

REVISED 3/2/06

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Type of School: **Elementary (Pre K – 5)**

Name of Principal **Mr. Brian Nichols**

Official School Name **T. Ryland Sanford Elementary**

School Mailing Address **480 Colony Road
Newport News, VA 23602-6310**

State School Code Number **290**

Telephone **(757) 886-7781** Fax **(757) 989-0385**

Website/URL **www.sbo.nn.k12.va.us** e-mail **brian.nichols@nn.k12.va.us**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent **Dr. Marcus J. Newsome**

District Name **Newport News Public Schools** Tel. **(757) 591-4502**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board Chairperson **Mrs. Debbie H. Johnston**

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board Chairperson's Signature) Date _____

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 with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2005-2006 school year.
3. If the school includes grades 7 or higher, it has 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the 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.

10. Students receiving special education services: **21 %**

108 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	6	Other Health Impaired
	Deaf-Blindness	64	Specific Learning Disability
3	Emotional Disturbance	34	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

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	2	
Classroom teachers	30	
Special resource teachers/specialists	11	
Paraprofessionals	11	1
Support staff	10	9
Total number	64	10

Average school student-“classroom teacher” ratio: **17:1**

13. Show the attendance patterns of teachers and students as a percentage. 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 between the dropout rate and the drop-off rate.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	95%	95%	95%	94%
Daily teacher attendance	96%	97%	93%	93%	*%
Teacher turnover rate	**31%	20%	23%	18%	16%
Student dropout rate (middle/high)	NA	NA	NA	NA	NA
Student drop-off rate (high school)	NA	NA	NA	NA	NA

* Data not available ** The seemingly significant increase in teacher turnover is attributed to four retirements, two promotions, three resignations (1-family and 2 -relocation), and one transfer.

PART III - SUMMARY

There is good reason to be hopeful about the education of students who attend public schools in poor communities. Schools where over half of all students live in low-income situations *can be* schools where all students achieve at high levels of academic success. This is not known in theory, but in the practices and results at T. Ryland Sanford Elementary School in Newport News, Virginia.

Sanford Elementary has a rich heritage of excellence and unwavering responsiveness to community expectations. It has safe, orderly, and nurturing learning environment; a place where students discover how to explore, imagine, and hope. The student academic success this Title I school has experienced is vastly different from the stereotypes of urban minority schools. As one of the city's top performing schools, Sanford Elementary has established itself as a learning community where there is trust and respect for all, including students, teachers, and support personnel, and where there is a powerful commitment to ensure the academic and personal success of every child.

Aligned with the direction of Newport News Public Schools, the mission at Sanford Elementary is to ensure that each student is empowered with the knowledge and skills necessary to meet the challenges of the future. To see this to fruition, the school focuses daily on the 3 R's – *rigor, relevance, and relationships*. Numerous initiatives for improving the delivery of curricula have been launched and untold hours creating goals, strategies and action plans, have been spent. These efforts offer great promise both for the sustainability of the students' academic achievement and the school's continued recognition of meeting of state accreditation standards and AYP (adequate yearly progress).

At Sanford, school improvement is no mystery because nothing about teaching and learning is left to chance. Every action, practice, conversation, approach, or decision happens purposefully and as result of being *evidenced informed*. Most would call Sanford's ambitious goals of 100% student pass rates a gaffe, but not this school staff. Sanford educators know that incremental, even dramatic, improvement is not only possible but probable under the right conditions. And they have the results and *evidence* to prove it.

Everyday Sanford teachers coach learners to think at higher levels – to master competencies that stretch and broaden the edges of possibilities – and to connect their learning to meaningful entities. They provide classroom atmospheres conducive to learning through warm, non-coercive relationships with students; relevant and meaningful learning; and the expectation of skill attainment instead of memorization. Every effort is made to provide a school environment where teachers can teach and students can learn without the concerns of safety or undue infringements upon the instructional process. Daily, students are provided with significant learning opportunities designed to stimulate creativity, foster problem solving, and enhance intellectual growth. Data, used judiciously and with discretion, monitors and assesses performance, and provides instructional direction. Communication, collaboration, and cooperation among staff, students, and the community makes success possible: for this staff knows the results of deliberate efforts will reach far beyond the school walls.

