U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12VA1

School Type (Public Schools):
(Check all that apply, if any)

☐ Charter   ☑ Title 1   ☐ Magnet   ☐ Choice

Name of Principal: Mr. Larry Shifflett

Official School Name: South River Elementary School

School Mailing Address: 2101 Elm Avenue

Grottoes, VA 24441-2377

County: Rockingham   State School Code Number*: 082-0830

Telephone: (540) 249-4001 E-mail: lfshifflett@rockingham.k12.va.us

Fax: (540) 249-3110   Web site/URL: http://www.rockingham.k12.va.us/SRES/SRESmain.htm

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. Carol Fenn Ed.D.   Superintendent e-mail: cfenn@rockingham.k12.va.us

District Name: Rockingham County Public Schools   District Phone: (540) 564-3200

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: Mr. Dan Breeden

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)

Non-Public 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 2011-2012 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 foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

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

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   15 Elementary schools (includes K-8)
   (per district designation):   4 Middle/Junior high schools
                                             4 High schools
                                             0 K-12 schools
                                            23 Total schools in district

2. District per-pupil expenditure: 9666

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area

4. Number of years the principal has been in her/his position at this school: 5

5. Number of students as of October 1, 2011 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	12	10	22		6	0	0	0
K	17	34	51		7	0	0	0
1	26	35	61		8	0	0	0
2	35	39	74		9	0	0	0
3	37	33	70		10	0	0	0
4	32	33	65		11	0	0	0
5	24	35	59		12	0	0	0
						Total in Applying School:		402

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
0 %	Asian
2 %	Black or African American
10 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
84 %	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 2010-2011 school year: 6%

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

(1)	Number of students who transferred *to* the school after October 1, 2010 until the end of the school year.	9
(2)	Number of students who transferred *from* the school after October 1, 2010 until the end of the school year.	17
(3)	Total of all transferred students [sum of rows (1) and (2)].	26
(4)	Total number of students in the school as of October 1, 2010	402
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent of English Language Learners in the school: 6%

   Total number of ELL students in the school: 24

   Number of non-English languages represented: 3

   Specify non-English languages:

   Spanish, Russian, and Ukranian

9. Percent of students eligible for free/reduced-priced meals: _____51%_____

   Total number of students who qualify: _____204_____

   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: _____11%_____

   Total number of students served: _____43_____

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

0	Autism	0	Orthopedic Impairment
0	Deafness	5	Other Health Impaired
0	Deaf-Blindness	13	Specific Learning Disability
0	Emotional Disturbance	11	Speech or Language Impairment
3	Hearing Impairment	0	Traumatic Brain Injury
4	Mental Retardation	0	Visual Impairment Including Blindness
2	Multiple Disabilities	5	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	22	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	11	9
Paraprofessionals	8	5
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	17	4
Total number	60	18

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: _____18:1_____

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	96%	95%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
    Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

    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**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

    ◉ No

    ☐ Yes

    If yes, what was the year of the award?

PART III - SUMMARY

South River Elementary School has high expectations for their students. The school serves an at-risk population from economically disadvantaged homes. Fifty percent (50%) of the students are eligible for free or reduced lunch. Many students also have family members that are incarcerated, and students are reared by grandparents, aunts and uncles. Given the magnitude of poverty, and the neediness of the students, it is amazing to see how well South River excels in regard to student achievement.

Not only has the school met the Adequate Yearly Progress (AYP) benchmarks, but South River has significantly exceeded this measure with their most recent assessments. The scores from the spring 2011 reading and math tests verify the accomplishments of South River in meeting the needs of all students. In reading, the pass rate was ninety-six percent (96%) and the pass rate for math was ninety-nine percent (99%). In 2010, only one student failed the math assessment and that child had a score of 397. This past year, 2011, only two children failed the math assessment and one of these students was a homebound child. Last year, SRES received the Board of Education's Excellence Award and two years ago SRES earned the Governor's Award for Educational Excellence; the first school in RCPS to earn such an honor. South River has earned the Distinguished Title I School award six times out of the seven times it has been available. Despite adversity, the school has extremely high achievement scores.

It is not hard to identify the strength of South River Elementary School; the people make the difference. The school has a family-like atmosphere where faculty and staff work together to do whatever it takes to help students be successful. The teachers are very caring toward their students, but also toward their colleagues. The staff also has a strong united purpose to serve the students and the community. The faculty and staff go the extra mile. They work evenings and weekends to make sure they are doing what is best for kids. The faculty and staff claim their position at South River as not a job, but a calling.

South River has created strong community partnerships that have assisted in many capacities at the school. In the past five years, the PTA and local community groups assisted the school in raising over $100,000 to purchase new playground equipment. Community groups, such as the Ruritans, also offer tutoring services for the students and read each week to the primary grades. Local churches have also supported the school financially to assist in paying for supplies, fees, and fieldt rips for families that are in need.

