly with classroom teachers to analyze data, to build teacher capacity, and to support our school-wide remediation plan. The Title I staff works cooperatively with grade level teams to plan and discuss essential knowledge and skills for reading and mathematics lessons. Title I teachers also model instructional grouping and pacing. Assessment data is utilized to target interests, strengths, and weaknesses for spiraling lesson objectives and forming flexible groups.

3. Communicating Assessment Results:

Communicating with students, parents, and the community is critical to student success. Bellevue communicates our assessment results throughout the year through numerous activities. Students learn best when they are provided specific performance feedback information in a timely manner. We provide our stakeholders accurate, timely, and frequent data about our school's performance. This ensures continuous and effective support in achieving our goals.

Our staff communicates student performance as well as upcoming assessments in several ways including our school website, parent phone calls, newsletters, and flyers. Students are informed of their performance via class meetings, one-to-one conferences, and exit slip assessments to remediate in specific areas.

Teachers communicate with parents during "mini" parent-teacher conferences at the end of each school day, and through emails and message journals. After-school workshops are provided for our parents and partners. These workshops are designed to keep them informed of current SOLs and related strategies that can be used to assist their children in studying at home. Parents are often provided materials and ideas for making mathematics, literacy games, flash cards, etc.

Formal assessment results such as the Standards of Learning and district-wide benchmark assessments are mailed to parents individually. School-wide results are celebrated during Parent Teacher Association meetings, Back to School Night, awards assemblies, and through newsletters. State results are also reported by the local media each year and via the Virginia Department of Education's School Report Card.

4. **Sharing Success:**

Bellevue's focus on teamwork and the practice of sharing ideas, strategies, and successes among our staff members carries over to outside areas as well. In our division, we meet with our colleagues at principals meetings, lead teacher meetings, and grade level meetings on a monthly basis to share effective strategies and resources. Several of our teachers have been selected to present information about Bellevue's program with other teachers and educators. Richmond Public Schools is committed to student achievement as is evidenced by our monthly "Charting the Course" meetings. These sessions are scheduled to share success for maintaining academic excellence with district level directors and supervisors.

Our accomplishments are shared throughout our school system with the parents and community through parent-teacher conferences, newsletters, welcome letters, and our school brochures. Bellevue also hosts an Open House event each year to share our accomplishments with community members and perspective parents.

We take pride in our relationship with Virginia Commonwealth University. Our partnership includes sharing teacher expertise with novice and veteran teachers. Our highly qualified teachers build upon and share their successes with future educators. Leadership development with the Jepson School of Leadership Studies at the University of Richmond as well as the Curry School of Education at the University of Virginia has allowed us to share our ideas and strategies for success with other school districts throughout many other states.

If awarded the Blue Ribbon status, our entire community would take pride in our success. Community stakeholders and the media would enthusiastically share this accomplishment. Our staff members would share our success with other schools through our school's website, webinars, conferences, and workshops. Teachers will continue to be open to communicate with other educators regarding our successes.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Virginia Standards of Learning serve as the driving force for curriculum and instruction at Bellevue Elementary School. In accordance with these standards, teachers use the Curriculum Compass designed by Richmond Public Schools to facilitate teaching and learning. The Curriculum Compass includes pacing guides and subject-specific resources that are designed to motivate student learning, integrate instructional best practices, and monitor student assessment in a rigorous and relevant manner.

Grade level teachers meet on a weekly basis to plan differentiated instructional lessons and activities that meet the needs of our students. Additionally, lead teachers in each subject area meet on a monthly basis district-wide to learn about new activities and resources. Subsequently, lead teachers then meet with all other staff members to disseminate information that will enhance both teacher and student learning.

Teachers from each grade level meet with the administrative team monthly to analyze data, monitor the mastery of concepts, and to discuss strategies for intervention and remediation. Plans are developed as a response to intervention for each grade level and monitored through teacher made assessments, teacher observations, and administrative observations. Teachers are required to maintain student portfolios in each subject area. Each portfolio is reviewed by our administrative team to monitor student progress. Assessment data is used for collaborative lesson planning, progress monitoring, and instructional grouping.

