2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education   [X] Public   [ ] Private

Cover Sheet   Type of School
                     (Check all that apply)

[X] Elementary   [ ] MIddle   [ ] High   [ ] K-12
[ ] Charter   [ ] Title I   [ ] Magnet   [ ] Choice

Name of Principal   Mrs. Virginia Ripperger

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name   Springwoods Elementary School

(As it should appear in the official records)

School Mailing Address   3815 Marquis Place

(If address is P.O. Box, also include street address.)

Woodbridge	Virginia	22192-6228
City	State	Zip Code+4(9 digits total)

County   Prince William   State School Code Number*   0320

Telephone (703) 590-9874   Fax   (703) 590-1457

Web site/URL www.pwcs.edu/springwoods/   E-mail   rippervl@pwcs.edu

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____

Principal's Signature

Name of Superintendent   Dr. Steven L. Walts

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name   Prince William County   Tel. (703) 791-8712

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson   Mr. Milton C. Johns

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.

6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT   (Question 1-2 not applicable to private schools)

1.   Number of schools in the district:

55	Elementary schools
15	Middle schools
0	Junior High Schools
10	High schools
6	Other
86	TOTAL

2.   District Per Pupil Expenditure: 9384

    Average State Per Pupil Expenditure: 9755

SCHOOL   (To be completed by all schools)

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

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

4.   2   Number of years the principal has been in her/his position at this school.

    5   If fewer than three years, how long was the previous principal at this school?

5.   Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
Pre K	3	5	8		7			0
K	54	35	89		8			0
1	43	42	85		9			0
2	57	56	113		10			0
3	55	41	96		11			0
4	61	58	119		12			0
5	56	44	100		Other			0
6			0					
TOTAL STUDENTS IN THE APPLYING SCHOOL								610

6. Racial/ethnic composition of the school:

0	%	American Indian or Alaska Native
11	%	Asian or Pacific Islander
22	%	Black or African American
11	%	Hispanic or Latino
56	%	White

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year ___13___ %

This rate should be 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 until the end of the year	39
(2)	Number of students who transferred from the school after October 1 until the end of the year	42
(3)	Total of all transferred students [sum of rows (1) and (2)]	81
(4)	Total number of students in the school as of October 1	610
(5)	Total transferred students in row (3) divided by total students in row	0.13
(6)	Amount in row (5) multiplied by 100	13

8. Limited English Proficient students in the school: ___10___ %

___61___ Total Number Limited English Proficient

Number of languages represented: ___20___

Specify languages: Amharia, Arabic, Hakka (Chinese), Mandarin (Chinese), Farsi, German, Gujarati, Indonesian, Korean, Punjabi (Eastern), Spanish, Tagalog, Tamil, Thai, Turkish, Twi, Urdu, Vietnamese, Punjabi, Unknown

9. Students eligible for free/reduced-priced meals: ___15___ %

Total number students who qualify: ___94___

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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: _____15_____ %

                                                     _____94_____ Total Number of Students Served

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

1	Autism	0	Orthopedic Impairment
0	Deafness	9	Other Health Impairment
0	Deaf-Blindness	7	Specific Learning Disability
6	Emotional Disturbance	69	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
1	Multiple Disabilities		

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	
Classroom teachers	24	
Special resource teachers/specialists	9	2
Paraprofessionals	4	
Support Staff	6	6
Total number	45	8

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   _____25_____ **: 1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	97 %	97 %	97 %
Daily teacher attendance	99 %	99 %	99 %	99 %	92 %
Teacher turnover rate	19 %	18 %	9 %	24 %	9 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

2002-03 Lower daily teacher attendance was the result of almost a year-long absence of one teacher due to illness of her daughter.

Higher teacher turnover rate due to retirement of teachers and spousal military transfers.