South River has some unique traditions and milestones. First, South River Elementary School opened in the fall of 1994 as a consolidation of Port Republic Elementary and Grottoes Elementary. These two smaller elementary schools had their own unique history and culture, but upon merging the two schools, South River quickly began to create its own identity. The school created a vision statement during the first year and that vision still holds true today; "Our shared vision for South River Elementary School Community is a creation of a positive educational environment in which each child, as a unique and worthwhile individual, becomes a lifelong learner." Over the years, South River has always focused on each individual child. The mission has been to embrace the philosophy that all children can and will learn at South River. This mentality permeates the culture at South River.

Several traditions were also established during the first few years at South River. At the beginning of each school year, the school has a picnic for the students and their families. This is a time for people to forge new relationships for the coming school year. Another tradition is on the last day of school, all faculty and staff members report to the bus canopy to wave good-bye to the students. Also, all faculty and staff attend the fifth grade recognition ceremony and escort the students into the auditorium. Another unique tradition is that former students from SRES have returned to teach at the school. The current principal was also a student of Grottoes Elementary. These individuals have returned to make an impact on their former school and community.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Virginia Standards of Learning (SOL) assessments are administered in grades three, four, and five. In grade three, students are assessed on their knowledge of reading, math, science, and history. In fourth grade, students are assessed in the subjects of reading, math, and Virginia Studies. In fifth grade, students take a writing assessment, along with reading, math, science, and U.S. History. All SOL assessments are criterion referenced and The Virginia Department of Education determines the cut scores for each assessment. The scores are scaled and 400 is the lowest score to warrant passing. A score of 600 is perfect, indicating the student answered all the test items correctly. A score of 500 is considered to be pass advanced.   Any score below 400 is a failing score.

To meet state accreditation requirements, 75% of students must pass the reading assessments and 70% must pass the math, science, and history assessments. South River, however, has a much higher goal for the school's performance. Our goal is to have at least a 90% of all students pass their science and history assessments and to have 100% of students passing their reading in math assessments.   We have not yet obtained this high goal, but we have been very close. In the spring 2010, we had all students pass the math SOL assessments in grades three through five, except one child and this individual scored a 397. We also strive to obtain a 90% pass rate for each category that is assessed within each content area test. Also, questions or categories that are below the 90% passing mark are noted and teachers are coached to focus more time to this area.

The performance trends in the Standards of Learning (SOL) assessment data demonstrates that SRES has made significant gains in their overall performance within the past five years. This makes South River an Exemplary High Performing School.   Also, the data supports even stronger gains have been obtained in the performance of the socio-economically disadvantaged subgroup. This data indicates that South River is an Exemplary Improving School because the gains made by this subgroup have been equal to and, in some cases, greater than the gains for all students.

In reading, the percent of students passing the reading assessment increased in all three grade levels. In third grade the increase was minimal from 92% passing in 2007 to 94% passing in 2011. In fourth grade; however, the pass rate increased significantly from 88% passing in 2007 to 100% in 2011. There was also an increase in fifth grade from 91% passing in 2007 to 98% passing in 2011. The subgroup Socio-economic Disadvantaged Students also increased sharply in grades four and five from 2007 to 2011. Fourth grade increased from 76% to 100% and fifth grade went from 81% to 96%.

High performance in math can also be witnessed when examining the performance trends of the math SOL assessments. The overall passing rate for all students was remarkably high in all three grade levels over the past few years. The third grade pass rate increased from 93% to 99%, fourth grade increased from 86% passing to 100%, and fifth grade increased from 96% to 98%. The subgroup Socio-economic Disadvantaged Students also increased in their math performance from 2007 to 2011. Third grade increased from 89% to 97%, fourth grade increased from 76% to 100% and fifth grade increased from 90% to 100%.

The performance trends in the Standards of Learning (SOL) assessment data indicates there was an achievement gap of 10 or more percentage points between the test scores of all students *and* the test scores of subgroups. This gap was in fourth grade math in 2007, wherein all students scored 86% passing rate and subgroup Socio-economic Disadvantaged Students had a passing rate of 76%. This gap continued to persist into the 2008 assessment year. All students had a passing rate of 78% and subgroup Socio-economic Disadvantaged Students had a passing rate of 66%. The fourth grade reading also had a gap in 2007 of 88% passing for all students and 76% for the subgroup Socio-economic Disadvantaged

Students. A similar gap existed for fifth grade reading in 2007. The passing rate was 91% for all students and the subgroup Socio-economic Disadvantaged students had a passing rate of 81%.

