

PART I - ELIGIBILITY CERTIFICATION

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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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

1. Number of schools in the district: 52 Elementary schools
 (per district designation) 13 Middle/Junior high schools
12 High schools
0 K-12 schools
77 Total schools in district
2. District per-pupil expenditure: 10833

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	18	12	30		6	0	0	0
K	64	60	124		7	0	0	0
1	71	56	127		8	0	0	0
2	76	58	134		9	0	0	0
3	80	65	145		10	0	0	0
4	78	45	123		11	0	0	0
5	53	64	117		12	0	0	0
Total in Applying School:								800

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
12 % Asian
7 % Black or African American
13 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
64 % White
4 % 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 2009-2010 school year: 5%

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, 2009 until the end of the school year.	29
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	40
(4)	Total number of students in the school as of October 1, 2009	799
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

8. Percent limited English proficient students in the school: 5%
Total number of limited English proficient students in the school: 44
Number of languages represented, not including English: 19
Specify languages:

Thai, Spanish, French, Ngala, Chinese Mandarin, Panjabi, Vietnamese, Telugu, Abkhaz, Turkish, Polish, Tagalog, German, Arabic, Creole, Urdu, Farsi, Tamil, Hindi

9. Percent of students eligible for free/reduced-priced meals: 7%
 Total number of students who qualify: 54

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 15%
 Total number of students served: 122

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>28</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>12</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>25</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>28</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>3</u>	<u>0</u>
Classroom teachers	<u>42</u>	<u>0</u>
Special resource teachers/specialists	<u>18</u>	<u>4</u>
Paraprofessionals	<u>19</u>	<u>1</u>
Support staff	<u>12</u>	<u>0</u>
Total number	<u>94</u>	<u>5</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: 26:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	97%	96%	96%	96%
Daily teacher attendance	96%	95%	95%	96%	97%
Teacher turnover rate	1%	3%	2%	1%	2%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

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	_____ %
Total	_____ 0%

Belmont Station Elementary School opened in 2004 with a charter staff committed to establishing an exceptional academic program and culture of happiness, safety, and success for all children. Our mantra since those first days has been “We Are the B-e-S-T.” With “BST” being our Loudoun County Public Schools internal mailing code, we were easily inspired to add the powerful small “e” to provide a continuous incentive to truly become the B-e-S-T. Over the years, we have referenced that “e” to highlight the terms which have inspired our success, our traditions, and our celebrations. Whether we are being vigilant “environmentalists” as we all reduce, reuse, and recycle, or “enthusiastic” about the Fall Carnival, the Sock Hop, and March Madness, or “energetic” about *Running With the Stars* in the after school running club, or of course exhibiting “excellence” in the work that tells people what we value as parents, teachers, and students, for Belmont Station it is always about being the BeST!

Located in a uniquely planned community of mostly owner occupied mixed income housing, designed to replicate a small colonial village in Ashburn, Virginia, over the last four years Belmont Station has gone from a neighborhood school to a school serving a number of apartment and condominium complexes. Everyone knew the addition of many families who were living in rental communities a good distance from the school would mean significant adjustments for all elements of the school program. The parents, staff, and students have truly devoted themselves to assuring that everyone, regardless of their address, feels important in the continuous effort to maintain the trademarks of an exceptional school. The school population may have changed, and increased by over 250 children, but the mission has been clearly communicated and embraced. All of our families are very proud of what they recognize as a commitment to excellence. In any socio-economic level, in every language and culture, parents appreciate an education that makes a difference. As Belmont Station has become representative of the vibrant and diverse nature of Northern Virginia, it has become well known as one of the schools that can truly make that difference...for every child.

We have come together as a community and we have achieved notable milestones which highlight some of our special interests. Belmont Station has a wonderful *outdoor classroom* with indigenous plants, a labyrinth, and huge sitting rocks, courtesy of our business partners and neighbors, *Meadows Farm* and *Luck Stone*. This area provides our students, including our many students on the autism spectrum, opportunities for calm reflection. The encouragement and consideration of our general education students and staff inspire hope and pride for our families of children with autism. While having over forty children with such an enigmatic disorder can present daily challenges, understanding and appreciating their unique talents has been a significant element of the school culture.

Our *Blooming Buddies Kinder Garden*, inspired by Michelle Obama’s White House initiative, is a beautiful living and growing example of our commitment to environmental and nutritional awareness. The children are learning so much as they plant, harvest, prepare, taste, and share the vegetables, fruits, and herbs from their garden. These two very unique outdoor spaces, along with our playground and track and many other special school features are all the result of community collaboration.

In appreciation of our good fortune, Belmont Station makes a yearly commitment to service. Whether the project is for the victims of natural disasters, our military, or the children of Iraq and Afghanistan, everyone generously participates to make a difference.