Dedicated to student achievement and continuous improvement in the delivery of curriculum and instruction, T. Ryland Sanford Elementary School continually strives to be values-led, people-centered, and achievement oriented. The results of which, speak for themselves.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. School Assessment Results

The Commonwealth of Virginia has established Standards of Learning (SOL) to ensure all students are provided a quality education. These standards describe the commonwealth's expectations for student learning and achievement in grades K-12 in English: Reading and Writing, Math, Science, and History. These SOL assessments are criterion-referenced achievement tests. The grade three SOL tests are cumulative and cover curricula taught in grades kindergarten through grade 3. Students are tested in the following categories: English, Math, Science, and History. In Newport News Public Schools students in fourth grade are given the Virginia Studies SOL test which covers the Social Studies content taught in fourth grade. The grade five SOL tests cover curricula taught in grades four and five. Fifth grade students are tested in the following areas: English reading, writing, math, and science.

A minimum scaled score of 400 is required to pass each subtest, with 600 being a perfect score. Scaled scores from 400 - 499 are deemed pass proficient while scaled scores from 500 - 600 are considered pass advanced. The state of Virginia school accreditation ratings require a 70 percent pass rate in all elementary school content areas except for English which requires a grades three and five combined 75 percent passing score, and grade three history and science which each require a 50 percent passing score. In addition to accreditation, state SOL scores are also used to determine Adequate Yearly Progress (AYP) as outlined in the No Child Left Behind Act.

T. Ryland Sanford Elementary School, one of twenty-eight elementary schools in Newport News Public Schools, became fully accredited in 2002. Third grade reading scores have increased from 63% in 2001 to 87% in 2005. In mathematics, third grade students have increased their proficiency from 72% in 2001 to 93% in 2005. Fifth grade students have also made impressive gains. In reading, students have increased their proficiency from 79% in 2001 to 94% in 2005. Similarly, fifth grade math scores increased from 72% in 2001 to 81% in 2005. In addition to earning full accreditation, Sanford Elementary School has also met the provisions for Adequate Yearly Progress (AYP) as set by the standards of No Child Left Behind for the years 2003, 2004, and 2005.

Each subgroup continues to make similar growth. The gap between the minority and non-minority students has been significantly reduced over the past five years. In third grade reading black students have increased their proficiency to 88% compared to 91% proficiency in white students. Similar success is also noted in fifth grade. In the area of reading, 93% of black and 97% of white fifth grades passed the reading portion of the SOL test. In the area of math, 88% of black third graders and 81% of fifth, scored at or above the standard compared to the 91% pass rate of white students in grade three and 97% in grade five. The pass rates of students exceeding the standard have increased in both reading and math for all subgroups.

T. Ryland Sanford Elementary School is a Title I school with greater than 58% of students receiving free or reduced meals. Third grade scores have continued to rise in this subgroup. In reading, economically disadvantaged students have increased their proficiency from 68% in 2003 to 83% in 2005. Third grade students scoring in the advanced range increased from 0% in 2003 to 14% in 2005. Fifth grade economically disadvantaged students have also made impressive gains. In fifth grade reading, the percentage of economically disadvantaged students scoring at or above the proficient range increased from 78% in 2003 to 90% in 2005. Students achieving pass advanced in the area of reading increased from 3% in 2003 to 41% in 2005.

The state website used to complete this document is www.pen.k12.va.us/.

2. Use of Assessment Results to Improve Student and School Performance

Sanford Elementary School uses SOL, quarterly assessment, and classroom generated data to interpret and address the diverse academic needs of its students. Instructional goals are developed once SOL test scores have been disaggregated. The School Improvement Plan is the vehicle by which school related goals are refined at the grade level. Staff members discuss data trends during weekly, collaborative planning meetings to determine students' strengths and weaknesses according to subgroups identified in the No Child Left Behind legislation. The result of this data analysis then guides instruction, in order to differentiate and therefore eliminate any potential achievement gaps.

