

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13VA4

School Type (Public Schools): Charter Title 1 Magnet Choice

Name of Principal: Mr. James Scruggs

Official School Name: L. L. Beazley Elementary School

School Mailing Address: 6700 Courthouse Road
Prince George, VA 23875-2533

County: Prince George State School Code Number*: 074-0310

Telephone: (804) 733-2745 E-mail: jscruggs@pgs.k12.va.us

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I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Bobby Browder Superintendent e-mail: bbrowder@pgs.k12.va.us

District Name: Prince George County Public Schools District Phone: (804) 733-2700

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Robert Cox

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

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

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 5 Elementary schools (includes K-8)
2 Middle/Junior high schools
1 High schools
0 K-12 schools
8 Total schools in district
2. District per-pupil expenditure: 9377

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 6
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	14	7	21
K	52	44	96
1	63	63	126
2	49	47	96
3	56	45	101
4	39	49	88
5	52	47	99
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			627

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
37 % Black or African American
13 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
38 % White
10 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 32%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	110
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	106
(3)	Total of all transferred students [sum of rows (1) and (2)].	216
(4)	Total number of students in the school as of October 1, 2011	673
(5)	Total transferred students in row (3) divided by total students in row (4).	0.32
(6)	Amount in row (5) multiplied by 100.	32

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

Total number of ELL students in the school: 35

Number of non-English languages represented: 8

Specify non-English languages:

Spanish, Japanese, Korean, Chinese, Czech, Vietnamese, German, Bangla

9. Percent of students eligible for free/reduced-priced meals: 49%
 Total number of students who qualify: 304

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 11%
 Total number of students served: 69

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

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>12</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>37</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>27</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>8</u>	<u>2</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>9</u>	<u>3</u>
Total number	<u>55</u>	<u>5</u>

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

23:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	96%	96%	97%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

Total _____ **0%**

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

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

Through leadership and cooperation with stakeholders, Beazley Elementary School has created a vision that clearly defines our school's beliefs, goals, and purpose. These beliefs or values serve as focal points for the desired learning environment of students, school improvement proposals, and reflect research and best practices. Our mission, vision, and beliefs are communicated to all stakeholders and drive instruction and promote student learning. We closely monitor the direction we are taking by focusing on student achievement data and evaluating different methodologies of teaching.

Mission Statement

The mission of L.L. Beazley Elementary School, in partnership with the community, is to provide a quality educational program in a safe environment, to assist each student in reaching his/her potential, and to prepare students to be responsible, productive citizens in a diverse and ever-changing society. This belief is guided by several principles which include the following:

We provide a quality education in a safe environment;

We are committed to understanding and meeting the needs of our school community;

We trust and respect each individual so that all may experience pride and joy in their work; and

We are committed to continuous improvement.

Vision Statement

L.L. Beazley is committed in establishing and safeguarding the right to a quality education for all. We are committed to meeting the individual needs of each child, thereby ensuring that each student is a successful learner.

Beliefs

We believe that students and staff have a right to a safe learning environment.

1. We believe that cohesiveness among school, parents, businesses, organizations, and the community enhances quality education.
2. We believe that the schools and the community mutually benefit from the exchange of resources.
3. We believe that all students can learn and deserve a quality education that promotes high academic standards.
4. We believe that education is a sound investment in our future as we prepare each individual child to be a responsible member in the future workforce and in an ever-changing society.
5. We believe that understanding and respect for diversity are essential to being a productive member of society.
6. As a school, we believe that we hold the responsibility to ensure that each individual child reaches his/her educational potential.

More than just words on a page, the mission statement supports the true vision of what stakeholders desire for our school. All parties involved realize that the responsibility we hold for providing for the welfare of each and every child is forefront and ever present. It speaks of the very reason that we are here and is the motivator behind all decisions and actions that take place. Our purpose is to provide equitable opportunities for all learners to be successful—realizing that all learners include all students at Beazley Elementary and that students learn in different ways and through different modalities. It is our

responsibility to motivate and develop students into lifelong learners. This can only be achieved with collaborative efforts by all.