With the winning combination of an inspired school administration, vigorous PTA leadership, trusting and supportive parents, talented and technically advanced teachers, devoted support staff, generous business partners, and wonderfully motivated students the school continues to hit all the high marks expected of an award winning school. The parents and the staff have devoted themselves to encouraging children to be and to do their personal best each and every day. By focusing on high expectations for

academic achievement, concern for others and the environment, and a commitment to healthy lifestyles, Belmont Station has earned yearly recognition as a Virginia Index of Performance School of Educational Excellence and the Healthy Virginians Governor's Gold Award for Best Practices in Nutrition and Physical Fitness.

These very highly regarded state awards, along with the National Energy Star Award, the Loudoun County School Business Partnership Award of Excellence, the Loudoun County Public Schools Best Maintained Elementary School and Five Star Cafeteria Awards, and most recently a 2010 Milken National Educator Award, represent the hard work, dedication, and determination of all stakeholders in assuring that Belmont Station is indeed the BeST... the best place to be an actively engaged lifelong learner, a healthy and responsible consumer, and a caring and productive citizen of the world.

1. Assessment Results:

The commonwealth of Virginia sets rigorous academic standards, known as the Standards of Learning (SOL), and measures achievement through annual SOL tests and alternative assessments; Virginia Alternative Assessment Program (VAAP) or the Virginia Grade Level Assessment (VGLA). The system provides schools, school divisions, and the Virginia Department of Education with critical data to inform the development and implementation of effective instructional strategies and best practices.

Belmont Station Elementary School participates in the Virginia Standards of Learning Assessments (SOL) for grades 3-5. The Virginia SOL, criterion referenced standardized assessments, designed to measure student achievement in the areas of reading, mathematics, science, and history are in multiple choice format. The writing SOL, which is administered in fifth grade, has both multiple choice and direct writing components. The performance levels measured by the Virginia Standards of Learning are pass advanced, pass proficient, fail basic, and fail below basic. The performance standards are defined as:

Pass/Advanced: Scores 500-600

Pass/Proficient: Scores 400-499

Fail/Basic: Scores 300-399

Fail/Below Basic: Scores 299-below

A brief description of meeting the standard on both a third grade math and reading SOL is as follows:

The student demonstrates satisfactory attainment of the knowledge and skills necessary to use models to compare fractions; read and write decimals; identify the place value; round, add, and subtract whole numbers; add/subtract fractions and decimals; measure objects; make change; tell time, identify geometric figures; organize data; and extend patterns.

The student demonstrates sufficient understanding and application of the knowledge and skills necessary to apply word analysis strategies; preview, question, and summarize text; use reference materials; comprehend the story elements of fiction; and understand the text features of nonfiction.

For additional explanations of state performance levels, please visit www.doe.virginia.gov

While analyzing performance trends during the past five testing years, it is important to note that the student enrollment at Belmont Station Elementary has grown by over 250 children and the number of students tested in grades three through five has increased from 246 to 346 students. While the number of students assessed in a few of the testing subgroups is observable in the past five years of testing, it is only in the past two years that the number of students in **all** subgroups has exceeded 10 students.

Some of the trends observed in the testing data over the last five years are as follows:

- On the reading SOL, an average of 96% of students in grades three through five have received a pass proficient or pass advanced score.
- On the math SOL, an average of 97% of students in grades three through five have received a pass proficient or pass advanced score.

- On the math and reading SOL, the percentage of African American, Hispanic, Asian, and socio-economically disadvantaged students, as well as students receiving special education, receiving a pass or pass advanced score has increased an average of 10%
- The number of African American students tested quadrupled during the testing years and there was a 28% increase in pass advanced scores on the mathematics SOL.
- The number of socio-economically disadvantaged students tested doubled and the percentage of students scoring in the pass advanced range of the math SOL has increased in the past three testing years.
- In 5th grade math, 100% of students have passed in 4 out of the 5 testing years; with one exception of 98%. It should be noted that the number of students tested increased by 50+ students during this time and three different math instructors were able to maintain this high level of proficiency. In addition, reading scores have been at 98% or higher in the past four testing years.
- In the past five years, 4th grade students have scored 96% or higher on the reading SOL.
- In 2007, third grade reading scores decreased from 93% to 83%. While this score was still above school board and state expectations, school staff took an active approach at targeting this decline. After carefully disaggregating the data, to include student response by question, the school team was able to identify specific deficits in sub skills and provide targeted and precise instruction to address these weaknesses. As a result, scores for the past three years have been 94% or better.

In the 2010 data, there is an achievement gap of 18 percentage points between the test scores of all students and the scores of Limited English Proficient students on the Reading SOL. In order to close this achievement gap, our action plan includes: targeted reading instruction up to nine hours per week that includes academic vocabulary, reading fluency, and a computerized data tracking program that teaches foundational and higher level phonological awareness, auditory processing, and linguistic concepts based on individual learning needs.

2. Using Assessment Results:

Belmont Station Elementary uses formative and summative assessments, both formal and informal, in the ongoing process of understanding and improving student performance. Using the results of these assessments, instructional staff members are involved in discussions and decisions that influence planning, instruction, and most importantly, differentiation to meet student needs.