Grade level representatives comprise the building-based Data Team to facilitate dialogue about data trends during the weekly planning sessions. The team guides teachers through the process of analyzing data, and assists them in realizing how such a practice must guide their instructional decisions. The Data Team reports to the principal monthly and designs additional training as needed.

Each teacher inputs quarterly data for each student into a spreadsheet. The result, compiled with other teachers' data, allows for a collective look at grade level, building and division strengths and weaknesses – a springboard for data dialogue during collaborative planning periods. Data results included on the spreadsheet include interventions used, oral running record score, reading level, SOL reading score, Quarterly Assessment reading score, English grade, SOL math score, quarterly assessment math score, SOL science score, quarterly assessment science score, etc. By taking a closer look at the data on a regular basis, teachers are better able to identify achievement gaps earlier and address the gaps by adapting their instructional strategies accordingly. The subject area results are also used to create individual intervention plans for students at risk of future failure.

3. Communication of Student Performance

As a school with a keen sense of community, Sanford Elementary maintains two-way communication with students, families and the community. Student agendas are used daily by all students to communicate with parents and guardians. Feedback regarding student assignments, projects and tests is shared and discussed through student conferences, communication folders, interim and 9-week reports, phone calls, and home visits. SOL scores are mailed home annually. Parent conferences are held throughout the year, and to accommodate a variety of family schedules, two evenings are dedicated to parent conferences as well.

Sanford teachers take advantage of every opportunity to discuss student performance. Family and community members are welcome at informal functions such as Doughnuts with Dads, Muffins with Moms, Curriculum Fairs, PTA Meetings and Family Fun and Fitness Nights. Workshops such as a Transitions Workshop for 5th grade students matriculating on to middle school and the school division's Family University Network offerings are more formal. While the purpose of these workshops is to enhance student success, they go a long way in ensuring strong family/school relationships. The Parent Involvement Specialist maintains a Parent Resource Center in the front lobby of the school. This center houses information for parents to help them enhance their children's school performance. Grade level curriculum information is periodically featured. Information regarding available community services and help accessing these services is offered as well.

Frequent celebrations also highlight student success. Monthly citizenship receptions, quarterly awards assemblies, the *I Make a Difference* program and a formal promotion ceremony for fifth graders are all presented to celebrate student success. Families and friends are always welcome to join in the celebrations and community participation is encouraged. Civic minded business partners generously contribute student incentives and funding to help implement and support these programs. Business partnerships with the

school have grown from one in 2003 to an impressive 28 in 2005. A school-wide network of television highlights recipients of Honor Roll and Citizen of the Month awards. Technology has also increased communicate through the school website; a wealth of information is available to keep Sanford families informed of upcoming assessments and study guides. As new students enroll at Sanford they are given a brochure outlining student achievement, services and accomplishments as a part of the school counselor's Welcome to Sanford program. Sanford's success has been well documented. An Associated Press article entitled, "Rigorous School Closes the Achievement Gap" was released in the fall of 2003, and published in several newspapers across the country.

4. Sharing School Success

The staff and students at Sanford Elementary School seize every opportunity to share documented successes with other schools. Neighboring schools are encouraged to observe and consult with Sanford staff as a result of its documented academic success. The staff at Sanford enjoys a variety of on-site professional development sessions designed to improve the effectiveness of classroom instruction, implement Newport News Public Schools required curricula, and provide instructional support. These activities are open to all schools. Sanford's staff members also attend professional development activities within the district and participate in workshops and conferences throughout the country. Staff members have supported the efforts of other schools by presenting workshops on topics including Behavior Management Strategies That Work, Questioning Strategies, and Enhancing Speech and Language Development in Kindergarten. These training opportunities provide information about the researched-based teaching strategies utilized by the Sanford staff, and the successful data driven results achieved.

