2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education   ☐ Public   ☒ Private

Cover Sheet   Type of School
(Check all that apply)

☒ Elementary	☐ MIddle	☐ High	☐ K-12
☐ Charter	☒ Title I	☐ Magnet	☐ Choice

Name of Principal   Mr. John Kelly Holmes Jr.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name   Temperance Elementary School
(As it should appear in the official records)

School Mailing Address   1981 Lowesville Road
(If address is P.O. Box, also include street address.)

Amherst	Virginia	24521-4231
City	State	Zip Code+4(9 digits total)

County   Amherst   State School Code Number* 005-0740

Telephone (434) 277-5663   Fax   (434) 277-5594

Web site/URL http://tes.amherst.k12.va.us   E-mail   kholmes@amherst.k12.va.us

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

District Name   Amherst County Public Schools   Tel. (434) 946-9387

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   Mrs. Margaret G. Leggett
(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:

7	Elementary schools
2	Middle schools
	Junior High Schools
1	High schools
1	Other
11	TOTAL

2.   District Per Pupil Expenditure: 2248

     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
     [   ]   Suburban
     [   ]   Small city or town in a rural area
     [X]   Rural

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

          6   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			0		7			0
K	6	8	14		8			0
1	11	8	19		9			0
2	11	5	16		10			0
3	12	8	20		11			0
4	6	16	22		12			0
5	11	8	19		Other			0
6			0					
TOTAL STUDENTS IN THE APPLYING SCHOOL								110

6. Racial/ethnic composition of the school:

1	% American Indian or Alaska Native
0	% Asian or Pacific Islander
8	% Black or African American
8	% Hispanic or Latino
83	% 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 ___8___ %

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	7
(2)	Number of students who transferred from the school after October 1 until the end of the year	2
(3)	Total of all transferred students [sum of rows (1) and (2)]	9
(4)	Total number of students in the school as of October 1	110
(5)	Total transferred students in row (3) divided by total students in row	0.08
(6)	Amount in row (5) multiplied by 100	8

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

    _____ Total Number Limited English Proficient

    Number of languages represented: 2

    Specify languages: English
                                Spanish

9. Students eligible for free/reduced-priced meals: 33   %

        Total number students who qualify: 36

    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: _____8_____ %

_____9_____ 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.

_____	Autism	_____	Orthopedic Impairment
_____	Deafness	1	Other Health Impairment
_____	Deaf-Blindness	7	Specific Learning Disability
_____	Emotional Disturbance	_____	Speech or Language Impairment
1	Hearing Impairment	_____	Traumatic Brain Injury
_____	Mental Retardation	_____	Visual Impairment Including Blindness
_____	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)	1	0
Classroom teachers	6	0
Special resource teachers/specialists	0	6
Paraprofessionals	2	0
Support Staff	1	1
Total number	10	7

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 _____18_____ **: 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	96	%	95	%	96	%	96	%	95	%
Daily teacher attendance	97	%	97	%	95	%	97	%	95	%
Teacher turnover rate	12	%	0	%	12	%	0	%	25	%
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

The percentage of teacher turnover rate for the 2002-2003, school year is representative of two teachers pursuing other positions within the Amherst County Public Schools. For the 2004-2005, and 2006-2007, school year the percentage is representative of one teachers transfer to another position within the Amherst County Public Schools.

14. ***(High Schools Only. Delete if not used.)***

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

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

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

Temperance Elementary School is one of seven elementary schools located in rural Amherst County, Virginia. There is one heterogeneously grouped class per grade level and we currently have an enrollment of 110 students. The staff consists of a principal, six classroom teachers in grades kindergarten through five, one reading specialist, one math resource specialist for third through fifth grades, two instructional assistants, a secretary, a school health assistant, two food service employees, and a custodian. Part-time staff includes a librarian, physical education teacher, speech teacher, special education teacher, guidance counselor, technology teacher, occupational therapist, Phonological Awareness Literacy Screening (PALS) remediation teacher, music teacher and artist-in residence. Our shared vision is to be recognized as a school of academic excellence and we believe that the collaborative efforts of our community and school, the Temperance Elementary Family, will ensure that each child becomes a life-long learner.