There are several formal assessments used throughout the school year to make informed decisions about student grouping for instruction, including the need for remediation and enrichment. Teaching teams disaggregate the results of the Virginia Standards of Learning to identify deficits in content objectives, and discrepancies in sub group performance. This data, along with results from the DRA (Developmental Reading Assessment), PALS (Phonological Awareness Literacy Screening), and district-wide benchmark assessments are used to guide staff development and target individual student needs, as well as direct lesson planning and instruction.

Additionally, primary students are regrouped for language arts instruction and older students are regrouped for mathematics based on a variety of formative assessments. Flexible grouping is a critical aspect of Belmont Station's approach to instruction; therefore, continuous and authentic assessment of student achievement is essential.

In preparation for criterion referenced state assessments, teachers review all data to identify learning standards that need to be revisited and students who are not acquiring the necessary skills to achieve a proficient score on the assessments. These students are invited to participate in an after school program called the *SOL Blitz* specifically designed to expose them to both the content and context of the Standards of Learning tests. This program combines technology, games, and activities to review sound test taking strategies and help students solidify their understanding of the content. All students, but especially students who participate in this extended day program, are very well versed in the test taking skills, like

slash the trash, which gives them the edge that can make a difference in the multiple choice format the State of Virginia applies to the Standards of Learning Assessments.

Assessments results allow Belmont Station staff to outline changes to the instructional program, identify staff development needs, and assign students to classes for the upcoming school year that reflect diverse and well balanced learning groups. The results of assessments drive the yearly School Improvement Plan, which is a direct reflection of the staff's commitment to upholding the mission, vision, and values of Belmont Station.

3. Communicating Assessment Results:

Belmont Station Elementary School prides itself on developing and fostering positive and productive communication and relationships with parents and the community. When working together, we are better able to meet student needs and increase student achievement. We know this culture of communication and interaction best supports our commitment to a climate of success for all of our students. Belmont Station uses a variety of methods to communicate assessment results to parents, students and the community. Among the more traditional means of communication, teachers send home a weekly folder that includes graded student work, as well as notes regarding student achievement and effort. This provides parents and students with timely feedback regarding classroom performance and achievement.

Teachers hold conferences to review initial reading and math assessments, along with first quarter progress. Time is spent discussing the format of the report card, student performance, and grade level expectations. In addition to the quarterly report card, teachers have the opportunity to communicate academic concerns and accolades via phone calls, email correspondence, and interim progress notes. Along with school based reports, the results of standardized assessments are sent home to parents with an accompanying guide detailing student performance.

In an effort to cater to an *eco-friendly, tech savvy community*, Belmont Station employs many web based tools to communicate with parents and the community. The school's website is continually updated to include the most recent School Improvement Plan, school report card, school and PTA events and activities, parent resources, and the many awards and honors reflecting outstanding student and staff achievements.

Belmont Station utilizes a county wide, web-based application for assignments, assessments, and grades called **CLARITY**. CLARITY is an acronym which stands for Curriculum, Lesson Plans, Assessments, and Reports for Instructors Teaching Youth.

During this year's expanded roll out of the CLARITY software, teachers align assignments and assessments with standards and curriculum resources stored within the system. When the system is fully implemented, both teachers and parents will access curriculum, resources, lessons plans, rubrics, assessments, and report cards.

As a yearly recipient of the Virginia Index of Performance, Governor's Award for Educational Excellence, Belmont Station proudly exhibits that award banner which clearly communicates to all visitors...Belmont Station is among the best. To be honored as a Blue Ribbon School would certainly be our crowning achievement.

4. Sharing Lessons Learned:

During the past five years, Belmont Station has learned some very important lessons about planning, teaching, learning, and assessment. The school has been asked to share these lessons learned, and the successful technology integration that has so impacted achievement, as well as successful inclusive practices, in a number of local and state venues, at national conferences, and with representatives of national and international associations.

As a school selected for a National School Boards Association Technology Site Visit, Belmont Station was honored to host teachers, administrators, superintendents, and school board members from across the United States in 2007. During that visit, and subsequently at national conferences (NSBA and ISTE), the staff has shared our successful implementation of interactive whiteboards, online resources, *Safari Montage* video content library, video conferencing, STEM education, and visual literacy. The application of technology, as well as instructional strategies that are continuously refined to assure success for all children, are among our most frequently shared success stories.

Additionally, Belmont Station has been fortunate to have an enduring team of skilled teachers and assistants who have had remarkable success educating children with autism. With over forty children, ages three to eleven, on the autism spectrum, the school is a model of behavior management and inclusive practices. This year, the school has been asked to be a primary site for a study funded by a *Frank Porter Grant* in association with the *National Professional Development Center on Autism Spectrum Disorders at the University of North Carolina at Chapel Hill*. Additionally, because of success with inclusive practices, Belmont Station was chosen by the *International Step by Step Association (ISSA)* for a site visit by the *Ukrainian Step by Step Foundation (USSF)*. *Step by Step* is a forum for democratic values and equal access to education for all children including children with disabilities. As a school with a model autism program, and esteemed recognition of inclusive practices, Belmont Station has been happy to share our lessons learned through these two impressive advocacy organizations.