Sanford's staff members attend district-wide curriculum meetings that provide a welcome opportunity to share school success. The principal attends divisionwide administrative training meetings on a monthly basis and lead teachers attend curriculum meetings for social studies, science, math, and special education. Team meetings for Reading Recovery, guidance, media services, and speech pathology provide an open forum for sharing school success in these areas.

Sanford also enjoys a "paired-school" relationship with another Newport News school, Hilton Elementary. Each school shares improvement plans, walkthroughs, and regularly dialogue sessions. Sanford has also developed a cohort for teachers new to the school; a model has been adopted by the paired school. Sanford's teachers are recognized locally and nationally with awards, citations, certificates, commendations and appointments: Who's Who among American Teachers, City Employee of the Month, Past President of the Newport News Reading Council, Leadership Academy completion, and Coordinator of the New Principal's Cohort. Recently, our former principal was recently appointed Executive Director for Curriculum and Instruction, because of her successful leadership.

Sanford uses innovative approaches to share its success in presenting staff development, providing a safe and nurturing school climate for students and parents, and raising SOL scores to eliminate achievement gaps. Parent activities are announced throughout the district and the school improvement plan is always available for review. The school utilizes numerous medium in order to share its success including video conferencing, the *Friday Focus* staff newsletter, shared data collection instruments and numerous planning tools for teaching and school improvement.

PART V – CURRICULUM AND INSTRUCTION

1. Outline of Curriculum

The basis curriculum development in Newport News is the Virginia Standards of Learning. This standards-based curriculum provides students with rigorous, high quality, learning activities, by subject and grade. Sanford Elementary utilizes the Understanding by Design, or backwards design, curriculum framework developed by Jay McTighe and Grant Wiggins. In this backward design, the state standards are used to determine the big ideas or major understandings that students should learn. Once the big ideas are identified, appropriate assessment and learning activities are created to provide students with problems and situations that mirror those found in the world at large. Instructional strategies are chosen to challenge and engage students while keeping the focus on learning. The curriculum design, as well as the instructional strategies it contains, is composed of the best practices identified to date by current research on learning theory. Curriculum and pacing guides are developed by district supervisors with the support of trained classroom teachers. As curriculum units are completed, they are posted on a locally accessed website for use by classroom teachers who then provide feedback for consideration during the revision process.

The goals of the English curriculum are to teach all students to read fluently, to comprehend a variety of printed materials, to write effectively, and to speak in standard English. In Newport News, this curriculum reflects a comprehensive program that uses a variety of materials in to meet the needs of our diverse student population. At the foundation of the reading program are teacher read alouds, shared reading, guided reading, and independent reading. The writing and language arts program encompasses demonstration writing, shared writing, guided writing, independent writing, grammar, and word study. *Harcourt Trophies* is the core reading series and is used to explicitly and systematically to teach and assess phonemic awareness, phonics, vocabulary, fluency, and comprehension. Harcourt instruction is supplemented in the primary grades by the use of the *Earobics Literacy Launch* program. The *Earobics* program provides students with rich, diverse language experiences and facilitates the transition from spoken to written language. Reading achievement is assessed using components of the Harcourt assessment program. This assessment program is supplemented in the primary grades with the use of the *Phonological Awareness Literacy Screening* (PALS) tool.

The mathematics curriculum in the Newport News Public School division follows the state guidelines for Standards of Learning at developmental readiness levels. Throughout a student's mathematics education, specific content strands or topics are taught: number and number sense, computation and estimation, measurement, geometry, probability and statistics, and patterns, functions, and algebra. The Standards of Learning for each strand progress in complexity at each grade level. The elementary mathematics curriculum covers problem solving, communicating, reasoning, making connections, and creating representations. Children as young as age five interact with data to answer questions and illustrate trends. As a result, frequency tables, line plots, bar graphs, pictographs, and line graphs abound in classrooms at Sanford. Strands are repeated at various times throughout the year to spiral the learning and revisit important skills.