There were several factors that lead to the overall increase for all students passing the reading and math assessments at SRES in the span from 2007 to 2011. These strategies were also significant in increasing the passing rate for the subgroup Socio-economic Disadvantaged students. First, the school began to place a greater emphasis on disaggregating their assessment data to determine areas of strength and weakness. This was done not only for the entire grade level, but data was analyzed for each individual student. The commitment and time to analyze the data was made possible by the employment of a full-time assistant principal in 2009. This allowed the principal to spend more time focusing on curriculum and instruction since there was an assistant to take care of handling other school-related business. The specific data analysis allowed the teachers to focus their teaching by putting emphasis on areas that needed improvement. Students were also grouped by ability for reading and math instruction. The lowest quartile of students was instructed in a collaborative model, whereby, three specialty teachers and one master classroom teacher, instructed these students in small groups. The math focus groups and the reading collaboration model were both individualized to meet the specific needs of each child. Another factor was the increase in the afterschool tutoring program. The school began offering tutoring to more students, two times during the week, and the school increased the number of weeks that the program was implemented.

2. Using Assessment Results:

SRES uses various assessments throughout the school year to improve instruction and to communicate with families, students, and community about the students' academic achievement. In the fall of each school year, pre-kindergarten students through second grade students are assessed using the Department of Education's Phonological Awareness Literacy Screening (PALS). This data is used to create reading groups for instruction and to determine who requires additional reading services. The students are assessed with the PALS again in January and at the end of the school year. In grades three through five, teachers use the STAR assessment to determine their students' reading ability and their zone of proximal development (ZPD). This information is used to create reading groups and to determine areas of instruction for each student. Also, it is used to establish reading goals for each student during the grading term using the Accelerated Reader (AR) program. Students who are reading below grade level also receive a qualitative reading inventory (QRI) assessment that provides more diagnostic information to assist the teacher in identifying any specific areas of weakness.

Throughout the school year teachers conduct ongoing assessments to determine if students are mastering the curriculum. Benchmark tests are administered at the end of each grading term to identify specific content that needs to be re-taught. The information from these assessments guides the instruction for each teacher. Pre-assessment screenings are also used to assist teachers in guiding their instruction. The assessment data can allow teachers to better understand what concepts are most difficult for students to understand.

The administration team also plays a significant role in systematically using data to improve instruction. Over the summer months, the administrative team disaggregates all the Standards of Learning (SOL) assessment data. They compile this data into simple, easy to understand graphs and charts that they share with the teachers in the fall. Areas of strength are noted and areas of weakness are highlighted for each grade level, each teacher, and each student. The administrative team also makes an effort to break apart individual test items, to give teachers as much information as possible about each student and his/her strengths and weaknesses. Teachers then use this data to help determine if students will require extra time learning certain concepts.

In February, March, and April, the administrative team assesses all the students in grades three through five to determine how they are progressing within the current school year. The admin team creates the assessment for the core curriculum subjects and creates the testing calendar, along with the teachers' assistance. After the students complete the assessments, the administrative team grades the tests and once

again disaggregates the data. They share this information with the teachers to help them determine concepts that need to be revisited. The administrators also meet with each student individually and discuss the results of the assessments. They share with the students areas of strength and areas that need improvement. These meetings allow the principal and assistant principal an opportunity to build positive relationships with the students and help the students understand where they need to improve.

The teachers are continually sharing assessment data with the students' families. They send home graded assignments each week. They also send home a formal mid-term report and a report card at the end of each nine-week grading term. Twice during the school year, the school division has set aside days for parent-teacher conferences. This gives the teachers and parents a time to review all the assessment information and determine ways for the family and school to work together to help the students. The school also uses the PowerSchool gradebook for students in grades second through fifth. This allows families to have access to their child's grade at any point, using this online system. This allows the family and the school to have consistent and constant feedback about the child's academic achievement. Formal assessment information, from the SOL tests, is also mailed to families over the summer months so they are aware of how their child performed on state assessments. As well, PALS data is sent home to families in the fall and spring each year. The school communicates with families about their child's academic performance through many different avenues.

The school also includes their standardized test results and the school report card on the school's website so members of the community may see how the school is performing. Also, the principal speaks to the local Ruritan clubs each year to discuss the state of the school.

3. Sharing Lessons Learned:

Not only do members of our faculty and staff present South River successes, but we also are host to visitors that are seeking guidance and new ideas. Annually, teachers offer various content related presentations within our school division. Additionally, teachers and faculty present content and other initiatives at local and state conferences. It is an honor to be able to share the successes of teachers and students.

Our collaborative reading model receives most of the recognition at the local level as well as at the state level. Classroom teachers, reading specialists, and special education staff have presented this program within the school district numerous times to large and small groups. Similar staff also presented collaborative reading at the Virginia State Reading Association's annual conference. Five elementary schools have requested to see firsthand how this model is implemented. Representatives from each of these schools have observed the model and have conferences with teachers as a follow-up.