PART III - SUMMARY

Springwoods Elementary School is one of 55 elementary schools in Prince William County (PWC), the second largest school division in the Commonwealth of Virginia. Springwoods Elementary was established in 1985 as a neighborhood school and currently has a population of 640 students. With a thriving economy, Prince William County has seen an enormous influx of new residents and Springwoods has evolved to serve the needs of an ever-changing student population while maintaining the highest standards of success, satisfaction, and parental involvement. Over the past nine years, the diversity rate at Springwoods has doubled from 27 percent minority to 54 percent, and the number of students who qualify for free and reduced lunch has grown from 8 percent to 16 percent. Yet on every standard of achievement, students at Springwoods continue to meet and exceed their goals. Since the Virginia Standards of Learning (SOL) were adopted in 1995, both schools and individual students are required to demonstrate proficiency in meeting rigorous academic standards. Students at Springwoods Elementary have consistently been among the top scoring in all core areas. Springwoods Elementary takes pride in its vision to educate all students to the highest level of academic performance and has been recognized as a PWC School of Excellence for seven consecutive years. This is a distinction that no other elementary school in Prince William County has surpassed and it is truly an affirmation of our dedication to providing a world-class education. At Springwoods this means:

oThe focus is on teaching and learning.
oInstruction is engaging and rigorous.
oReading and writing are taught in all content
  areas.
oA sense of belonging pervades our school.
oClassrooms and offices are welcoming and
  inviting.
oCollaboration is the key to accomplishing the
  goals of our Strategic Plan.

The staff at Springwoods Elementary is comprised of a dedicated group of highly qualified professionals that work together on a daily basis to promote student academic growth and nurture a lifelong love of learning. From the minute you walk through the front door, there is a sense of trust, respect, responsibility and mutual caring. Administrators have established a cohesive environment, where all voices are heard in the decision-making process and every decision is made in the best interest of children. Teachers meet weekly for collaborative planning to analyze assessment data and develop strategies for instruction. Periodic school-wide and grade-level meetings ensure that curriculum is aligned both vertically and horizontally. All teachers have an individual staff development and growth plan that supports the use of current best practices, and new teachers are assigned strong mentors for instructional support and professional growth.   Springwoods' strength lies in the faculty's ability to enhance educational experiences in a way that allows each child's optimum growth.

A true professional learning community, Springwoods' teachers identify what students are expected to know and be able to do, recognize through formal and informal assessments when they can do so, and join forces to intervene and extend when a student cannot meet a standard or when they far surpass it. Failure is not an option at Springwoods Elementary School and each child's success is the responsibility of everyone.

Springwoods has the support of an active Parent and Teacher Organization (PTO) and Parent Advisory Council (PAC). Knowledgeable of the achievement data and strategic plan, members of both organizations make generous contributions of time, resources and financial support to help Springwoods students and staff meet and exceed their goals. Through an effective communication network, parents, teachers, community businesses and churches work together to ensure that every child at Springwoods has a solid foundation upon which to grow and flourish. Parent volunteers are a vital component of the school's success and are an integral part of the daily routines within the school.

At Springwoods Elementary School, it is understood that students have the right to the best school we can provide. Parents, teachers, administrators, the business community and students themselves have created a positive, caring, and intellectually challenging environment. Learning is continuous. Success is an expectation.

Our motto is, 'Reach for the Stars!' Our students do!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

   Assessment Results: The Standards of Learning (SOL) for Virginia Public Schools, adopted in 1995, describe the expectations for student learning and achievement in Grades K-12. In the four core areas of English, Mathematics, Science, and Social Science/History, a curriculum framework provides details of the specific knowledge and skills students must possess to meet the standards for these subjects. To meet those standards, the state developed end-of-year comprehensive criterion-referenced tests to measure student mastery in Reading, Mathematics, Social Studies, and Science in Grades 3 and 5. Assessments in Reading and Mathematics were added for Grade 4 in spring 2006 in response to the provisions of the No Child Left Behind Act. Students are scored on a scale from 0-600 with a score of 400-499 representing a proficient level of performance and a score of 500-600 representing an advanced performance level. Springwoods' results can be found on the Virginia Department of Education Web site, www.doe.virginia.gov/.