The history and social science Standards of Learning are designed to develop the knowledge and skills of history, geography, civics, and economics. Concepts such as democracy, freedom, government or scarcity can only be understood if the language of those concepts is more than just words. Classroom instruction capitalizes on the rich historical context of the Virginia Peninsula Region and is supported by museum partnerships and the school division's participation in the federal Foundations of Freedom grant project. This grant supports fourth and fifth grade teachers through summer history academies, study groups,

teacher field trips, and teacher artifact kits. Partners in this effort include Colonial Williamsburg, Endview Plantation, Lee Hall Mansion, Yorktown Foundation, and the Marnier's Museum. Sanford students take advantage of division sponsored field trips to these and other community amenities.

The science curriculum provides opportunities for students to develop process skills and build content knowledge through student engagement and hands-on, interactive activities including student programs at the Virginia Living Museum and citywide science fairs. Students in grades kindergarten through five focus on the scientific method: observing, hypothesizing, predicting, measuring, communicating, and interpreting data. Centrally located science closets provide teachers easy access to consumable materials and equipment for the required weekly science experiments.

Art education emphasizes learning through inquiry. Students examine aspects of the artistic process through idea generation, problem solving, and self-assessment. Students learn to recognize and apply the elements of art and principals of design in completed works of art. Students investigate and respond to the integral role of art in their own lives, across time and within cultures.

2a. The Reading Curriculum

Reading is recognized as the foundation of all learning at Sanford Elementary School. Early intervention in reading is deliberate and designed to front load success rather than remediate failure. The language arts curriculum is an integrated and literature-based program that provides a balanced approach to the teaching of reading and writing. Within the structure of "model, practice, and apply," students are taught to read and write through real-world literacy activities instead of isolated exercises. Sanford students appreciate reading for information and enjoyment.

Newport News Public Schools' adopted reading program, Harcourt Brace, directs language arts curriculum and instruction. As part of an integrated approach, teachers make natural cross-curricular connections. The series' basal provides for relevant and literature based language arts instruction, providing meaningful learning. The program features instructional support in teaching phonics, phonemic awareness, vocabulary development, fluency, and reading comprehension for both whole and small group delivery. The series incorporates the seven research-based comprehension strategies outlined in the school-implemented book by Ellin Keene, *Mosaic of Thought*. During whole group instruction, teachers model reading comprehension strategies and skills. Students are given opportunities to practice and apply skills at their instructional level during guided reading, guided practice, and independent reading.

The division's balanced literacy framework - guided reading, independent reading, shared reading, reading aloud, demonstration writing, shared writing, independent writing, interactive and guided writing, and word knowledge - is incorporated across grade levels and allows for appropriate, leveled reading and writing instruction. Ongoing assessment and evaluation is central to the framework. As a result, teachers form guided reading groups and make text selections based on students' determined instructional and independent reading levels. Guided reading groups provide for differentiated instruction and are flexible.

3. The Mathematics Curriculum

Sanford teachers use a variety of resources to move students toward understanding and mastery of mathematics. The National Council of Teachers of Mathematics have established six content strands: number and number sense, computation and estimation, measurement, geometry, probability and statistics, Patterns, Functions & Algebra. At Sanford, the teachers use these strands to foster problem solving, critical thinking and logical reasoning skills.

The Virginia Standards of Learning provide teachers with a knowledge base in which to build learning. It assists teachers as they plan their lessons by identifying essential understandings, defining essential content knowledge, and describing the intellectual skills students need to use. Sanford teachers use their curriculum frameworks and division wide pacing guides to plan instructionally appropriate lessons. Teachers are provided common planning time and given extended release hours on a regular basis to devote time for team-based instructional planning. This time allows for common goals to be established and for quality planning, ensuring that students connect mathematical relationships to mathematical experiences.