The language arts curriculum is based on a balanced literacy program that incorporates reading fluency, word study and phonics, writing, and reading comprehension. Through the use of differentiated instruction and a variety of print and resource materials, a strong emphasis is placed on literature and research, word analysis skills, and vocabulary building. Students are taught to communicate effectively through the process of formal writing which includes planning, composing, revising and editing paragraphs, stories, letters, and reports.

The mathematics curriculum is centered on the following content strands: number and number sense, computation and estimation, measurement and geometry, probability and statistics, and patterns, functions and algebra. Students are taught using a “hands on-minds on” approach that introduces them to specific mathematical skills. They are taught critical thinking and analytical skills to understand math. They work in flexible learning groups to collaborate, communicate, and analyze authentic, real life mathematical problems and concepts.

Our science curriculum emphasizes learning in the following content areas: scientific investigation, life processes and living systems, force, motion, energy and matter, as well as Earth/space systems. Teachers facilitate the learning process through the use of hands on activities and first hand scientific investigations. Bellevue’s partnership with the Math and Science Center enables students to participate in exploratory activities involving all scientific strand areas.

The social science curriculum is centered on creating responsible, civic minded individuals who will later become leaders within our diverse society. Teachers incorporate engaging activities and lessons that reflect history, civics, geography, and economics. Trade books, virtual tours, field trips, and other resources are used to motivate and inspire student learning.

The goal of our performing arts and foreign language department is to enrich the students in the specialized fields. Each of the visual and performing arts and foreign language curriculum are standards based and are integrated into all grade levels. Through weekly Spanish instruction, music, and art classes students explore

the curriculum through hands on activities vested in the latest teaching methods. Students are offered band and orchestra in grades four and five.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Bellevue Elementary School's ultimate passion for teaching reading is to ensure that the goals of the English Standards of Learning are met. Our language arts curriculum is aligned with the standards set by the state of Virginia and includes reading as a "balanced" literacy program. All students receive two hours of language arts instruction daily. Our teachers follow the Richmond Public Schools' instructional plan which includes a snapshot or a review of a learned skill, direct instruction on the SOL and the essential knowledge skill, guided and independent practice, and a maintenance moment or review. Language arts instruction is provided daily in the following areas: reading fluency, reading comprehension, phonics and word study, and writing.

The Houghton Mifflin Reading series is used to maximize reading instruction. The PALS (Phonological Awareness Literacy Screening) for grades K-3, Standards of Learning Assessments, the Developmental Spelling Assessment benchmark tests, teacher assessments and student portfolios are used to assess student learning. Drop Everything and Read (independent reading time), sight word study, incorporation of technology, use of literacy work stations, word walls, Scholastic RIF Program, Book It, and the use of the Reading A to Z (an online guided reading program) have accelerated our reading program. *The Book Adventure*, which is an online reading program designed to motivate students to read, promotes extra reading in grades 3 through 5.

Library visits also provide our students with more opportunities to acquire a lifelong love of reading. In kindergarten through third grade, our students are taught to read fluently and to comprehend a variety of fiction and nonfiction selections. In fourth through fifth grades, our students continue to acquire and refine strategies for comprehending all subjects. Many students receive additional reading instruction through Title I support, tutoring by AmeriCorps or PALS tutors, and after-school activities.

2b. (Secondary Schools) English:

(This question is for secondary schools only)

3. Additional Curriculum Area:

Our mathematics curriculum is based on The Virginia Standards of Learning and Richmond Public Schools' Curriculum Guide and Compass. This curriculum is centered on the following strands: number and number sense, computation and estimation, measurement and geometry, probability and statistics, and patterns, functions, and algebra. These concepts are taught based on our district pacing guide, which is used to promote systematic "chunks" of instruction.

Within each instructional area, students are taught using a hands-on approach that introduces them to a concept in a concrete manner that supports the use of manipulatives and then moves students to a more abstract realm which requires students to use thinking and reasoning skills.

Once monthly, one teacher representative from each grade level (K-5) meets as an organized body known as "The Vertical Team". At this meeting, a specific mathematical area is discussed by grade level. Teachers are better able to form a "visual road map" showing the progression of our students' mastery of mathematical concepts.