   At Springwoods, we have been very successful at not only meeting, but exceeding the state standards in Reading.   Regardless of the fact that the Reading SOL testing format was changed and testing accommodations limited, Grade 3 students in 2006-07 scored a 90 percent pass rate in Reading and 59 percent exceeded state standards. Our fourth graders achieved a 97 percent pass rate in Reading in 2005-06 (the first year this test was administered) and a 98 percent pass rate in 2006-07. In Grade 5, the 2007 Reading scores were celebrated in all areas. The total reading score was 99 percent passing and 44 percent exceeding state standards. Springwoods' Grade 3 Mathematics scores in 2006-07 report a perfect 100 percent passing and a very substantial score of 60 percent of the students exceeding state standards. For Grade 5 Mathematics, 98 percent of the students passed with 56 percent of the students exceeding standards.

   For the 2006-07 reporting year, data reveals that subgroups have made dramatic growth in closing the achievement gap by not only meeting but exceeding state standards. Our students with disabilities scored a 100 percent pass rate in grades 3 and 5 in both Reading and Mathematics. An advanced rate of 75 percent in Grade 3 Reading and a 47 percent advanced rate in Grade 5 Reading was achieved by these students this same year. Our economically disadvantaged students in Grades 3-5 scored a pass rate of 88 percent or higher in both Reading and Mathematics for 2006-07.

   We have put our best efforts into closing the achievement gap and not leaving any child behind. Even though our demographic population has changed over the past six years, we continue to hold all children to high expectations as evidenced by their performance.

2. **Using Assessment Results**

   Using Assessment Results: Since continuous improvement is a number one priority at Springwoods Elementary School, disaggregating both summative and formative data is part of our short-and long- term strategic planning. Teachers and administrators use the annual summative data from the Virginia Standards of Learning (SOL) tests to drive instruction and ensure academic excellence for all subgroups at Springwoods. Extensive SOL data is obtained through the Prince William County Schools (PWCS) Data Warehouse which is a repository of student demographic and test data that is aggregated into school, teacher, and student level reports. These reports are used for our strategic planning and student needs analysis. For example, in the 2005-06 school year, our analysis of fifth grade mathematics scores produced a focus on mathematics in our school strategic plan.

   Additionally, PWCS Common Formative Assessments (CFA) are administered in grades 2-5 after each unit of study in the four core subjects. Data from these formative tests allows us to frequently monitor student achievement and ensure the curriculum is being taught. Data from these CFAs is used to identify students in need of enrichment or remediation. Small group instruction is offered before, during, or after-school depending on student needs.

3. **Communicating Assessment Results**

Communicating Assessment Results: Parents at Springwoods Elementary School play an active role in the education of their children and are kept abreast of progress in multiple ways. In addition to report cards which are sent home quarterly, interim progress reports are sent home during the fourth week of every nine-week grading period. Classroom folders containing student work are sent home weekly. Teachers frequently conference with individual students to set goals and evaluate progress. Conferences are scheduled twice a year with parents, but teachers meet with them whenever necessary. Parents are invited monthly to an informal Principal's Coffee to discuss assessments as well as other topics of interest. The Parent and Teacher Organization (PTO) and the Parent Advisory Council (PAC) which consists of teachers, administration, parents and community members, are forums for discussing and celebrating school success. Classroom newsletters and email addresses can be accessed through the school Web site. Strategies for increasing student performance are shared at grade-level parent programs throughout the year.

State assessment results are mailed to parents, and school/division results are reported to the public in local newspapers. The Commonwealth of Virginia also provides an Annual School Report Card to the community. This report contains school, division, and state performance results including accreditation and adequate yearly progress (AYP) status.

4. **Sharing Success:**

Sharing Success: As a School of Excellence, Springwoods believes it is a responsibility and a privilege to share its best teaching practices with other educators. Our teachers and administrative team have presented successful teaching strategies at local, state, and national conferences on topics that include balanced literacy, reading recovery, reading and writing across the curriculum, individualized spelling programs, learning styles, Marzano's strategies in Classroom Instruction That Works, and technology.

Current available technology has made it easy to share information in an efficient manner. Electronically, we share our success with others on the county Web site with updates and briefs of events within the school. Through the division Intranet we share our success using Data Warehouse, which processes all of our demographic and assessment data. Our school plan, published on the Intranet, outlines our student and school goals, objectives for the future, assessment of the goals, and what is needed to achieve these goals.