Newport News Public Schools provides teachers with a building block of knowledge to develop life long learners through the Understanding by Design (UbD) framework for instructional planning. UbD works to help teachers set learning goals, plan assessments, and develop meaningful learning activities. At Sanford, the teachers work together to plan and develop the math program. Lessons are tailored around math skills such as measurement, graphing, time, and money in a hands-on, manipulative based manner to help make mathematical connections to the real world. Necessary computational skills are taught early and spiraled throughout the K-5 curriculum through daily practice and homework connections. Continuous monitoring of student understanding via data analysis of state, division and teacher assessments drives instruction. The students at Sanford are given the opportunity to work in small, flexible groups with teacher collaboration to bolster each student's mathematical education. The teachers augment their math instruction through integration of the curricula to support understanding of how mathematical concepts relate to all aspects of their lives.

4. Instructional Methods to Improve Student Achievement

School-based administration sets the tone for instruction with high expectations, time on task, and scheduled use of all resources. Instructional decisions are expected to be deliberate, evidence informed, and data driven. Planning for optimum instruction and student learning begins at the division level. All elementary teachers are provided a weekly, collaborative, uninterrupted planning session of two and one half hours, which supports the adopted philosophy and research of Richard DuFour as detailed in *Professional Learning Communities at Work*.

At the school level, an additional common planning period of 160 minutes a week is scheduled for each grade level. These planning times are used for disaggregating and analyzing division, school, and classroom assessments and data, discussing and determining common areas of strength and weakness within each instructional area. Weekly grade level plans are generated using pacing and curriculum guides aligned with the division objectives and Virginia Standards of Learning essential questions, knowledge, and skills. The resulting weekly planning document is used as the framework for daily lessons, and it is shared with resource, enrichment, and intervention personnel. This practice ensures that related arts staff fully support classroom instruction. Daily lessons are delivered via recognized best practices and an established common language – which language allows for quality discussion, as well as lesson and assessment design, during the monthly vertical planning session, which supports academic achievement through spiraled curriculum, instruction, and assessment.

Various research-based instructional strategies are implemented school-wide. During uninterrupted literacy blocks of instruction, the instructional method of “Model, Practice, and Apply” allows for a systematic approach to scaffolding - from explicit instruction, to authentic practice, to independent application. Students are encouraged, as described in the heavily used *Mosaic of Thought* by Ellin Keene, to make text to self, text, and world connections. In addition, students are prompted to visualize, infer, question, and determine importance of information. Teachers model and emphasize how these techniques will assist students in comprehension, thus promoting strategic processing when students are reading.

5. Professional Development

To remain abreast of the most current and relevant educational research, the faculty and staff participate in, and often deliver, a variety of professional development opportunities from the individual to the state level.

Upon assignment to Sanford, teachers participate in a “new teacher cohort” that is designed to establish the common language and practices of the school. New teachers are assigned a Pathwise Mentor, or specially trained peer coach, in order to enhance his/her understanding of the planning, preparation, and facilitation of learning activities and assessment strategies. Teachers are encouraged to participate in classroom management workshops as well.

A literacy team, in place at all grade levels, assists with professional development. The literacy team members lead readings, book talks, and the school-based Teachers as Readers group, impact instructional understandings, decisions, and practices. The TeachFirst program, an outcome-based, monthly, site-based professional development offering, is also in place to enhance the skills of the classroom teachers in order to impact student learning.

To further increase student learning and achievement, a grant-funded staff development residency with Ellin Keene - author of the school adopted *Mosaic of Thought*, will offer a variety of demonstration lessons in classrooms, assist in developing a long-range literacy action plan to guide future professional learning, and provide professional books and materials that teachers may use as a platform for further professional book studies. This, coupled with Marzano’s work in *Classroom Instruction That Works*, will enhance student achievement for all students in all subject and at all grade levels, as Marzano’s research recognizes the classroom teacher as the most important factor to student success. As a result, Sanford teachers are effectively trained to develop and deliver high quality instruction.