The Temperance Elementary Family expands educational opportunities by offering our students field trips that support the comprehension and knowledge of the Virginia Standards of Learning. Students also participate in presentations offered by 4H Extension Office, Theatre IV, The Richmond Shakespeare Theatre, Amherst County Public Library, National Parks Service, and Jamestown/Yorktown Foundation. Our teachers and students also enhance classroom instruction by assuring participation in programs such as WISH (Watershed Improvement Schoolyard Habitat), Second Grade Seconds, The Sunflower Garden, and No Snow-Snow Day which offer real life learning opportunities.

Since Temperance Elementary is a small school in a very close-knit community, it is the nucleus of the community. Each year the school's facilities are used to provide a variety of opportunities for community fellowship, entertainment, and partnerships to assist our students in being the best they can be. Many special events such as Kris Kringle Store, Standards of Learning (SOL) Celebration, Bingo for Books, National School Lunch Week, Barnes and Noble Bookfair, Spring Carnival, Bingo Bluegrass and Barbeque, and Temperance Elementary School Social are a collaboration of faculty, staff, parents, community and Parent Teacher Association. Each year our third grade students receive dictionaries donated by the Amherst Woman's Club and the Amherst Rotary donate world globes to our second grade students. We are also very excited to offer our teachers and students resources from the Tiger Reading Room which is supported by matching grants from the Amherst Lions Club, Amherst Rotary, Amherst Ruritan Club, and the Temperance Elementary Parent Teacher Association.

Temperance Elementary believes that effective communication ensures an effective learning environment. A variety of communication tools are utilized to ensure that we all have a shared vision. Parents are informed of students' progress and concerns through e-mails, student agendas, parent contact logs, interim reports, parent/teacher conferences, weekly classroom newsletters, and monthly school newsletters. The Temperance Elementary Web site offers another communication tool in which weekly newsletters, teachers' contact information, school policies, school information, SOL information, and a calendar of events are posted.

We also understand the importance of recognizing student achievements and communicating high expectations. Upon entering Temperance Elementary, you will quickly be drawn to the 'Terrific Tiger Reader Wall,' showcasing students that have excelled in the Accelerated Reader (AR) program. We also encourage students to excel in mathematics and use the Accelerated Math program to get their name on our 'Math Rocks Wall.' Each month teachers select Students of the Month based on student success in the areas of academics, attendance, and attitude. Students are also recognized at the SOL Celebration, 5th Grade Promotion Ceremony, AR Lock-In, and other special events.

The Temperance Elementary Family truly believes that educating our students to be successful in future endeavors is the responsibility of our students, faculty, staff, parents,

and community. We are dedicated to providing a positive learning environment to every student, every day.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

   The Virginia Standards of Learning were implemented in public school systems throughout the Commonwealth to ensure a successful educational program. Each year Temperance Elementary School utilizes these assessment results to determine the effectiveness of instructional programs and increase student achievement. Students in third grade are tested in the subject areas of mathematics, reading, science, and social studies. Fourth grade students are tested in the subject areas of mathematics, reading, and Virginia Studies. Fifth grade students are tested in the areas of writing, mathematics, reading, science, and United States History. Assessments are scored on an individual student basis and then compiled to provide an overall percentage. Individual student scoring is established by the Virginia Department of Education and are scored as follows: 400 minimum passing score, 400-499 pass proficient, 500-600 pass advance with 600 being a perfect score. Overall percentages in each subject area tested are determined by the percentage of students achieving a minimum passing score.

   Temperance Elementary School has met or exceeded the minimum state and federal accountability standards for the last four years with a state accreditation status of Fully Accredited and meeting Adequate Yearly Progress. Recently Temperance Elementary was acknowledged as a recipient of the Board of Education's VIP Competence to Excellence Award. This award recognizes schools that met all state and federal benchmarks for at least two consecutive years and are making significant progress toward the Virginia Index of Performance (VIP) objectives. The state's VIP awards points are based on the percentage of students achieving the pass advance level on the SOL assessments. Temperance Elementary has also been recognized as a Title I Distinguished School.