Whether the staff is presenting at the National School Boards Association Technology Conference, piloting a physical education program that has the potential to influence health, exercise, and nutrition across the county, or advocating for healthy snack and party choices, Belmont Station shares lessons learned... and learns from lessons shared.

1. Curriculum:

At Belmont Station, we believe that children learn best when they are presented with and are engaged in stimulating, relevant, and appropriate lessons that take into consideration their learning styles as well as their interests, talents, and abilities. The core curriculum includes reading, writing, language arts, spelling, mathematics, science, and social studies. It is planned and implemented to align with the Virginia Standards of Learning and the Loudoun County Scope and Sequence Guide. Belmont Station also participates in Foreign Language in the Elementary School (FLES) and most children can speak basic Spanish before middle school. Additionally, as a school with interactive white boards in every classroom and a staff skilled with the integration of technology, Belmont Station students and staff are proficient in many applications that enhance all curriculum areas.

Recognizing that the most crucial skill for future academic success is the ability to read well, the school devotes two full hours every day in grades one and two to language arts. During this time the reading specialists and teacher assistants support instruction. As a result of this investment of time and talent in a two hour uninterrupted block for our youngest learners, nearly all of Belmont Station's older students are confident readers and writers. They are ready to read not only the novels and texts that are an important element of reading instruction in grades three, four, and five, but they also have the confidence to apply reading strategies in the content areas. We attribute our continued high achievement on standardized tests to this initial investment, as well as to the program design and materials provided by Loudoun County Public Schools for reading, mathematics, science, and social studies in the upper grades. The county and the school have also provided staff with workshops on *Classroom Instruction That Works* (Marzano) and *Classroom Assessment for Student Learning* (Stiggins) both of which are designed to bring common vocabulary, practices, and procedures to planning, instruction, and assessment.

At Belmont Station all grade levels plan and deliver instruction with team sharing and team success in mind. Considerable time and staff development funding have been invested to enhance team communication and collaboration. With the Dufour and Eaker model, *Professional Learning Communities at Work* as the guide, teams determine the extent to which they share organizational and instructional responsibilities. In most cases, because the grade levels have five or more classrooms, teachers can regroup for mathematics to enhance opportunities for remediation and enrichment while conserving time to teach and challenge the majority of children on a daily basis. All Belmont Station students are instructed on or above grade level in mathematics in order to be well prepared for the Virginia Standards of Learning tests which are given in third, fourth, and fifth grades.

To afford all teachers more time for the research and planning that make for the most engaging and creative lessons, teams share the planning and instruction of science and social studies. It is through the project based learning that defines these two curriculum areas that Belmont Station students share their learning in our famous curriculum night presentations. The entire community looks forward to the Virginia Fair which includes the presentation of individual research projects as well as dramatic readings and recitations from Virginia history, scenery and artifacts made in art, songs and recorder favorites learned in music, and dances learned and practiced in physical education.

Likewise, the third graders entertain everyone with their renditions of poems, songs and dances based on animals and their habitats. For weeks after the *Animal Fair*, children of all ages can be heard singing, "I went to the Animal Fair, the birds and the beasts were there." These grade level culminating activities reflect the meaningful collaboration of the music, art, and physical education teachers with the classroom teachers. From the first grade *Patriotic Program* to the fifth grade *Science, Math, and Tech Expo*, Belmont Station students and parents love social studies and science because the projects, presentations, and the productions not only educate, they entertain.

Finally, to really appreciate the integrated curriculum at Belmont Station, one can observe the physical education program any time, any day. While the children and teachers are dancing or rotating through five ever changing core centers, with materials supplied through a million dollar county wide grant, *Five for Life*, they are learning science and math, health and nutrition. Under the endlessly energetic instruction and leadership of an amazingly talented young man, Belmont Station students are fully engaged in physical fitness while practicing math facts, anatomy, the food pyramid and many more Virginia K-5 standards from the core curriculum framework.

It is evident to visitors and observers that learning at Belmont Station is exceptional because the staff appreciates the value of teaching together in harmony.

2. Reading/English:

The Belmont Station reading program is a comprehensive literacy model with an emphasis on providing prescriptive instruction to meet the needs of all levels of readers and writers. Using formal and informal assessments such as Virginia's Phonological Awareness Literacy Screenings (PALS) in the primary grades and the Developmental Reading Assessment (DRA) in all grades, along with county provided benchmark assessments, teachers are able to plan and provide targeted instruction in reading and writing. Each achievement based group utilizes a variety of well researched curriculum materials during the language arts block.

The literature based Houghton-Mifflin basal is provided to all classes and the students enjoy leveled books for guided reading and novel sets for author studies and literature circles. Additionally, the teachers apply elements of *Phonics*, *Word Journeys*, *Four Square*, *Six Traits*, *Building Academic Vocabulary (Marzano)* and *Units of Study (Caulkins)* during writing and language arts. As with all instruction at Belmont Station, the library-media center and technology staff, support creative application of resources, especially *Safari Montage* and the interactive white boards.