Reading and social studies teachers have been asked to present their successes within the district as well. Reading teachers, specialists, and our librarian have presented collaborative reading and South River's Accelerated Reader program. Our unique approach to supplementing reading instruction with Accelerated Reader has caught the attention of surrounding schools. Numerous individuals have also shared our structured test taking strategy system that initiates in early elementary and is executed through fifth grade.

A conference held at a local university also appealed to South River for wisdom. Two of our teachers presented to individuals from across the state our writing and math programs utilized in first grade. On multiple occasions, the principal has been asked to present to new, inexperienced educators. Each year these individuals seek guidance and support from an administrative standpoint. Virginia's self-determination initiative has also recognized South River for our efforts and commitment to the project. Teachers and students were part of a documentary sponsored by the department of education and supported by TTAC.

South River's effective school-wide discipline plan has caught the attention of educators throughout the Commonwealth. Numerous visitors have expressed interest in our "Caught Being Good" program. This

daily acknowledgement system is merely one component of our school-wide plan. We also readily share our weekly acknowledgment system, incentives associated with the program, and our philosophy of discipline. Our "South River Expectations" video has been shared upon request, our website frequently receives positive feedback, and our effective school-wide vision has been publicized.

4. Engaging Families and Communities:

There are various strategies that South River uses in building and sustaining family and community relationships. We offer various services to parents and students, such as specialized training opportunities for targeted groups. South River hosts numerous family events throughout the school year. We also seek input from parents and continuously keep them informed. South River's community relations are vital to the success of students as well.

Because of the special needs of South River students, we offer services that students and families may not be able to provide. Once a week, identified students are provided a backpack of meal supplies. These items are intended to be student sufficient; where the children can prepare their own meals each weekend. We also offer a clothes closet to students in need of certain apparel. Students are afforded necessary clothing items, like winter coats, boots, or mittens. Smile Makers, a mobile dentist, comes to South River to treat students that may not have dental insurance. This program is beneficial to families with limited funds. When appropriate, faculty and staff have provided parenting classes and grandparent training to individuals seeking assistance with raising an elementary age child.

Communicating with families and seeking their input is also valued at South River. We have bi-monthly Parent Advisory meetings that encourage families to come and share their opinions of the operations at South River Elementary School. We also have a parent volunteer on the district committee that represents our school. Classroom teachers send home a weekly newsletter to keep their families informed. Each month a school-wide newsletter is sent home to parents detailing school events and related information. Our website is also used as a tool for keeping families informed and up to date.

South River is very fortunate to have established such positive community relationships. The local Ruritan Readers organization contributes greatly to the success of our students. We receive support from churches and the local government. Numerous business partners renew ties with South River. Nearby colleges and universities seek South River as a training facility for their students and practicums. We plan to continue expanding our community relationships.

Throughout the school year, South River hosts many events that encourage students and their families to participate. Various events include:
- Back to School Picnic
- English Language Learner Night
- Curl Up & Read
- Art & Auction Night
- Math & Science Night
- Walk to School Day
- Smokin' Pig Night

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

South River Elementary School provides a program of instruction which corresponds with the Virginia Standards of Learning. English, math, science, and social studies teachers reference various state produced sources. One of which is the Enhanced Scope and Sequence. This document provides teachers with available resources, suggested activities, and assessment methods. Also, teachers reference the Curriculum Framework. This guide details essential knowledge, skills, and understandings to be gained from content instruction. The state's instructional standards and technical assistance guides are utilized by music, visual arts, physical education, and health education teachers to drive their instruction.

South River's preschool through fifth grade classroom teachers also follow Rockingham County Schools' Essential Diet. This plan expounds upon the Standards of Learning by suggesting best practices and activities that are age and grade level appropriate. Additionally, included in the Essential Diet is a nine-week pacing guide that teachers reference in planning their instruction. Content teachers use this resource as a framework that is aligned to the standards. Despite having such valuable resources and tools, teachers still use their discretion of individual student needs to drive their instruction.

Teachers use a variety of assessments to provide instructional information on student progress. Student's complete individual and group projects, use manipulatives and hands on activities, participate in oral reports, debates, and in class discussions. Classroom games and other fun learning activities are also incorporated as part of formal and informal assessments. Merely observing students and monitoring participation is indicative of student success and understanding. Teachers work collaboratively to differentiate their instruction, and they are determined to meet the learning needs of all students.

Another key assessment tool implemented throughout the school year by teachers and staff is benchmark testing. This process is at the teachers' discretion and the method of assessment is also determined by the content teacher or specialist assisting in the classroom. Initially this provides teachers with baseline data of where their students are performing in certain content areas. At this point, students may be grouped by their ability. Teachers also begin to drive their instruction to meet the needs of the students. Periodically, teachers reassess students and determine further needs or appropriate grouping. Teachers are able to track student progress by continuously assessing them.