   In the curriculum area of reading, our students' Virginia Standards of Learning scores represent the emphasis that our faculty places on this subject area. Assessment results for the past three years confirm Temperance Elementary third grade students have performed at the eighty-fifth percentile with at least thirty-two percent of students achieving a pass advance status. Our fifth grade reading scores for the past three years confirm that at least eighty-seven percent of our students passed the reading assessment with   seventy-one percent achieving pass advance status for the 2005-2006 assessment year and seventy-five percent achieving pass advance for the 2006-2007 assessment year. Our fifth grade students have demonstrated continuous progress for the past three years with the assessment scores as follows: 2004-2005 eighty-seven percent, 2005-2006 ninety-five percent, and 2006-2007 one hundred percent passing the reading assessment.

   We are also very proud of our mathematics scores with our third grade students' scores above eighty-two percent with at least forty-five percent of our students achieving pass advance for the past three years. Our fifth grade students scored at least ninety-five percent for the past two years with seventy-one percent of students achieving pass advance for the 2005-2006 assessment year. During the 2006-2007 assessment year, fifth grade students at Temperance Elementary achieved an overall percentage of one hundred percent passing the mathematics assessment with eighty-nine percent achieving pass advance status.

   With one hundred and nine students, our subgroups might appear small in numbers; however, our subgroup scores indicate that instructional programs addressing individual needs among the students in the subgroups are successful. In the curriculum area of reading, our third grade students identified as disadvantaged achieved a pass rate of seventy-one percent or higher for the past three years and our fifth grade students identified as disadvantaged achieved a pass rate of one hundred percent for the past two years. In the curriculum area of math, our third grade students identified as disadvantaged achieved a pass rate of eighty-five percent for the 2006-2007 assessment year and our fifth grade students identified as disadvantaged achieved a pass rate of one hundred percent for the 2006-2007 assessment year.

   At Temperance Elementary, we are committed to using the assessment results to challenge our students to continue to achieve academic success and perform at higher academic levels.

   Additional assessment information can be found on the Virginia Department of Education Web site, www.doe.virginia.gov.

2. **Using Assessment Results**

Temperance Elementary teachers use Standards of Learning (SOL) results, nine-week assessments, teacher made assessments and other pertinent assessment data to identify areas of strength and weakness for entire classes or grades as well as for individual students. Assessment data is analyzed and used to plan differentiated instruction. Teachers use the state report 'Student Performance by Question' which shows percentage correct on individual SOL questions on the school level as well as percentage correct division wide. Teachers are then able to adapt their instruction in order to improve scores and increase student learning. Nine-week assessment results are used in the same manner but allow the teachers to offer remediation or enrichment directly following each nine weeks. This ensures that each student receives valuable instruction that builds a strong foundation before moving on to the next level. The Ganske is given throughout the year in order to adjust word study instruction to meet the student's current spelling stage. Teachers are then able to address a broad range of student spelling needs within each class. The Phonological Awareness Literacy Screening (PALS) is used to identify K-3 students in need of additional instruction and provide remediation in specific reading areas. Students not meeting the benchmark receive remediation from the PALS teacher. Using PALS, Scholastic Reading Inventory (SRI), Bader, and teacher made assessments, teachers recommend students for the Book Buddies program, and before-, during-, and after-school remediation. Accelerated Math and Reading reports are used to adjust instruction to meet students' individual needs.

3. **Communicating Assessment Results**

Temperance Elementary communicates assessment results using a variety of strategies. Each year parents of students tested in grades three, four, and five are mailed a 'Report to Parents' created by the Virginia Department of Education. This document shares information pertaining to student scores, test category, reporting categories, number correct, number possible, performance results, and performance level description. Parents are invited to visit the school and discuss the report and their child's performance on the SOL assessments. Individual school results are published in local newspapers, school newsletters, Amherst County Public School Web site, and the Virginia School Report Card listed on the Virginia Department of Education Web site.

Each year parents and the community are invited to our SOL Celebration where students receive medals, school mascot pins, and certificates according to their accomplishments on the SOL assessments.

Other assessments results such as nine-week assessments, literacy screenings, Scholastic Reading
Inventories, Accelerated Math, Accelerated Reader, and teacher created assessments are communicated
using interim reports, progress reports, report cards, parent/teacher conference, and parent contacts.