Weekly meetings are scheduled between classroom teachers and the Title I Math Specialist. Teachers share skills and knowledge that are essential for objective mastery. They plan collaboratively, predicting any

misconceptions or misunderstandings the students may experience. Assessment data is utilized to form flexible learning groups.

Our students are challenged with real-life situations that allow them to work cooperatively with a partner or group for problem solving. They are encouraged to engage in math talk to express and justify their thinking.

4. Instructional Methods:

Bellevue focuses on accelerating students academically in all areas. The key to providing students with appropriate instruction is the use of assessment data for collaborative planning, progress monitoring, and flexible grouping.

Flexible instruction-level grouping within each grade level for reading and mathematics, allows teachers to differentiate instruction to meet the needs of all students. Small, flexible grouping within the instructional block provides teachers with an opportunity to target and focus instruction based on need. During instruction, classroom teachers work cooperatively with the Title I Reading and Mathematics Specialists, Title I Tutors and Coaches, exceptional education resource teachers, and instructional assistants to enhance the delivery of instruction.

Additional reading instructional time is included in the school-wide schedule for grades K-5. During this time, students not meeting the PALS benchmark receive additional daily instruction in small group tutoring. Research based intervention include: Words Their Way in Action is used in kindergarten; Early Success is used in first and second grades; Soar to Success and A-Z Online Reading are used in grades kindergarten through five. Intensive intervention is also provided to students as they may receive one-to-one specialized tutoring using Early Steps and Howard Street Tutoring.

We believe in cooperative learning as an opportunity for students to develop skills in collaboration, communication, and justification of thoughts and ideas. We model and support the authentic learning approaches when teaching mathematics. The Title I mathematics teacher works cooperatively with grade level teams to model instructional strategies, assist teachers with instructional grouping and pacing. Assessment data is used to target strengths and weaknesses for spiraling lesson activities.

Bellevue's After School Program is offered two afternoons per week for all students in grades 3-5. The instructional focus is on reading and mathematics. The program is designed to reinforce classroom instruction and provide additional instruction support where needed.

5. Professional Development:

Highly qualified teachers embrace new trends in teaching through professional development. Bellevue Elementary School provides a variety of professional development learning opportunities based on instructional needs, teacher interests, and career development. Our teachers pursue professional development independently, or through the programs offered by Richmond Public Schools' Department of Instruction and the Office of Professional Development.

Bellevue supports professional growth through graduate level coursework, conferences and workshops. These learning opportunities are provided by a cadre of educational consultants designed to enhance our leadership skills and build our repertoire of instructional strategies. Teachers take full advantage of all opportunities to learn and support each other by using the "Train the Trainer" model. Consultation, coaching, book study, mentoring, reflective supervision and technical assistance are a few of the approaches used to enhance professional development. Our new teachers are provided coaching to improve competence in specific skill areas through practice, observation, and reflection. Grade level meetings allow time for collaboration, consultation, and problem solving to clarify and address immediate concerns.

The staff is encouraged to participate in research based best practices and the teachers embrace professional development to solve practical dilemmas related to intervention or instruction. Through data analysis of all assessments, targeted areas of need are identified that further drive professional growth and development.

Our highly qualified staff members have supported school based and district professional development by participating in and/or presenting training sessions on the following: Houghton Muffin Math/Reading Seminars, New Teacher Mentor Program, Developing Effective Individual Educational Plans, Words Their Way, Wilson Reading, Differentiated Instruction, National Council for Teachers of Mathematics, and the Virginia Preschool Initiative District-wide Conferences. We take pride in preparing for the future with technology integration of interactive programs and use of Smartboards within the classroom.

6. School Leadership:

Bellevue's philosophy is that a staff is only as strong and successful as its leader. Bellevue's success begins with the empowerment leadership style of our principal, Sherry Wharton-Carey, and our assistant principal, Charmaine Brooks. Bellevue is proud of our instructional leaders.