Springwoods welcomes visitors from other schools and school divisions to observe techniques and strategies in the classroom. We mentor student teachers, supervise college students exploring their options in education, and provide intern opportunities for new administrators and guidance counselors as well as mentoring National Board Certification applicants. Springwoods' teachers have been active in developing the county's Common Formative Assessments (CFA). Additionally, grade-level teachers meet weekly to discuss results of these tests and formulate plans to effectively reach students whose skills span the learning spectrum.

Our standards are high and, therefore, so is achievement. We diligently share 'what works' with others within the school, and on local, state, and national levels.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

    At Springwoods, the Virginia Standards of Learning along with the Prince William County curriculum guide instruction. Teachers use these documents to create grade-level pacing guides for Language Arts, Mathematics, Science, and Social Studies instruction. The guides are shared with specialists and resource teachers within the school to encourage integration in art, music, physical education, guidance, computer lab, and library lessons. Responsibility for teaching the curriculum is shared by all.

    The Language Arts curriculum integrates reading, writing, speaking, and listening in a balanced literacy approach to instruction. Moving from high levels of teacher support to less teacher support in both reading and writing provides students with many daily opportunities to become competent and confident readers and writers across all curriculum areas. While learning to read is the focus of the early years, reading to learn is stressed in the research strand of the language arts curriculum. The library program provides opportunities for students to practice the information management skills of accessing, evaluating, analyzing, and synthesizing information. Independent reading for pleasure is also part of the language arts curriculum, as we nurture a lifelong commitment to reading.

    The Mathematics curriculum is based on seven strands: computation, estimation, number and number sense, measurement, geometry, probability and statistics, and patterns, functions, and algebra. Students progress from a hands-on approach at the introductory level of a concept to an understanding of the algorithms at the abstract level. Through the use of flexible grouping, students are provided with remediation assistance or extensions of concepts being taught, based on individual mastery levels. The goal of our mathematics literacy instruction is real-world number sense and the development of critical thinking skills.

    The Science curriculum includes units of study in the areas of scientific reasoning and logic, life science, environmental science, physical science, and earth and space science in all grades. Each strand builds upon the previous year's instruction, giving students a more comprehensive understanding of their world. Student curiosity about the natural world is encouraged through use of the inquiry method.

    The Social Studies curriculum contains five basic strands: geography, economics, civics, history, and foreign affairs. Kindergarten and first grades focus on good citizenship, beginning map skills, and the diverse customs and traditions in our multicultural world. Second and third graders explore the ancient cultures of Greece, Rome, Egypt, China, and Mali and their contributions to the world, while also being introduced to basic economic principles. Fourth grade develops an understanding of Virginia's history by examining the influences of its physical and cultural geography. Fifth grade examines United States history, learning about change and continuity through 1877. Our proximity to several Virginia and Washington, D.C. landmarks helps make history come alive through grade-level field trips and outreach programs.

    While teachers of art, music, physical education, and guidance each have county curriculum objectives, in many cases they are able to integrate lessons with classroom areas of study. By aligning lessons with classroom studies, students are given additional opportunities to make meaningful connections that strengthen their knowledge of curriculum content.

2a. **(Elementary Schools) Reading:**

    In addition to the Virginia Standards of Learning, the Prince William County language arts curriculum defines objectives for each grade level in reading, writing, speaking, and listening. However, the strength of our language arts program comes from the Balanced Literacy Model used for the delivery of instruction. The Balanced Literacy Model focuses on reading, writing, and word study, and includes reading to, with, and by children and writing for, with, and by children.

At Springwoods, every teacher is a reading teacher. Our physical education teacher conducts a before-school brain-based learning lab for struggling readers in kindergarten through third grade, our librarian is Reading Recovery trained and provides individual and small group daily reading instruction. Additionally, our instructional technologist supplements reading instruction for our below-grade-level readers in grades 3-5 through a computer-based program called Kid Biz, and our art and music teachers integrate literature and word walls into their daily lessons. Lastly, our principal reads weekly to groups of students during lunch.