4. **Sharing Success:**

Sharing successful student and teacher accomplishments and instructional strategies with parents, community, colleagues, and other schools is an important part of Temperance's philosophy.

Primary and secondary elementary teachers are able to share successful ideas and strategies during a vertical planning period on a weekly basis. Teachers are encouraged to observe peers in the classroom setting in order to observe successful instruction. An established mentoring program offers new teachers support from veteran teachers who model successful strategies and share proven instructional methods.

Student success is shared through various local publications such as our monthly Temperance School Newsletter, InFocus county newsletter, Lynchburg News and Advance 'In Your Schools' weekly publication, Amherst News Era-Progress, and weekly teacher newsletters. Students are recognized for achievements in academics and character with certificates, displayed photographs and projects, medals, pencils, parties, and ceremonies. Names and photos of the Students-of-the-Month, chosen for academics, attendance, and attitude, are showcased on the Recognition Bulletin Board in the front hallway. Classroom and individual accomplishments in both

Accelerated Reader and Math are displayed throughout the school. Temperance shares student SOL success by hosting an 'SOL Celebration Night.' Students, families, teachers, and community members join together to celebrate student SOL achievement. The PTA provides refreshments after the awards ceremony.

The Temperance team strives to create an atmosphere that encourages and acknowledges personal and academic growth for everyone involved, teachers and students alike.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

   The curriculum for Temperance Elementary School in Amherst County is based on the Standards of Learning for the Commonwealth of Virginia. Using the Curriculum Framework from the Virginia Department of Education, nine-week curriculum pacing guides were developed by the division's curriculum specialists and classroom teachers. In grades two-five, nine-week assessments are administered to assess curriculum mastery and develop remediation and extension. Before, during, and after school remedial programs are available to students identified through teacher, county, and state assessments.

   Language Arts: The language arts curriculum is integrated throughout all content areas. Language Arts includes reading, writing, oral language, and grammar skills. Phonemic awareness, fluency, comprehension, phonics and vocabulary are main components of the reading program. Writing is an integral part of all subject areas in kindergarten through fifth grades. (See 2a. for elaboration.)

   Mathematics: The mathematics curriculum is supported by opportunities for students to problem solve collaboratively and independently. Differentiated classroom instruction insures that individual student needs are addressed. A mathematics specialist instructs students in grades three-five in a departmentalized small group setting. Mathematics instruction and learning is enhanced through a variety of programs, strategies, and resources such as Accelerated Math, Touch Math, interactive Smart Board activities, McGraw Hill 'Math in My World' textbooks, manipulatives, teacher-created materials, as well as computer Internet sites and software such as RiverDeep and Orchard.

   Social Studies: Teachers offer meaningful instruction in social studies that help students develop essential
   knowledge of civics, geography, economics, and history. The use of trade books (biographies, historical
   fiction and non-fiction) is utilized to reinforce social studies content. Participation in social studies Share
   Fairs, Civic Writing Contests (Daughters of the American Revolution), D.A.R.E., and Amherst Women's
   Club Historical Essay) encourage students to apply their acquired knowledge to today's world. Application
   of social studies skills are developed through classroom businesses, field trips (Natural Bridge: Monacan
   Indian Village, Jamestown/Yorktown, Washington D.C., Old Virginia Candle Factory, Amazement Square,
   Monacan Indian Powwow, Saunders' Nursery and Greenhouse, and Appomattox Courthouse and Battlefields),
   and 4-H Civil War reenactments. Resources used such as United Streaming, Race to the Governor's House,
   and SOL Pass.org, are correlated to the social studies curriculum.

   Science: Hands-on activities and experiments are used at Temperance Elementary School to reinforce science concepts and the scientific process. Class gardens, science fairs, an on-site watershed habitat, National Park Service presentations, field trips (National Air and Space Museum, Maymont, Safari Park, National Zoo, Luray Caverns) and opportunities to observe and record animal and plant life-cycles provide meaningful hands-on experiences. Curriculum activity guides created by teachers are used to improve instruction and student learning.