As often and appropriate as possible, teachers implement cross curriculum instruction. They strive to apply objectives and benchmarks to more than just one discipline. Teachers and specialists make conscious efforts to integrate instruction and provide students with ultimate learning opportunities. Reading specialists and special education staff participate in this effort as well. The skills and specialized training in various content areas makes these individuals valuable assets with cross curriculum instruction.

Each member of our faculty contributes greatly to the success of our students. Not one teacher claims his or her class as their own. Every teacher feels responsible for the entire student body. Support staff plays a significant role as well. They also hold themselves accountable to the success of students. The faculty and staff at South River are resourceful, competent, and outstanding instructors.

2. Reading/English:

The reading curriculum not only includes an adopted series, but also various supplemental programs (i.e., Read Naturally, Reading A to Z, Test Ready, Study Island, Starfall). Despite the numerous programs utilized, the instructional strategies and practices provided by teachers and specialists are the foundation to our reading success.

Kindergarten reading instruction introduces beginning reader concepts and prepares students for the literacy curriculum in first grade. PALS, IRI, QRI, among other assessments are conducted frequently each year in kindergarten and first grade. Student progress is tracked and appropriate support is provided to students that warrant additional literacy instruction. Such small group or individualized support may include: Title I, TLC, and/or before/afterschool school reading assistance.

Second, third, and fourth grade students are ability-grouped for reading instruction. These students also participate in various reading assessments to determine their reading abilities. At each grade level, students are divided up into high functioning, average, and below grade level reading groups. The exceptional and on grade level readers are each taught by one classroom teacher. Struggling students participate in reading co-lab. South River is renowned for the masterful co-lab model implemented in each of these grade levels. The following individuals comprise the collaborative team: highly competent special education teacher, skilled classroom teacher, and two expert reading specialists. Each day this nearly two hour program allows teachers to work with rotating small groups of students, based on their individual need. Direct word study techniques, fundamental reading instruction with emphasis on fluency and comprehension, and Marzano's strategies are prevalent in the co-lab system.

The RTI focus is strictly reading. This three year old program has developed into a structured, successful initiative with specific attention given to kindergarten through second grade students. There are six certified/highly qualified professionals working one-on-one with struggling readers at least three days each week. Quick Check assessments are frequently conducted and students' progress is closely monitored. The impact and outcomes for students participating in this program has been remarkable.

We also have other practices in place for reading improvement.   Early elementary students are paired with older students to form a book buddy system. AR is a supplemental program used to motivate and encourage students to read independently and meet individualized goals. As well, multiple community and parent events are coordinated to promote literacy.

Classroom teachers and support staff are well-versed with reading instruction. Not only are they adequately trained, but they also participate in professional development opportunities offered locally and by the division.

3. Mathematics:

Curriculum and instruction in math is derived from various sources. Teachers utilize the basal series, Math Their Way, Study Island, Test Ready, and several other supplemental materials. The county's nine week benchmarks and pacing guide provide teachers with direction in their math instruction. Our faculty references these resources, but they also adjust their instruction to meet the needs of their students.

In recognizing the individual needs of students in math, there are grade levels that ability group for math instruction. This allows teachers to re-teach, review, and loop instruction for students that need additional support. Math students that excel are offered enrichment opportunities in class. Despite what level of math competency students exhibit, they are all subjected to hands on math activities, practical real-life problem solving, they experience and utilize a variety of technology sources, and work with math manipulatives.

Students that are having difficulty maintaining the pace of the math curriculum are afforded the opportunity to participate in an afterschool tutoring program. Classroom teachers and specialists work with students one day each week after school in small groups of no more than four students. The instruction is purposeful and the teachers hone in on students' weaknesses by providing additional support.

Additionally, each spring, students in third and fourth grade are divided up into below grade level, on grade level, and above grade level math groups. Students that are performing above grade level standards

are provided enrichment opportunities that may include group projects, iPad activities, or extended time in the computer lab to work with enrichment programs and websites. Students performing as expected are given similar opportunities, but are still fine tuning their math skills with additional practice and instruction. Besides these two large group settings, we also offer focus groups to identified students in need of extra support. Focus groups consist of four to five professionals (i.e., classroom teachers, specialists, administration) tutoring small groups of students. These groups of four to five students rotate math groups each half hour. The instruction that takes place in each of these rotations is intentional and reflective of weaknesses that students exhibited on previous assessments. The atmosphere is intense and the students are serious about improving and performing successfully in math.