Consistent with the Loudoun County School Board's expectation that all students become capable readers by the third grade; the reading specialists, special education teachers, and classroom teachers also use *Earobics*, *Star Readers Read at Home*, *Interactive Reading and Note Taking*, *Leveled Literacy Intervention (Fountas & Pinnell)* and *Read Naturally* to help students with fluency and comprehension. Additionally, all specialists and administrators have assumed mentorship of individual students identified as needing support to improve reading in the content areas. These mentor buddies meet three times a week for brief, but very personal, tutoring sessions.

Whether the children are proficient readers or proceeding towards proficiency, Belmont Station's reading program addresses the needs of all learners through targeted instruction driven by assessment, flexible grouping, and research based center activities. In collaboration with grade level teammates and resource personnel, the teachers constantly refine planning and instruction. This instruction is very well supported by county supplied curriculum materials which are varied and current. As a result of the dynamic nature of the comprehensive literacy program, teachers are able to provide all students with daily opportunities to engage in reading and writing activities that really encourage the children to become lifelong readers, writers, and learners.

3. Mathematics:

The mathematics curriculum at Belmont Station Elementary is aligned with the 2010 Virginia Mathematics Standards of Learning and the Loudoun County Mathematics Scope and Sequence. After considering many options for text material, *Scott Foresman –Addison Wesley* was chosen by the county because of the supplementary components its format contained to facilitate planning and instruction. Along with remediation, enrichment, and assessment materials, the math series provides extensive problem solving activities and critical thinking opportunities through hands on supplements called *Investigations*. These *Investigations Units*, along with extensive technology applications, take students into the twenty first century with lessons on such applied mathematics topics as data, space, and the

environment. At all grade levels, teachers and students have access to manipulatives and models for every lesson and teams prepare engaging math centers for independent practice and cooperative learning. School wide, teachers use a daily *Drill for Skill* as an early bird activity and *Study Island* and *Success Maker* provide online practice and assessment which is analyzed regularly to assure student learning.

The mathematics program at Belmont Station spirals through the grade levels so that early standards are mastered and then extended to include more complex algorithms and procedures. Upper grades build on these algorithms and procedures by applying them in an atmosphere of inquiry based problem solving which includes critical thinking, debate, deliberation, compromise, and conflict resolution. In cooperative groups, the children develop the tenacity to work through struggles as they reveal multiple solutions leading to correct answers. Along with high achievement, this process leads to mathematical reasoning and understanding far beyond grade level expectations.

Mathematics teaching and learning are held to the very highest standards at Belmont Station. Parents, staff, and students all understand that the school follows a rigorous academic plan for student achievement and that the plan exceeds county and state expectations. As they progress through the grades, numerous interventions assure that children achieve proficiency in grade level mathematics. Whether it is the staff mentor program, regrouping, volunteer tutors, mathematics resource co-teaching, technology, or an extended day program, instruction and interventions are applied with the ultimate goal in mind...all Belmont Station students will be successful mathematicians before middle school.

4. Additional Curriculum Area:

Loudoun County Public Schools is well known for a commitment to providing teachers and students with the latest in educational technology. As one of the early recipients of interactive whiteboards in every classroom and resource space, Belmont Station has seized the opportunity to fully integrate technology in reading, mathematics, science, and social studies. Interactive whiteboards not only have amazing capability to facilitate student acquisition of essential skills, they also provide a springboard to encourage teachers and students to apply additional technological advances to the instructional program.

Each day the student produced *Good Morning Belmont Station* news show gives an overview of local and national news and a snapshot of the day ahead at the school. Throughout the year children will experience virtual field trips to the Bronx Zoo, Alaskan Iditarod, or the Tennessee Aquarium. They will work interactively with the NASA Challenger Learning Center on Operation Montserrat to save the island, track the migration of the whale shark “LoCo” with GIS software, or take the Journey North with the Monarch Butterflies. Additionally, Belmont Station applies the yearly modules of the *Jason Project* to our social studies and science programs. These have included such genuinely interactive units as *Monster Storms*, *Resilient Planet*, and *Tectonic Fury*.

Teachers use *Google Earth*, *Safari Montage*, *Promethean Planet*, *Brain Pop* and many other applications and resources to make hundreds of interactive whiteboard flipcharts. These 21st century preparations, packed with music and movement, provide students with lessons planned and implemented to complement direct instruction. *Activotes* and on line applications such as *Success Maker Enterprise (SME)* and *Study Island* provide individual practice and assessment results efficiently and accurately.

Belmont Station teachers skillfully apply an amazing amount of educational technology to all elements of the core curriculum. *Renzulli Learning* is one application that continues to be a teacher favorite for proven differentiation. Few other programs individualize remediation and enrichment according to student interests with such amazing relevance.

Technology provides a powerful learning connection from the school, to the home, to the county, to the country, and to the world. Like nothing ever before, technology in the hands of skilled and dedicated teachers levels the playing field. Students of all ability levels and all socio-economic backgrounds can and do share the same world experiences.