Our Reading Recovery certified reading teacher serves as a literacy coach, conducting reading groups in the classroom, and providing model lessons. Ongoing professional development, such as the current Lucy Caulkins' reading/writing program, allows our first grade teachers to try research-based strategies in a collaborative environment. As a staff, we regularly revisit our literacy goals to assure a unified literacy focus. This has resulted in our school's Five Nonnegotiable Literacy Practices: daily read-alouds, independent reading time, guided reading instruction, purposeful daily writing, and at-home reading.

Because we expect all students to reach their greatest potential, we continuously monitor the reading progress of all students. Each student at Springwoods has an individual data folder to track literacy progress from grades K-5. In reading, Phonological Awareness Literacy Screening (PALS), Developmental Reading Assessment (DRA), and Gates-MacGinitie Reading Tests are a few of the reading assessments given at various grade levels. In writing, all students write to a prompt three times a year, and the writings are then scored using a standardized rubric. The data folders inform instruction in several ways. Students with identified weaknesses receive double or triple reading instruction provided by resource teachers, tutors, and classroom teachers. Students with advanced skills may be referred for gifted services or receive other forms of differentiated instruction.

Since parental involvement is critical for reading development, the school sponsors grade specific Literacy Nights throughout the year - teaching parents how to work effectively with their children at home. Lastly, the Springwoods Pledge encourages parents to spend at least 20 minutes each night reading to or with their children.

3. **Additional Curriculum Area:**

Virginia Standards of Learning for Mathematics require that students gain an understanding of the fundamental concepts and develop proficiency in each of the following strands: arithmetic, measurement, geometry, probability, data analysis, statistics and algebra. At Springwoods, we promote an environment in which students develop a comprehensive and enduring understanding of mathematics. Students in kindergarten through third grade are taught using Investigations in Number, Data and Space, a research-based textbook series which engages students in guided inquiry. Students move through a series of mathematics skills in each strand that is progressive across the grade levels.

Since our expectation is that all students will master fundamental mathematics concepts, there is a commitment at every grade level to monitor student progress though continuous assessment. As a result of these assessments, student needs are identified and instruction and intervention strategies are differentiated accordingly. An essential intervention approach is the use of small group instruction. Flexible grouping and focused instruction meet individual needs of students. Additional small group instruction is offered before and after school. Our on-site summer school provides further opportunity for students to continue to practice mathematics skills. Mathematics is extended through whole class instruction as well as by our on-site Gifted Education teacher.

Students learn how to effectively apply mathematics concepts and use a variety of problem-solving strategies. Concepts are introduced and developed through the use of models and hands-on materials. With emphasis on problem solving, reasoning and proof, connections and multiple representations, student mathematical competence is promoted.

Mathematical expectations and information are communicated to parents through grade-level informational meetings, class newsletters, and the Springwoods Web site. By keeping

parents informed of the mathematics curriculum, it enables them to point out the many applications of mathematics in everyday life.

4. **Instructional Methods:**

The Springwoods' administration sets the tone for instruction through its commitment to excellence. High expectations, limited classroom interruptions, and a generous allocation for resources support classroom instruction. Teachers employ research-based strategies such as the use of interactive notebooks and thinking maps to assist students in organizing their thinking. Through on-going teacher collaboration, technology is integrated into classroom lessons in order to actively engage students in the learning process. Our full-time instructional technologist works with teachers to incorporate some of our newest technologies such as the Smartboard, mobile lab, and document camera into daily lesson plans.

Our reading, English for Speakers of Other Languages (ESOL), and special education resource teachers work with students within the general education classrooms. Co-teaching and flexible grouping of students in an inclusive environment have proven to be effective with all groups. Additionally, classroom teachers differentiate instruction based on the most current assessments. Our in-house Gifted Education teacher provides extension activities for use in the classroom, in addition to providing services for identified students and conducting staff development regarding differentiated instruction. Retired Springwoods teachers return each year to tutor students in need of remediation services during the school day. Before and after school tutoring is also available for struggling students. Our partnership with a local church assists struggling K-2 students by providing them with a Saturday morning tutorial and mentoring program.