4. Additional Curriculum Area:

Science is a curriculum area that challenges students academically, yet they immensely enjoy at South River. The students learn many relevant concepts through the science curriculum. Students find experimentation and exploration to be a very exciting way to learn the science curriculum. They are taught to be inquisitive and to ask questions. Science lessons rely heavily on experiments and hands-on activities to introduce and strengthen science problem-solving skills. This form of constructivist learning allows students to be involved in concrete learning strategies that enhance the ability for students to recall and remember important information concerning the world around them. Through the use of exploration, students are encouraged to be life-long learners, to always ask questions and then seek to discover answers to those questions.

Math and language arts are also integrated into the science curriculum. Math concepts are consistently reinforced during science experiments where students are measuring and weighing objects for their experiments. Also, the science labs require students to write the scientific method for each experiment and reflect on what they are learning. All these skills build upon the foundations that learning should be relevant, meaningful, and exciting for students.

The school also sponsors a Math and Science Night in collaboration with the Parent Teacher Association (PTA). During this event, students have the opportunity to visit over ten stations where they may conduct their own science experiment. Students also take several field trips to visit various science museums. The fifth grade visits the Science Museum of Virginia. The first grade students visit the Safari Park. Also, thanks to receiving a grant from Exxon/Mobile and Trout Unlimited, the school has a tank that the students maintain and raise trout to release each spring. This living laboratory allows students to learn about water quality, ecology and habitats, as they raise trout from eggs to fingerlings.   At South River, science is truly a living curriculum.

5. Instructional Methods:

Students are administered a variety of assessments throughout the year to ensure they are progressing with state and local benchmarks. The school principal and assistant principal also play a vital role in the assessment process. In February, March, and April the school's administration team prepares practice SOL assessments for the students. They administer these tests and provide feedback to the students and teachers. The teachers use this data to assist in determining the areas of weakness and allow ample time to review previously taught material prior to the formal state SOL assessments in May. This data is also used to create math focus groups that specifically focus instruction on skills that are deficient within the classrooms. Students are divided into groups based on their mastery or struggles with specific math concepts and teachers focus, intense, direct instruction to remediate these problem areas. The principal and assistant principal also meet with each child individually, in grades three through five, to discuss their performance on the practice SOL assessments to highlight their strengths and to suggest areas for improvement.

The teachers at South River use a variety of research-based instructional strategies to assist students with mastering the curriculum. Teachers work with children on a daily basis in small groups to reinforce and monitor their progress. They focus their instruction on modeling, guided practice, and independent

practice. Students complete independent practice through various activities such as individual and group projects, hands-on activities, participation in oral reports, debates, classroom games and discussions.

Teachers differentiate instruction and meet the learning needs of all students. Gardner's theory of "Multiple Intelligences" is utilized as a guide to enhance student learning within the classroom. Teachers orchestrate opportunities for nonlinguistic representations; providing students choices from a variety of learning styles such as visual, auditory, and kinesthetic learning. Teachers also embrace learning differences and celebrate the diversity in their classrooms.

The school's collaborative model for reading instruction is an innovative strategy that helps struggling students with reading. In grades two through four, students are ability grouped and the lowest readers are assembled in a collaborative classroom with four teachers; this creates a teacher-student ratio of 1 to 4. In addition, a station model has also been implemented. The reading stations allow students to transition through a variety of skill areas during their instructional time. The teachers focus their instructional station on developing fluency, learning specific reading strategies for comprehension, writing, vocabulary development, and word study.

The integration of technology across the curriculum also augments the success at South River. The computer labs are used to review and reinforce material. Students use a variety of computer programs and specific websites related to current units of study. Teachers also use SmartBoards, document cameras, and flip cams to present content in an engaging and meaningful way. Every classroom is equipped with a mounted ceiling projector, document camera, and a SmartBoard.

6. Professional Development:

South River has always engaged in professional development. Each year, teachers from South River attend the various professional conferences such as the state's reading conference. Teachers have also attended the English Language Learners conference, Special Education conferences, and Effective School-wide Discipline conferences.

The most recent school-wide professional development has been an innovative partnership between The Curry School of Education at The University of Virginia and South River. After reviewing the PALS results for the past three years, South River has determined that spelling was a weakness for the students; therefore; the school embarked on an intensive word study professional development workshop for the teachers.

The professor at The University of Virginia agreed to teach her word study course in clusters, based on children's spelling and reading abilities. The teachers at South River were requested to register for two focus areas. Each focus area was discussed for two class sessions. At the end of the sessions, the teachers had to submit a video of them employing their newly discovered word study strategies. The professor then provided feedback to the teachers.

In the spring semester, the teachers had debriefing sessions to meet and discuss their current word study practices. They also spent time discussing the textbook *Words Their Way,* which was assigned by the professor. The professional development program is very focused and intentional, with opportunities for practice and reflection.