5. Instructional Methods:

The faculty and staff of Belmont Station Elementary School have invested considerable time and attention to assure that instructional practices implemented are research based and positively impact student learning and achievement. From the very earliest opportunity, teams develop needs assessments in reading and mathematics that drive instruction. With Loudoun County Public Schools providing very current curriculum and supplementary materials, and the latest in technology, teachers are able to use a variety of instructional methods to meet the needs of all learners.

In a school of over 800 children with multiple classes at every grade level, it is possible to differentiate instruction beyond the individual rooms. Teaching teams often make informed decisions based on assessments about the best way to maximize time and talent. Consideration is given to developmental readiness as well as achievement. Children may be regrouped for an extended phonics or number lesson, a language or writing skill, or a lesson on comprehension or division. Likewise, children may be regrouped to share social studies reports, to participate in a literature circle or science experiment, or to buddy read. Ongoing assessment, as well as student interest and learning styles, and even social dynamics, may influence the grouping for a day, a week, or a unit.

As a Virginia Index of Performance School of Educational Excellence, Belmont Station has proven that the instructional methods of the school are authentic, results oriented, and address the needs of all learners. To maximize the learning of all sub groups, including over forty children on the autism spectrum, the teaching teams work together with county and school based English Language Learners (ELL) staff, special education staff, and parent liaisons to keep all parents and teachers involved in productive communication. One of the values held sacred by the school is the school-family partnership. All children, kindergarten through fifth grade, have homework Monday through Thursday reflecting the lessons of the day. Parents are encouraged to review the homework, help the children with necessary corrections, and inform the teacher if a situation presents unusual difficulty. There is no more effective strategy or practice than parents and teachers modeling mutual respect and cooperation for the children. When everyone is on the same *page*, the *page* is easier to read, comprehend, synthesize, analyze, and apply to learning and life.

6. Professional Development:

All Belmont Station Elementary School professional development programs begin and end with a commitment to communication and cooperation reflecting a positive and professional learning community that really works (*Professional Learning Communities at Work*, DuFour & Eaker). Along with applied knowledge of collective teacher efficacy, year after year, the entire staff is involved in assessing, what we know and what we need to know to make ourselves, and each other, better individual teachers and better teaching teams.

The professional development programs at Belmont Station are predicated on the precepts of collective teacher efficacy which is defined as the perception of teachers in a school, that the efforts of the faculty, as a whole, have a positive and significant effect on student learning and achievement. Belmont Station's team approach to administration and organization, as well as planning, instruction, and assessment reflect a belief that our collective commitment to the children, to each other, to the profession, and to the community is the key to our efficacy, and ultimately, our success.

As a school that is considered a model of technology, considerable time, talent, and treasure have been invested in professional development related to the application and integration of technology; particularly the amazing capabilities of interactive white boards. With Loudoun County Public Schools providing the device in every classroom and every resource space of the school, teachers have been expected to incorporate such applications as *Safari Montage*, *Google Earth*, *Brain Pop*, and their own interactive flipcharts into all elements of lesson design. Interactive whiteboards are used in the anticipatory set, direct instruction, guided practice, center activities, and even individual formative assessments with *Activotes*.

Children of all ability levels are more engaged when this amazing technology tool is used during instruction.

The Belmont Station staff also focuses on the significant difference music and movement can make for today's learners. Ron Nash, author of *The Active Classroom* and *The Active Teacher*, provided the entire staff with practical strategies for maximizing teacher effectiveness and involving students in the learning process. The technology applications and devices, such as iPods and docking stations, required to incorporate music efficiently into the instructional program are important elements of the staff development commitment to active engagement.

Professional and productive communication, collective teacher efficacy, integrated technology, and active engagement are the core elements of professional development at Belmont Station.

7. School Leadership:

Describing the philosophy and structure of leadership at Belmont Station Elementary School truly starts with the principal. Since opening the school in 2004, she has clearly articulated a vision for excellence. Beginning with careful consideration of the latest research, and following through with reading on the most current educational strategies, the principal models a commitment to 21st century teaching and learning.

Expectations are very high at Belmont Station. The school has a well-earned reputation for outstanding instruction, success for all students, and amazing parent participation. Teachers know teaching at Belmont Station means hitting all the right chords in terms of planning, instruction, classroom management, and assessment. They enthusiastically embrace the principal's vision because it is evident her expectations for them are only exceeded by her expectations for herself and the administrative team. Each fall as the staff returns, it is obvious that the administrative team: principal, assistant principal, administrative intern, technology teacher, reading teacher, and counselor have been working diligently throughout the summer months. Year after year, they have used themes such as cooperation, motivation, innovation, and celebration to praise the past, perfect the present, and plan for the future.

Additionally, there are clearly defined expectations for shared leadership with teachers, parents, and students. Considerable time and effort are invested in guiding grade level team leaders, student patrols, and the PTA board as they participate in the discussions and decisions that support a culture of responsibility, respect, and results.