   Computer Lab, Library, Art, Music, and Physical Education: Temperance Elementary students have multiple weekly opportunities to participate in resource classes that teach, support, and enhance curriculum. The library media specialist and the Instructional Technology Resource Teacher (ITRT) work collaboratively with classroom teachers to support the standards of learning. Spring and winter musicals support the language arts curriculum through dramatic presentations. Opportunities are given to share musical and artistic abilities. Physical activities are included to promote active engagement and healthy

bodies.

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

The reading curriculum is based on the balanced literacy approach that includes reading, word study, writing/grammar, and oral language. Temperance Elementary differentiates reading instruction based on the diverse needs of the individual student. The core of our reading program is a combination of the Harcourt Brace reading series and leveled trade books that support content across the curriculum. This program is supplemented with leveled Accelerated Reader books, weekly classroom news magazines; content-specific leveled books circulated from the Tiger Reading Room, reading software, and Internet sites (i.e. Starfall.com and Riverdeep).

Differentiated word study groups provide students with the opportunity to analyze word structure and apply
this knowledge to both their reading and their writing. Daily Writing Workshop allows students to practice
composition, written expression, and usage and mechanics. Writing is emphasized in all content areas at all
grade levels.

To insure that students are taught at their instructional reading levels, a combination of assessment tools is utilized throughout the year. Assessment data are analyzed to identify specific student strengths and weaknesses. Assessment encourages continuous appraisal and improvement of the school reading program for the purpose of increasing student achievement. Assessments include Phonological Awareness Literacy Screening (PALS) (K-3), Qualitative Reading Inventory (QRI), Bader, Ganske, Scholastic Reading Inventory (SRI), EDCON comprehension checks; Virginia SOL released test items, nine-week assessments, and state and local rubrics to assess writing.

Students are motivated and inspired to read through active participation in the Accelerated Reader (AR) Program at Temperance. Incentive programs such as 'AR 500,' 'AR Super Bowl,' 'AR Store,' 'Climbing Reading Mountain,' 'Book Worm Around TES,' 'Fall Into Reading,' 'End of Year AR Lock-In,' and the 'Terrific Tiger Reading Wall of Fame' encourage students to become life-long readers. Other reading and writing incentive programs include 'Book-It,' 'Hit-the-Books,' 'Young Authors,' 'Read Across America,' and 'No Snow-Snow Day.'

2b. **(Secondary Schools) English:**

3. **Additional Curriculum Area:**

At Temperance Elementary School the mathematics curriculum is taught using an innovative approach utilizing flexible parallel scheduling for students in grades three through five. The mathematics specialist and classroom teachers collaborate to provide small group differentiated instruction during the mathematics and reading block. The mathematics specialist provides daily mathematics instruction to secondary elementary students while the classroom teacher provides reading instruction. Flexible grouping is based on analysis of nine-week, teacher, and SOL assessments. Inclusion in differentiated groups is continually reassessed based on individual progress.

The mathematics specialist uses a variety of instructional strategies and resources to promote mathematical reasoning and problem solving. Strategies include the use of manipulatives, Criss-Cross Math, Touch Math, Interactive Notebooks, self-monitoring techniques, songs and chants, and self-created visual cues. Students participate in the Accelerated Math program to review previously learned material and practice new skills. The Accelerated Math program allows the teacher to monitor individual progress in order to adjust and enrich instruction. Individual progress reports are printed and sent home to communicate with parents. In order to offer incentive and encourage mastery of mathematics objectives students participate in our 'Math Rocks' program. Students receive points for objective mastery and earn certificates and prizes according to their individual level of achievement.

Along with strong mathematics foundations established in Kindergarten through second grade, this innovative third through fifth approach is effective as proven by our strong mathematics scores.

4. **Instructional Methods:**

Temperance Elementary teachers and staff work to ensure that all students are successful academically and can ultimately demonstrate this success by passing required Virginia Standards of Learning tests. Instruction is planned and delivered in Kindergarten-fifth grades that help students at all core curriculum levels. By using SOL and practice tests, individual student and group strengths and weaknesses are identified. Teachers offer differentiated instruction based on needs and learning styles. Teachers provide multiple ways for students to acquire new information by providing tiered lessons that offer remediation, practice, or enrichment opportunities.