Every year the school also focuses professional development in the area of instructional technology. The Instructional Technology Resource Teacher (ITRT) is available to work with teachers individually to enhance specific instructional technology skills at least two times each week. The school also hosts a one-day instructional technical workshop, where all the ITRTs from the county visit the school to teach lessons to teachers about various instructional technology software and hardware programs.

South River also participates in division led professional development. At the beginning of each school year, two days are set aside for professional development. Teachers attend sessions on curriculum changes and updates. Also, these sessions focus on innovative teaching strategies that the school division wants teachers to implement. There are also two more days built into the school calendar for these types of professional development opportunities. One such day in the fall is known as "Your Day at School." During this professional development day, the division offers over 150 different sessions and all teachers are asked to register for at least six sessions.

7. School Leadership:

The leadership philosophy is to work collaboratively with teachers, students, families, and the community to do what is best for students. The foundation for this collaborative effort is building and maintaining positive relationships with all stakeholders. The principal also sets high expectations for the school; declaring we should strive for excellence in all things. The principal practices participatory leadership by utilizing the teachers as leaders for the school. The school's leadership team meets twice per month. At these meetings, concerns and issues are discussed, but the main focus is how we can become a better school for our students and community. The principal frequently states "We have not played our best game!" This mindset drives everything the school does with the expectation that the faculty and staff are challenging themselves to always do better.

The administrative team allows teachers professional autonomy to do what is best for students. Their approach; however; is not laissez faire. Each day, both the principal and assistant principal, visit classrooms to greet students and teachers. The administrative team is very much aware of everything that takes place in the school.

The administrative team believes one can never over communicate; therefore, they make efforts to communicate with all faculty and staff members on a daily basis, in person, but they also maintain a weekly newsletter for faculty and staff. Every month they create a monthly newsletter for the students and families so they may stay informed with all that is happening at the school. The administrative team also has an open door policy with all stakeholders. Families, students, faculty and staff are encouraged to visit the principal or assistant principal any time there is an issue or concern. They also respond to every email they receive and make an effort to return phone calls promptly.

The administrative team leads by example. They work long hours Monday through Friday, and you can always see their vehicles at the school on the weekends. Their work ethic is instrumental in setting the tone that we will do whatever it takes for our students. They also take pride in creating an atmosphere where students, faculty, and staff feel safe. Their effective school-wide discipline plan has been a model for many area schools because of its proactive practice and the vast amount of positive reinforcements that the students receive. Every day they recognize students for making good choices and each week they highlight students of character counts. At the end of each week, the principals spend time playing with students that have earned this privilege because of their exemplary behavior.

The administrative team supports the teachers in numerous ways. They provide additional resources for their classrooms. The admin team also serves as instructional leaders. They spend countless hours disaggregating assessment data to help teachers focus their instruction and provide immense support to all teachers and are hands on in every aspect of the job.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3 Test: Grade 3 Math

Edition/Publication Year: 2006-2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Pass/Proficient	99	100	96	94	93
Pass/Advanced	54	46	58	41	52
Number of students tested	71	58	55	64	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	0	1	0
Percent of students alternatively assessed	0	3	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass/Proficient	97	100	100	89	89
Pass/Advanced	37	34	63	30	47
Number of students tested	38	32	24	27	19
2. African American Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested	1	1	3	2	2
3. Hispanic or Latino Students					
Pass/Proficient	100				
Pass/Advanced	40				
Number of students tested	10	6	2	3	4
4. Special Education Students					
Pass/Proficient	91			83	
Pass/Advanced	55			58	
Number of students tested	12	6	7	12	8
5. English Language Learner Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested	3	6			2
6.					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
NOTES:					

12VA1

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 3 Test: Grade 3 Reading

Edition/Publication Year: 2006-2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Pass/Proficient	94	91	85	95	92
Pass/Advanced	42	43	18	26	28
Number of students tested	71	56	55	64	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	0	1	0
Percent of students alternatively assessed	0	4	0	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass/Proficient	89	91	88	93	95
Pass/Advanced	31	41	17	19	32
Number of students tested	38	32	24	27	19
2. African American Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested	1	1	3	2	2
3. Hispanic or Latino Students					
Pass/Proficient	100				
Pass/Advanced	30				
Number of students tested	10	6	2	3	4
4. Special Education Students					
Pass/Proficient	82			83	
Pass/Advanced	33			25	
Number of students tested	12	6	7	12	8
5. English Language Learner Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested	3	6	2		2
6.					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
NOTES:					