The administrative team leads with the belief that all is done in the best interest of the students. This belief is the driving force of our leadership and the framework of Bellevue's vision. The administrative team's ability to transform plans and ideas from an abstract vision to ideas that all teachers and staff understand takes skill and strategic planning. Ms. Carey and Ms. Brooks are innovative strategic planners who work closely with all stakeholders to transform plans and ideas from abstract thoughts into intricate detailed plans focused on maximizing student achievement. They empower all staff members with the ability to be creative and flexible while stepping "outside of the box" with their approach to teaching and learning. The recognition is that students learn differently. This process allows for one shared vision. The leadership team encourages our highly qualified staff members to teach utilizing their strengths as they move student achievement from "Competence to Excellence".

Our administrators are willing to work in conjunction with the teachers to enable them to grow professionally and to promote accountability. They are sensitive to the needs of students, parents, teachers, and staff. As advocates for change, our administrators study the needs of our students and work to initiate and promote programs that enhance our school's culture. Their genuine commitment toward curriculum design, implementation, evaluation, and refinement of instruction is evident as they provide avenues for improved student achievement.

PART VI - PRIVATE SCHOOL ADDENDUM

This section is for private schools only

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Standards of Learning

Edition/Publication Year: 2004-05, 2005-06, 2006-07, 2007-08, 2008-09

Publisher: Harcourt

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 100 | 94 | 83 | 100 | 94 |
| % Advanced | 61 | 31 | 37 | 67 | 73 |
| Number of students tested | 23 | 26 | 30 | 32 | 33 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 10 | 9 | 13 | | |
| Percent of students alternatively assessed | 100 | 100 | 100 | | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 100 | 90 | 92 | 100 | 92 |
| % Advanced | 56 | 25 | 23 | 57 | 79 |
| Number of students tested | 18 | 20 | 13 | 22 | 24 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Virginia Grade Level Assessment | 100 | 0 | 100 | | |
| % Advanced | 60 | 0 | 62 | | |
| Number of students tested | 10 | 0 | 13 | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Female | 0 | 0 | 0 | 0 | 0 |
| % Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |

Notes:

Third grade data for the Virginia Alternate Assessment has been reported from the Virginia Department of Education's Standards of Learning Report Card. This data is only available for the past three years.

Subject: Reading

Grade: 3 Test: English: Reading

Edition/Publication Year: 2004-05, 2005-06, 2006-07,2007-08, 2008-09 Publisher: Harcourt

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 100 | 91 | 80 | 94 | 97 |
| % Advanced | 55 | 51 | 27 | 34 | 24 |
| Number of students tested | 24 | 26 | 31 | 32 | 33 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 9 | 9 | 13 | | |
| Percent of students alternatively assessed | 100 | 100 | 100 | | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 100 | 85 | 71 | 91 | 96 |
| % Advanced | 32 | 35 | 0 | 27 | 29 |
| Number of students tested | 19 | 20 | 14 | 22 | 24 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | 0 | 0 | 0 | 0 | 0 |
| % Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Virginia Grade Level Assessment | 0 | 0 | 100 | | |
| % Advanced | 0 | 0 | 62 | | |
| Number of students tested | 0 | 0 | 13 | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Female | 100 | 100 | 68 | 90 | 100 |
| Female | 63 | 58 | 16 | 25 | 30 |
| Number of students tested | 8 | 12 | 19 | 20 | 23 |

Notes:

Third grade data for the Virginia Alternate Assessment has been reported from the Virginia Department of Education's Standards of Learning Report Card. This data is only available for the past three years.

Subject: Mathematics

Grade: 4 Test: Standards of Learning

Edition/Publication Year: 2004-05, 2005-06, 2006-07,2007-08, 2008-09

Publisher: Harcourt

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 100 | 94 | 89 | 93 | |
| % Advanced | 92 | 53 | 32 | 54 | |
| Number of students tested | 22 | 24 | 34 | 29 | |
| Percent of total students tested | 100 | 100 | 100 | 100 | |
| Number of students alternatively assessed | 14 | 12 | 10 | | |
| Percent of students alternatively assessed | 100 | 100 | 100 | | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 100 | 88 | 88 | 91 | |
| % Advanced | 94 | 25 | 12 | 52 | |
| Number of students tested | 18 | 16 | 17 | 23 | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | 0 | 0 | 0 | 0 | |
| % Advanced | 0 | 0 | 0 | 0 | |
| Number of students tested | 0 | 0 | 0 | 0 | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Virginia Grade Level Assessment | 100 | 100 | 70 | | |
| % Advanced | 86 | 100 | 30 | | |
| Number of students tested | 14 | 12 | 10 | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Female | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

Students in fourth grade have only been given these assessments since the 2005-2006 school year.