Students receiving special services benefit from a team-teaching approach that involves the classroom teacher working collaboratively with the Special Education staff, Title I teacher, and resource specialists. Resource specialists such as the library media specialist, art teacher, music teacher, physical education teacher, guidance counselor, and Instructional Technology Resource Teacher provide instruction that continues to expand and build upon the skills developed within the regular classroom. Instructional assistants and tutors support students needing intervention or enrichment.

Technology is used at Temperance to help students gain and demonstrate content knowledge and thinking skills, as well as offer teachers a mechanism for measuring student progress. Smart Boards and other technology tools are available to provide interactive instruction which motivates students at all learning levels. Smart Board teacher-created lessons engage students and provide an effective learning environment. Students have opportunities weekly to visit the computer lab to use technology that reinforces teacher instruction.

5. **Professional Development:**

Enhancing our students' educational opportunities and advancing the curriculum is the primary goal of our
professional development at Temperance Elementary. We willingly participate in available seminars and
conferences. The teachers, but more importantly our students, benefit from the many strategies and
innovative ideas we acquire.

Amherst County sponsors on-going staff development. Creative Independence Through Student Owned Strategies (CRISS), one staff development opportunity, is offered on a yearly basis to all teachers. This class offers practical strategies for reading, writing, discussion, studying, and vocabulary in all content areas. These strategies lead to greater independence by student learners and more effective instruction by teachers.

The Differentiated Project, a joint collaboration between Sweet Briar College and Amherst County Public Schools, offers teachers the opportunity to work with nationally recognized professionals in the field of differentiation. Teachers commit to a three-year cycle ensuring that acquired strategies are mastered and utilized in instruction. Differentiated coaches support teachers as they work through The Differentiated Project.

John Antonetti, a senior partner and consultant for Colleagues On Call, works with Temperance staff to help them understand and implement the SMART Walk method. This methodology enables teachers and administrators to focus on instructional practices by focusing on student learning. At Temperance Elementary a SMART Walk Committee consisting of teachers and the principal, visit classrooms on a regular basis to gather data that are then analyzed for instructional purposes and future professional development.

Grade-level meetings are held throughout the year at the Amherst County School Board Office in order for
grade-level teachers to share instructional practices, analyze assessment data, create

hands-on classroom
materials, and participate in grade-level appropriate professional development.

Each year teachers work with the principal to develop an individual professional development plan. This plan encourages teachers to accumulate a total of 30 points by participating in professional development provided by the county.

Faculty and staff participate in additional professional development by attending the James Madison University Content Academy, University of Virginia Reading Cohort, and the Lynchburg College Cohort.

Temperance Elementary Faculty are dedicated and committed to implementing the best instructional practices so that every child will reach their maximum potential.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test Virginia Standars of Learning Assessment

Edition/Publication Year 2007 Publisher Pearson

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	85	100	94	52	46
% "Exceeding" State Standards	45	40	31	26	13
Number of students tested	20	22	19	19	17
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					
% "Meeting" plus % "Exceeding" State Standard	50	100	100	0	20
% "Exceeding" State Standards	0	0	66	0	0
Number of students tested	2	1	3	3	5
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	100	100	100	100	
% "Exceeding" State Standards	0	0	33	0	
Number of students tested	1	1	3	1	
3. Limited English Proficient Students					
% "Meeting" plus % "Exceeding" State Standard			100		
% "Exceeding" State Standards			0		
Number of students tested			0		
4. Students identified as Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	71	100	100	14	33
% "Exceeding" State Standards	42	14	40	14	16
Number of students tested	7	7	5	7	8

Subject Reading (LA)   Grade 4   Test Virginia Standards of Learning Assessment

Edition/Publication Year 2007   Publisher Pearson

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	95	100			
% "Exceeding" State Standards	33	38			
Number of students tested	21	18			
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					
% "Meeting" plus % "Exceeding" State Standard		100			
% "Exceeding" State Standards		50			
Number of students tested		2			
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	100	100			
% "Exceeding" State Standards	0	100			
Number of students tested	1	3			
3. Limited English Proficient Student					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4. Students Identified as Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	100	100			
% "Exceeding" State Standards	0	75			
Number of students tested	5	4			