Grade level teams have eight to ten members and most students have more than one teacher. The team leaders are expected not only to inform staff members but to foster the kind of trust and collaboration necessary in an environment of shared responsibility. The student patrols are very well aware that they are the ones who make the arrival and dismissal procedures safer for the younger children. It is their job to model citizenship and guide the little ones as they negotiate a very big school. By taking the lead in regard to special events such as the Fall Carnival, Winter Wonderland, and the Sock Hop, the PTA Board puts the fun in fundraiser while allowing the staff to concentrate on academics.

Ultimately, the intention of all Belmont Station leaders is to promote student safety and achievement. If at the same time, they are encouraging the leaders of tomorrow, they have achieved an immeasurable goal.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Mathematics SOL

Edition/Publication Year: 2005-2010 Publisher: Harcourt/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
%Proficient plus %Advanced	95	93	96	94	99
%Advanced	65	72	66	58	65
Number of students tested	114	99	102	84	84
Percent of total students tested	95	99	96	100	100
Number of students alternatively assessed	6	1	4	0	0
Percent of students alternatively assessed	5	1	4	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
2. African American Students					
%Proficient plus %Advanced	85	91			
%Advanced	38	45			
Number of students tested	13	11			
3. Hispanic or Latino Students					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
4. Special Education Students					
%Proficient plus %Advanced	81	85	85		
%Advanced	31	31	23		
Number of students tested	16	13	13		
5. English Language Learner Students					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
6. Asian					
%Proficient plus %Advanced	92	91	80		100
%Advanced	69	64	70		64
Number of students tested	13	11	10		11
NOTES: Largest other subgroup defined as Asian. Students alternatively assessed met the criteria to be assessed using the Virginia Alternative Assessment Program (VAAP), or the Virginia Grade Level Assessment (VGLA).					

11VA2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Reading SOL

Edition/Publication Year: 2005-2010 Publisher: Harcourt/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
%Proficient plus %Advanced	95	94	96	83	93
%Advanced	38	43	49	45	52
Number of students tested	114	98	103	83	84
Percent of total students tested	95	98	97	99	100
Number of students alternatively assessed	6	2	3	1	0
Percent of students alternatively assessed	5	2	3	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
2. African American Students					
%Proficient plus %Advanced	92	91			
%Advanced	8	27			
Number of students tested	13	11			
3. Hispanic or Latino Students					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
4. Special Education Students					
%Proficient plus %Advanced	88	85	77		
%Advanced	6	8	0		
Number of students tested	13	13	13		
5. English Language Learner Students					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
6. Asian					
%Proficient plus %Advanced	92	100	90		91
%Advanced	31	20	50		45
Number of students tested	13	10	10		11
NOTES: Largest other subgroup defined as Asian. Students alternatively assessed met the criteria to be assessed using the Virginia Alternative Assessment Program (VAAP), or the Virginia Grade Level Assessment (VGLA).					

11VA2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Mathematics SOL

Edition/Publication Year: 2005-2010 Publisher: Harcourt/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
%Proficient plus %Advanced	98	97	98	95	91
%Advanced	80	60	62	58	45
Number of students tested	105	121	89	88	91
Percent of total students tested	97	98	99	100	100
Number of students alternatively assessed	3	3	1	0	0
Percent of students alternatively assessed	3	2	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
2. African American Students					
%Proficient plus %Advanced	100				
%Advanced	57				
Number of students tested	14				
3. Hispanic or Latino Students					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
4. Special Education Students					
%Proficient plus %Advanced	100	92			82
%Advanced	67	38			24
Number of students tested	12	13			17
5. English Language Learner Students					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
6. Asian					
%Proficient plus %Advanced	93	100		91	100
%Advanced	79	69		64	45
Number of students tested	14	16		11	11
NOTES: Largest other subgroup defined as Asian. Students alternatively assessed met the criteria to be assessed using the Virginia Alternative Assessment Program (VAAP), or the Virginia Grade Level Assessment (VGLA).					

11VA2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Reading SOL

Edition/Publication Year: 2005-2010 Publisher: Harcourt/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
%Proficient plus %Advanced	96	98	97	96	97
%Advanced	62	63	55	69	63
Number of students tested	105	120	88	88	91
Percent of total students tested	97	97	98	100	100
Number of students alternatively assessed	3	4	2	0	0
Percent of students alternatively assessed	3	3	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
2. African American Students					
%Proficient plus %Advanced	86				
%Advanced	43				
Number of students tested	14				
3. Hispanic or Latino Students					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
4. Special Education Students					
%Proficient plus %Advanced	100	100			100
%Advanced	58	23			53
Number of students tested	12	13			17
5. English Language Learner Students					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
6. Asian					
%Proficient plus %Advanced	86	93		100	100
%Advanced	43	73		45	73
Number of students tested	14	15		11	11
NOTES: Largest other subgroup defined as Asian. Students alternatively assessed met the criteria to be assessed using the Virginia Alternative Assessment Program (VAAP), or the Virginia Grade Level Assessment (VGLA).					