Beazley's strengths and accomplishments begin at the ground roots in our school. Our strong faculty, leadership, teamwork, communication, parental involvement, and commitment to instruction (with regard to the Virginia Standards of Learning) all work together to meet the needs of all students. The Virginia Standards of Learning repeatedly place Beazley Elementary School at the top in the state as well as in our local division. Every year, Beazley has made AYP based on federal guidelines. Also, the Virginia Board of Education has awarded Beazley the Title I Distinguished School Award six out of the last seven years. However, just recently, Beazley was one out of nine schools recognized statewide as earning the Title I Highly Distinguished Award for 2013. Since its inception, Beazley has also earned the Governor's VIP Excellence Award for the last four years. However, for 2012, Beazley earned the highest award recognized by the state of Virginia -the Governor's Educational Excellence Award. Only 86 schools (5%) in Virginia earned this award.

In reflecting upon our accomplishments, it is felt that our challenges are what makes or pushes us to analyze our teaching strategies to achieve our high student achievement. Beazley is located in the most densely populated area of Prince George County as well as being close to the neighboring "Tri-Cities" area. This creates the most affordable housing which supports a high rate of mobility for our school. Our residency boundaries also draw a higher ESL population than the other elementary schools within the county. Yearly, our at-risk preschool program has more eligible students than our sister schools. Working together, our school and parents are proud of our accomplishments.

Based on student achievement and recognition from both the local and state levels, we feel strongly as a community that L.L. Beazley is worthy of National Blue Ribbon status for 2013. Our school operates under the belief that optimal results can be obtained with rigorous curriculum and with building relationships with all stakeholders-"Beazley-where learning in a safe, caring environment comes first".

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. The Virginia Standards of Learning Tests are the assessments that are administered in grades 3-5 and are based on the Virginia Standards of Learning objectives. Tests are scored as advanced (500-600), proficient (400-499) or fail (below 400). Reading and math have 2 levels of fail-fail basic and fail below basic. Based on these tests, Beazley has performed in the top ranks not only in Prince George County, but also compared with schools statewide. Each year Beazley has met both federal AYP (AMO) and state accreditation requirements. State requirements are that 75% of all students pass the reading assessments. Seventy percent of all students must pass the math, social studies, and science assessments. However, in third grade, the requirement is that 50% of all students should pass science and social studies. Beazley's expectation is that all students will pass the assessments for their grade level. Our school action plan is based on this expectation as well as planning for a yearly increase (3%) in the number of students who score in the advanced range. Strategies have been developed and documented in our school action plan for continuing improvement or maintenance of scores in both reading and math. Even though Beazley performs well, we continue to seek out interventions and strategies that will allow our students to reach their full potential.

B. Beazley is proud of its assessment data over the last five years. It is the result of precise team planning/building, well-executed instruction, strong leadership, well-trained staff, and formation of positive relationships. Our goal, documented in the school's Action Plan, is for all students to pass the state required test. Although this goal has not been met and while we are very close, we are performing well above state averages in grade level and subgroup averages.

Reading - In the last five years, 13 out of 15 third to fifth grade level scores ranged from 93% to 98%. For two years, 2008-2009 and 2009-2010, third grade scores remained at 86%. Our highest scores were earned in 2011-2012 with 3rd grade-95%, 4th grade-97%, and 5th grade- 98%. Advanced scores have been as high as 60%. Over the last five years, there was one subgroup, special education, that had an achievement gap of 10, 26, 11 and 26 percentage points respectively in four of the five years. In 2010-2011, third grade special education scored 86% as compared to the grade level of 96%, exactly a 10% difference. In 2009-2010, third grade special education averaged 60% as compared with 86% for the grade level. In 5th grade reading, this subgroup scored 86% compared to 97% for the grade level and in 2007-2008 this subgroup was 70% compared to 96% for the grade level. However, total school averages revealed only one subgroup (special education) in 2009-2010 scored 79% as compared to 93% for the total.