Sanford educators share their expertise by providing staff development at the division level in all academic areas, behavior management, and parent workshops. In addition, staff members have presented workshops at state and regional conferences including the Virginia State Reading Conference, Association of the Supervision and Curriculum Development Conference, and the Virginia Society for Technology in Education.

PART VI - ASSESSMENT RESULTS

Virginia's Reporting Form for NCLB Blue Ribbon Data
ENGLISH 3RD GRADE
T. Ryland Sanford Elementary
Harcourt/2003

	2004-2005	2003-2004	2002-2003
Testing month	May/June	May/June	May/June
	This is data that is reported on the Website for SOL Report Cards for Virginia's schools. ¹		
SCHOOL SCORES			
% At or Above Meets State Standards	87	58	72
% At Exceeds State Standards	18	9	3
Number of students tested	60	92	64
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Meets State Standards	83	43	68
% At Exceeds State Standards	14	4	0
Number of students tested	35	51	31
2. Black			
% At or Above Meets State Standards	88	49	71
% At Exceeds State Standards	21	6	0
Number of students tested	33	53	31
2. White			
% At or Above Meets State Standards	91	70	74
% At Exceeds State Standards	14	13	6

¹ <http://www.pen.k12.va.us/VDOE/src/index.shtml>

Virginia's Reporting Form for NCLB Blue Ribbon Data
ENGLISH 5th GRADE
T. Ryland Sanford Elementary
Harcourt/2003

	2004-2005	2003-2004	2002-2003
Testing month	May/June	May/June	May/June
This is data that is reported on the Website for SOL Report Cards for Virginia's schools. ¹			
SCHOOL SCORES			
% At or Above Meets State Standards	94	73	88
% At Exceeds State Standards	48	28	11
Number of students tested	80	109	72
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Meets State Standards	90	69	78
% At Exceeds State Standards	41	18	3
Number of students tested	41	61	32
2. Black			
% At or Above Meets State Standards	93	70	89
% At Exceeds State Standards	40	16	3
Number of students tested	42	64	37
2. White			
% At or Above Meets State Standards	97	81	86
% At Exceeds State Standards	59	51	20

¹ <http://www.pen.k12.va.us/VDOE/src/index.shtml>

Virginia's Reporting Form for NCLB Blue Ribbon Data
MATHEMATICS 3RD GRADE
T. Ryland Sanford Elementary
Math in my World/1999

	2004-2005	2003-2004	2002-2003
Testing month	May/June	May/June	May/June
	This is data that is reported on the Website for SOL Report Cards for Virginia's schools. ¹		
SCHOOL SCORES			
% At or Above Meets State Standards	88	78	89
% At Exceeds State Standards	37	32	45
Number of students tested	60	91	64
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Meets State Standards	86	76	94
% At Exceeds State Standards	34	14	42
Number of students tested	35	50	31
2. Black			
% At or Above Meets State Standards	88	75	90
% At Exceeds State Standards	33	21	32
Number of students tested	33	53	31
2. White			
% At or Above Meets State Standards	91	87	87
% At Exceeds State Standards	41	53	61

¹ <http://www.pen.k12.va.us/VDOE/src/index.shtml>

Virginia's Reporting Form for NCLB Blue Ribbon Data
MATHEMATICS 5th GRADE
T. Ryland Sanford Elementary
Math in my World/1999

	2004-2005	2003-2004	2002-2003
Testing month	May/June	May/June	May/June
	This is data that is reported on the Website for SOL Report Cards for Virginia's schools. ¹		
SCHOOL SCORES			
% At or Above Meets State Standards	88	70	79
% At Exceeds State Standards	39	15	25
Number of students tested	80	108	72
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Meets State Standards	83	64	63
% At Exceeds State Standards	27	15	13
Number of students tested	41	61	32
2. Black			
% At or Above Meets State Standards	81	63	76
% At Exceeds State Standards	38	14	16
Number of students tested	42	64	37
2. White			
% At or Above Meets State Standards	97	81	83
% At Exceeds State Standards	47	19	34

¹ <http://www.pen.k12.va.us/VDOE/src/index.shtml>