11VA2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Mathematics SOL

Edition/Publication Year: 2005-2010 Publisher: Harcourt/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
%Proficient plus %Advanced	100	98	100	100	100
%Advanced	78	71	80	83	89
Number of students tested	127	93	84	88	74
Percent of total students tested	98	98	100	100	100
Number of students alternatively assessed	3	2	0	0	0
Percent of students alternatively assessed	2	2	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
2. African American Students					
%Proficient plus %Advanced	100				
%Advanced	46				
Number of students tested	13				
3. Hispanic or Latino Students					
%Proficient plus %Advanced	100				
%Advanced	80				
Number of students tested	10				
4. Special Education Students					
%Proficient plus %Advanced	100			100	
%Advanced	77			69	
Number of students tested	13			16	
5. English Language Learner Students					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
6. Asian					
%Proficient plus %Advanced	100		100	100	
%Advanced	81		73	100	
Number of students tested	16		11	10	
NOTES: Largest other subgroup defined as Asian. Students alternatively assessed met the criteria to be assessed using the Virginia Alternative Assessment Program (VAAP), or the Virginia Grade Level Assessment (VGLA).					

11VA2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Reading SOL

Edition/Publication Year: 2005-2010 Publisher: Harcourt/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
%Proficient plus %Advanced	99	98	100	98	96
%Advanced	53	54	56	55	49
Number of students tested	127	93	84	88	74
Percent of total students tested	98	98	100	100	100
Number of students alternatively assessed	3	2	0	0	0
Percent of students alternatively assessed	2	2	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
2. African American Students					
%Proficient plus %Advanced	100				
%Advanced	29				
Number of students tested	14				
3. Hispanic or Latino Students					
%Proficient plus %Advanced	100				
%Advanced	70				
Number of students tested	10				
4. Special Education Students					
%Proficient plus %Advanced	100			94	
%Advanced	8			19	
Number of students tested	13			16	
5. English Language Learner Students					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
6. Asian					
%Proficient plus %Advanced	100		100	100	
%Advanced	44		64	60	
Number of students tested	16		11	10	
NOTES: Largest other subgroup defined as Asian. Students alternatively assessed met the criteria to be assessed using the Virginia Alternative Assessment Program (VAAP), or the Virginia Grade Level Assessment (VGLA).					

11VA2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
%Proficient plus %Advanced	98	96	98	97	96
%Advanced	74	67	69	67	65
Number of students tested	346	313	275	260	246
Percent of total students tested	97	98	98	100	100
Number of students alternatively assessed	12	6	5	0	0
Percent of students alternatively assessed	3	2	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Proficient plus %Advanced	92	88	90		
%Advanced	54	42	40		
Number of students tested	24	24	10		
2. African American Students					
%Proficient plus %Advanced	95	88	83	80	
%Advanced	48	35	42	20	
Number of students tested	40	26	12	10	
3. Hispanic or Latino Students					
%Proficient plus %Advanced	100	86	100	80	
%Advanced	71	38	54	30	
Number of students tested	21	21	13	10	
4. Special Education Students					
%Proficient plus %Advanced	93	88	86	97	91
%Advanced	56	32	36	56	38
Number of students tested	41	34	28	32	34
5. English Language Learner Students					
%Proficient plus %Advanced	81	92			
%Advanced	44	23			
Number of students tested	16	13			
6. Asian					
%Proficient plus %Advanced	95	97	93	92	100
%Advanced	77	68	68	73	67
Number of students tested	43	34	28	26	30
NOTES: Largest other subgroup defined as Asian. Students alternatively assessed met the criteria to be assessed using the Virginia Alternative Assessment Program (VAAP), or the Virginia Grade Level Assessment (VGLA).					

11VA2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
%Proficient plus %Advanced	97	97	97	93	95
% Advanced	57	54	53	57	55
Number of students tested	346	311	275	258	246
Percent of total students tested	97	97	98	99	100
Number of students alternatively assessed	12	8	5	1	0
Percent of students alternatively assessed	3	3	2	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Proficient plus %Advanced	92	86	100		
% Advanced	33	43	20		
Number of students tested	24	21	10		
2. African American Students					
%Proficient plus %Advanced	93	96	92	70	
% Advanced	27	42	8	20	
Number of students tested	41	26	12	10	
3. Hispanic or Latino Students					
%Proficient plus %Advanced	100	86	100		
% Advanced	62	48	38		
Number of students tested	21	21	13		
4. Special Education Students					
%Proficient plus %Advanced	95	97	82	88	94
% Advanced	22	18	14	31	12
Number of students tested	41	34	28	32	34
5. English Language Learner Students					
%Proficient plus %Advanced	79	82			
% Advanced	16	9			
Number of students tested	19	11			
6. Asian					
%Proficient plus %Advanced	93	97	96	96	97
% Advanced	40	47	59	50	60
Number of students tested	43	32	27	26	30
NOTES: Largest other subgroup defined as Asian. Students alternatively assessed met the criteria to be assessed using the Virginia Alternative Assessment Program (VAAP), or the Virginia Grade Level Assessment (VGLA).					

11VA2