At Springwoods, we constantly strive to provide students with sound, research-based instructional practices. To this end, our Teachers As Readers groups have proven invaluable, as they give us a common language and shared vision for where we want to go next in our instructional practices. These professional learning communities give teachers an opportunity to learn about, practice, and problem-solve best practices with a built-in network of support.

5. **Professional Development:**

Prince William County's professional development plan is aligned with national standards and best practices and is designed to reflect the goals of the PWCS Strategic Plan: literacy; inclusion; a healthy, safe, and equitable environment; and professional learning communities. In order to meet the needs of all students, promote student learning, and encourage continuous improvement for teachers, Prince William County offers differentiated professional development which reflects curriculum objectives and assessment results.

Springwoods' staff members participate in professional development programs designed to increase content knowledge and effective instructional practices, such as workshops on inclusion strategies; literacy development programs presented by Janet Allen and Jan Richardson; Ruby Payne: A Framework for Understanding Poverty initiative by Prince William County Schools; extension and differentiation strategies such as Thinking Maps; and content area courses in social studies and science. Teachers at Springwoods have served as mentors for new teachers as well as student teachers and have shared their knowledge through presenting at professional development workshops in Prince William County. Site-based staff development is driven by assessment results and is designed with the focus of increasing student achievement.

At Springwoods, we maintain a culture of collaboration by sharing best practice teaching methods learned through professional development with team members and other grade-level teachers. Weekly team planning, including a review of formal and informal assessment results; quarterly team long-range pacing and planning of instruction; and vertical planning with other grade-level teams are opportunities to ensure the success of every student in the school. The staff's commitment to life-long learning and meeting the needs of all students is evidenced by the number of students passing the Virginia Standards of Learning tests and scoring in the advanced range on these assessments.

PART VII - ASSESSMENT RESULTS

Subject Reading (E)   Grade 3   Test Virginia Standards of Learning

Edition/Publication Year 2006-2007   Publisher Pearson

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May/June	May/June	May/June	May/June	May/June
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus % Advance	90	97	92	90	89
% "Exceeding" State Standards					
% Advance	59	59	30	19	24
Number of students tested	98	105	98	106	111
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Black Students					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus % Advance	75	96	81	89	83
% "Exceeding" State Standards					
% Advance	19	48	10	11	17
Number of students tested	17	28	24	20	29
2. Hispanic Students					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus % Advance	85			64	
% "Exceeding" State Standards					
% Advance	46			0	
Number of students tested	13			11	
3. Students Identified as Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus % Advance	88		90	88	90
% "Exceeding" State Standards					
% Advance	44		30	6	10
Number of students tested	17		12	18	10
4. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus % Advance	100	93	92	89	
% "Exceeding" State Standards					
% Advance	75	40	17	0	
Number of students tested	16	16	12	12	

Subject Reading (E)   Grade 4   Test Virginia Standards of Learning

Edition/Publication Year 2006-2007   Publisher Pearson

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May/June	May/June	May/June	May/June	May/June
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Proficient plus % Advance	98	97			
% "Exceeding" State Standards % Advance	61	53			
Number of students tested	113	94			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Black Students					
% "Meeting" plus % "Exceeding" State Standard Proficient plus % Advance	96	95			
% "Exceeding" State Standards % Advance	57	29			
Number of students tested	28	24			
2. Hispanic Students					
% "Meeting" plus % "Exceeding" State Standard Proficient plus % Advance	92				
% "Exceeding" State Standards % Advance	69				
Number of students tested	14				
3. Students Identified as Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Proficient plus % Advance	93	89			
% "Exceeding" State Standards % Advance	60	44			
Number of students tested	16	10			
4. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard Proficient plus % Advance	94	100			
% "Exceeding" State Standards % Advance	56	27			
Number of students tested	16	13			