12VA1

18

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 4 Test: Grade 4 Math

Edition/Publication Year: 2006-2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Pass/Proficient	100	100	94	78	86
Pass/Advanced	61	47	32	28	49
Number of students tested	57	58	62	66	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	2	1	1
Percent of students alternatively assessed	4	2	3	2	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass/Proficient	100	100	88	66	76
Pass/Advanced	55	46	23	10	35
Number of students tested	31	28	26	29	29
2. African American Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested	2	3	2	2	1
3. Hispanic or Latino Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested	7	3	3	7	8
4. Special Education Students					
Pass/Proficient			91		
Pass/Advanced			36		
Number of students tested	6	5	11	4	4
5. English Language Learner Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested	3	2		3	4
6.					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
NOTES:					

12VA1

19

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 4 Test: Grade 4 Reading

Edition/Publication Year: 2006-2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Pass/Proficient	100	97	95	91	88
Pass/Advanced	65	41	44	36	53
Number of students tested	57	58	62	67	65
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	2	1	1
Percent of students alternatively assessed	4	2	3	1	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass/Proficient	100	96	88	83	76
Pass/Advanced	52	39	31	23	41
Number of students tested	31	28	26	30	29
2. African American Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested	2	3	2	2	1
3. Hispanic or Latino Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested	7	3	3	7	7
4. Special Education Students					
Pass/Proficient			100		
Pass/Advanced			64		
Number of students tested	6	5	11	4	4
5. English Language Learner Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested	3	2		3	3
6.					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
NOTES:					

12VA1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 5 Test: Grade 5 Math

Edition/Publication Year: 2006-2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Pass/Proficient	98	98	95	94	96
Pass/Advanced	57	82	53	63	51
Number of students tested	60	60	65	64	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	1	2	1
Percent of students alternatively assessed	2	3	2	3	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass/Proficient	100	96	89	86	90
Pass/Advanced	57	73	32	48	41
Number of students tested	28	26	29	29	31
2. African American Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested	3	1	2	2	2
3. Hispanic or Latino Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested	6	3	6	7	1
4. Special Education Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested	3	6	4	4	5
5. English Language Learner Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested	4		3	4	
6.					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
NOTES:					

12VA1

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 5 Test: Grade 5 Reading

Edition/Publication Year: 2006-2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Pass/Proficient	98	98	97	95	91
Pass/Advanced	47	45	29	43	35
Number of students tested	60	58	64	62	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	2	1
Percent of students alternatively assessed	0	0	2	3	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass/Proficient	96	96	97	93	81
Pass/Advanced	39	27	17	33	13
Number of students tested	28	26	29	29	31
2. African American Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested	3	1	2	2	2
3. Hispanic or Latino Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested	6	3	5	6	1
4. Special Education Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested	3	6	4	3	5
5. English Language Learner Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested	4		2	3	
6.					
Pass/Proficient					
Pass/Advanced					
Number of students tested					
NOTES:					

12VA1

STATE CRITERION-REFERENCED TESTS
Subject: Mathematics   Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Pass/Proficient	98	99	94	88	91
Pass/Advanced	57	58	47	43	50
Number of students tested	188	176	182	194	196
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	5	3	4	2
Percent of students alternatively assessed	2	2	1	2	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass/Proficient	98	98	92	80	84
Pass/Advanced	48	49	38	29	40
Number of students tested	97	86	79	85	79
2. African American Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested	6	5	7	6	5
3. Hispanic or Latino Students					
Pass/Proficient	100	100	100	70	69
Pass/Advanced	43	50	18	5	31
Number of students tested	23	12	11	17	13
4. Special Education Students					
Pass/Proficient	94	94	86	79	76
Pass/Advanced	40	23	45	44	35
Number of students tested	21	17	22	20	17
5. English Language Learner Students					
Pass/Proficient	100				
Pass/Advanced	30				
Number of students tested	10	8	3	7	6
6.					
Pass/Proficient	0	0	0	0	0
Pass/Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12VA1

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Pass/Proficient	97	95	92	93	90
Pass/Advanced	50	43	30	34	38
Number of students tested	188	172	181	193	195
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	3	3	4	2
Percent of students alternatively assessed	1	2	1	2	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass/Proficient	94	94	91	89	82
Pass/Advanced	40	36	21	25	27
Number of students tested	97	86	79	86	79
2. African American Students					
Pass/Proficient					
Pass/Advanced					
Number of students tested	6	5	7	6	5
3. Hispanic or Latino Students					
Pass/Proficient	95	83	90	80	66
Pass/Advanced	34	24	9	12	0
Number of students tested	23	12	10	16	12
4. Special Education Students					
Pass/Proficient	89	88	90	84	82
Pass/Advanced	37	17	41	21	23
Number of students tested	21	17	22	19	17
5. English Language Learner Students					
Pass/Proficient	90				
Pass/Advanced	19				
Number of students tested	10	8	4	6	5
6.					
Pass/Proficient	0	0	0	0	0
Pass/Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12VA1