Subject Reading (LA)   Grade 4   Test Virginia Standards of Learning Assessment

Edition/Publication Year 2007   Publisher   Pearson

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	95	100			
% "Exceeding" State Standards	33	38			
Number of students tested	21	18			
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					
% "Meeting" plus % "Exceeding" State Standard		100			
% "Exceeding" State Standards		50			
Number of students tested		2			
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	100	100			
% "Exceeding" State Standards	0	100			
Number of students tested	1	3			
3. Students Identified as Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	100	100			
% "Exceeding" State Standards	0	75			
Number of students tested	5	4	0		
4. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard	100	100			
% "Exceeding" State Standards	0	100			
Number of students tested	1	1			

Subject   Reading (LA)   Grade 5   Test Virginia Standards of Learning Assessment

Edition/Publication Year   2007   Publisher   Pearson

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	95	86	93	76
% "Exceeding" State Standards	75	71	40	31	7
Number of students tested	20	21	16	16	14
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					
% "Meeting" plus % "Exceeding" State Standard	100	100	75	100	0
% "Exceeding" State Standards	66	100	0	0	0
Number of students tested	3	1	4	2	1
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	100	100			
% "Exceeding" State Standards	3	1			
Number of students tested					
3. Students Identified as Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	100	100	83	100	50
% "Exceeding" State Standards	80	28	33	0	0
Number of students tested	5	7	0	4	3
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 3   Test Virginia Standards of Learning Assessment

Edition/Publication Year 2007   Publisher Pearson

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	90	81	94	89	66
% "Exceeding" State Standards	25	45	47	52	26
Number of students tested	20	22	19	19	17
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					
% "Meeting" plus % "Exceeding" State Standard	50	0	66	66	40
% "Exceeding" State Standards	0	0	33	100	
Number of students tested	1	1	3	1	
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	100	100	100	100	
% "Exceeding" State Standards	0	0	33	100	
Number of students tested	1	1	3	1	
3. Students Identified as Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	85	57	80	71	33
% "Exceeding" State Standards	14	14	20	14	16
Number of students tested	7	7	0	7	8
4. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard	100	0	100	100	33
% "Exceeding" State Standards	0	0	100	0	0
Number of students tested	1	2	2	2	3

Subject Math   Grade 4   Test Virginia Standards of Learning Assessment

Edition/Publication Year 2007   Publisher Pearson

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	95	100			
% "Exceeding" State Standards	38	77			
Number of students tested	21	18			
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					
% "Meeting" plus % "Exceeding" State Standard		100			
% "Exceeding" State Standards		100			
Number of students tested		2			
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	100	100			
% "Exceeding" State Standards	0	33			
Number of students tested	1	3			
3. Students Identified as Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	100	100			
% "Exceeding" State Standards	0	50			
Number of students tested	5	4	0		
4. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard	0	100			
% "Exceeding" State Standards	0	0			
Number of students tested	1	1			

Subject Math _____ Grade 5 _____ Test Virginia Standard of Learning Assessment _____

Edition/Publication Year 2007 _____ Publisher Pearson _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	95	100	100	61
% "Exceeding" State Standards	89	71	40	56	7
Number of students tested	20	21	16	16	14
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					
% "Meeting" plus % "Exceeding" State Standard	100	100	100	100	0
% "Exceeding" State Standards	100	100	0	0	0
Number of students tested	3	1	4	2	1
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	100	100			
% "Exceeding" State Standards	66	100			
Number of students tested	3	1			
3. Students Identified as Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	100	85	100	100	0
% "Exceeding" State Standards	75	14	16	50	0
Number of students tested	5	7	0	4	3
4. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard		66	100		
% "Exceeding" State Standards		33	0		
Number of students tested		3	5		

FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading (LA) Grade 4   Test _____

Edition/Publication Year _____ Publisher _____

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Math   Grade 3   Test _____

Edition/Publication Year _____   Publisher _____

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Reading (LA)   Grade 3   Test _____

Edition/Publication Year _____   Publisher _____

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Math   Grade 4   Test _____

Edition/Publication Year _____ Publisher _____

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Reading (LA)   Grade 5   Test _____

Edition/Publication Year _____   Publisher _____

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					