Subject Reading (E)   Grade 5   Test Virginia Standards of Learning

Edition/Publication Year 2006-2007   Publisher Pearson

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May/June	May/June	May/June	May/June	May/June
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Proficient plus % Advance	99	99	93	94	92
% "Exceeding" State Standards % Advance	44	67	35	51	25
Number of students tested	99	98	117	115	111
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Black Students					
% "Meeting" plus % "Exceeding" State Standard Proficient plus % Advance	97	95	93	94	77
% "Exceeding" State Standards % Advance	16	43	31	31	13
Number of students tested	33	22	29	19	31
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3. Students Identified as Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Proficient plus % Advance	100	100	91	78	80
% "Exceeding" State Standards % Advance	15	27	18	33	10
Number of students tested	14	12	11	12	10
4. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard Proficient plus % Advance	100		72	69	
% "Exceeding" State Standards % Advance	47		22	15	
Number of students tested	16		18	14	

Subject Math   Grade 3   Test Virginia Standards of Learning

Edition/Publication Year 2006-2007   Publisher Pearson

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May/June	May/June	May/June	May/June	May/June
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Proficient plus % Advance	100	96	99	98	93
% "Exceeding" State Standards % Advance	60	77	79	77	64
Number of students tested	98	105	98	106	111
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Black Students					
% "Meeting" plus % "Exceeding" State Standard Proficient plus % Advance	100	92	100	100	90
% "Exceeding" State Standards % Advance	19	72	48	50	41
Number of students tested	17	28	24	20	29
2. Hispanic Students					
% "Meeting" plus % "Exceeding" State Standard Proficient plus % Advance	100			82	
% "Exceeding" State Standards % Advance	77			64	
Number of students tested	13			11	
3. Students Identified as Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Proficient plus % Advance	100		100	94	70
% "Exceeding" State Standards % Advance	69		60	63	30
Number of students tested	17		12	18	10
4. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard Proficient plus % Advance	100	87	92	89	
% "Exceeding" State Standards % Advance	47	67	67	67	
Number of students tested	16	16	12	12	

Subject Math   Grade 4   Test Virginia Standards of Learning

Edition/Publication Year 2006-2007   Publisher   Pearson

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May/June	May/June	May/June	May/June	May/June
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Proficient plus % Advance	89	93			
% "Exceeding" State Standards % Advance	35	53			
Number of students tested	115	94			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	1			
Percent of students alternatively assessed	0	2			
SUBGROUP SCORES					
1. Black Students					
% "Meeting" plus % "Exceeding" State Standard Proficient plus % Advance	82	81			
% "Exceeding" State Standards % Advance	29	29			
Number of students tested	29	24			
2. Hispanic Students					
% "Meeting" plus % "Exceeding" State Standard Proficient plus % Advance	86				
% "Exceeding" State Standards % Advance	36				
Number of students tested	15				
3. Students Identified as Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Proficient plus % Advance	88	78			
% "Exceeding" State Standards % Advance	25	33			
Number of students tested	17	10			
4. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard Proficient plus % Advance	88	73			
% "Exceeding" State Standards % Advance	13	36			
Number of students tested	16	13			

Subject Math   Grade 5   Test Virginia Standards of Learning

Edition/Publication Year 2006-2007   Publisher Pearson

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May/June	May/June	May/June	May/June	May/June
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Proficient plus % Advance	98	95	81	89	82
% "Exceeding" State Standards % Advance	56	64	14	28	23
Number of students tested	100	97	117	114	111
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Black Students					
% "Meeting" plus % "Exceeding" State Standard Proficient plus % Advance	97	80	69	94	65
% "Exceeding" State Standards % Advance	36	45	7	19	13
Number of students tested	33	21	29	19	31
2. Hispanic Students					
% "Meeting" plus % "Exceeding" State Standard Proficient plus % Advance	100	100	80	71	83
% "Exceeding" State Standards % Advance	60	33	0	29	17
Number of students tested	5	9	5	9	6
3. Students Identified as Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Proficient plus % Advance	100	64	64	78	60
% "Exceeding" State Standards % Advance	27	46	0	11	10
Number of students tested	15	12	11	12	10
4. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard Proficient plus % Advance	100	88	39	54	29
% "Exceeding" State Standards % Advance	38	63	0	23	0
Number of students tested	16	9	18	14	7