Fourth grade data for the Virginia Alternate Assessment has been reported from the Virginia Department of Education's Standards of Learning Report Card. This data is only available for the past three years.

The aforementioned data was reported by the Virginia Department of Education Standards of Learning Report Card website.

Subject: Reading

Grade: 4 Test: Standards of Learning

Edition/Publication Year: 2004-05, 2005-06, 2006-07,2007-08, 2008-09

Publisher: Harcourt

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 100 | 100 | 89 | 90 | |
| % Advanced | 72 | 67 | 48 | 52 | |
| Number of students tested | 22 | 24 | 35 | 29 | |
| Percent of total students tested | 100 | 100 | 100 | 100 | |
| Number of students alternatively assessed | 14 | 12 | 9 | | |
| Percent of students alternatively assessed | 100 | 100 | 100 | | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 100 | 100 | 88 | 91 | |
| % Advanced | 50 | 41 | 59 | 48 | |
| Number of students tested | 18 | 17 | 17 | 23 | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Virginia Grade Level Assessment | 100 | 100 | | | |
| % Advanced | 100 | 100 | | | |
| Number of students tested | 14 | 12 | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Female | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

Fourth grade students have only been assessed in the area of reading since the 2005-2006 school year.

Fourth grade data for the Virginia Alternate Assessment has been reported from the Virginia Department of Education's Standards of Learning Report Card. This data is only available for the past three years.

The aforementioned data has been taken from the Virginia Department of Education Standards of Learning Report Card Website.

Subject: Mathematics

Grade: 5 Test: Standards of Learning

Edition/Publication Year: 2004-05, 2005-06, 2006-07, 2007-08, 2008-09

Publisher: Harcourt

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 100 | 100 | 100 | 94 | 81 |
| % Advanced | 81 | 80 | 53 | 50 | 13 |
| Number of students tested | 21 | 33 | 30 | 34 | 32 |
| Percent of total students tested | 100 | 100 | 100 | 10 | 100 |
| Number of students alternatively assessed | 15 | 7 | 9 | 22 | |
| Percent of students alternatively assessed | 100 | 100 | 100 | 100 | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 100 | 100 | 100 | 92 | 75 |
| % Advanced | 60 | 77 | 36 | 52 | 4 |
| Number of students tested | 15 | 23 | 13 | 25 | 24 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Virginia Grade Level Assessment | 100 | | | | |
| % Advanced | 93 | | | | |
| Number of students tested | 15 | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Female | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

Fifth grade data for the Virginia Alternate Assessment has been reported from the Virginia Department of Education's Standards of Learning Report Card. This data is only available for the past three years.

Subject: Reading

Grade: 5 Test: Standards of Learning

Edition/Publication Year: 2004-05, 2005-06, 2006-07,2007-08, 2008-09

Publisher: Harcourt

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 100 | 90 | 85 | 85 | 84 |
| % Advanced | 62 | 48 | 33 | 24 | 22 |
| Number of students tested | 20 | 33 | 27 | 34 | 32 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 97 |
| Number of students alternatively assessed | 17 | 7 | 12 | 22 | |
| Percent of students alternatively assessed | 100 | 100 | 100 | 100 | |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 100 | 90 | 82 | 80 | 80 |
| % Advanced | 57 | 25 | 45 | 20 | 19 |
| Number of students tested | 14 | 20 | 11 | 25 | 26 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Virginia Grade Level Assessment | 100 | | 75 | | |
| % Advanced | 88 | | 33 | | |
| Number of students tested | 17 | | 12 | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| Female | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

Fifth grade data for the Virginia Alternate Assessment has been reported from the Virginia Department of Education's Standards of Learning Report Card. This data is only available for the past three years.