Math - In the last five years, 14 out of 15 third to fifth grade level scores ranged from 88% to 100%. For this past year, third grade scores dropped from 98% to 81%. Our highest scores were earned in 2010-2011 with 3rd grade-98%, 4th grade-99%, and 5th grade-99%. In 2009-2010, 3rd grade scores were 100%, 4th grade-96%, and 5th grade 99%. Advanced scores have been as high as 72%. There was a decline in math scores for Beazley this year just as in all Virginia schools due to new standards being assessed that were of more rigor and challenge. The Virginia state average for math for 2011-2012 was 69% compared to 87% for Beazley's total math averages. As a result, only 9 elementary schools in Virginia were recognized in January 2013 as being Title I Highly Distinguished Schools. Beazley was proud to be one of these. As recognized by Patricia Wright, Superintendent of Public Instruction, "The success of the teachers and students in these schools is particularly noteworthy given the challenging new mathematics SOL tests that were introduced during the 2011-2012 school year." Over the last five years, there was one subgroup (disadvantaged) in third grade that had an achievement gap of 14% in 2011-2012. Fourth grade had an achievement gap of 13% (Hispanic) in 2009-2010. Fifth grade had 23% (special education) gap in 2011-2012 and 14% (disadvantaged) and 21% (special education) gap in 2007-2008. However,

total school averages revealed only one subgroup (special education) in 2011-2012 scored 77% as compared to 87% for the total.

One factor that impacts total and subgroup scores is how mobility affects achievement. There was an average of 32% of new students attending 1 year or less that were tested. Since Beazley serves military families and is located in an area of the county that offers the most affordable housing, mobility and academic interventions are addressed through staff development, staffings, and inservices. Many of our students in transition also receive special education. The number of special education students is increased for our school because Beazley houses most of the self-contained classes for state tested grade levels. This indeed impacts this particular subgroup and causes our percentage of alternatively tested students to be above two percent. Also, the smaller the number of students in any tested pool, the greater the impact that a few number of students passing/failing has on the percentage passing and/or failing rates. The needs of these students are addressed individually. Therefore, in summarizing and analyzing all data, there is not a **trend** in the achievement gap in any subgroup.

2. Using Assessment Results:

Beazley's academic success is due largely to the in-depth data analysis that is completed as an ongoing function of our school. This not only includes analyzing specific test data, but also data collection that is maintained from Kindergarten through fifth grade. Trends and patterns for grade levels as well as individual students are studied so that programs and interventions can be modified and implemented as necessary. An enormous data base is built from a student's first entry into kindergarten with entries made as the student progresses from one grade level to the next. Data from tests and screenings such as PALS, Early Literacy, Title 1, remediation programs, specialized math assistance, STAR Math and Star Reading, and Virginia Standards of Learning results are compiled and tracked. During the year after each quarter, staffings with the principal and school testing coordinator are held individually with all teachers at which time individual concerns with students are discussed. All data maintained for students is analyzed and interventions as necessary are put in place. Teachers are also required to analyze their own data in a written analysis called CARS (Classroom Analysis Results Summary) Report. This is a detailed report that was designed at our school and has since been shared with and used by our sister schools in Prince George. This report requires teachers to not only read data, but be able to comprehend, analyze, interpret, and evaluate this information in order to discuss how their classroom instruction and student learning outcome can improve. In essence, teachers are required to write their own personal "plan of improvement" if needed.

Our principal and school testing coordinator presents a full day of staff development in the fall of each year specifically for Virginia Standards of Learning disaggregation and to share other related information such as mobility and intervention data that impacts student achievement. While weaknesses or specific trends are reviewed for each grade level, teachers use the CARS report to review their individual class results. Teachers have been trained to "chart" their own results by what we refer to as the "Close to Passing" Report. This report allows teachers an opportunity to determine if the overall performance in their class could be improved by better curriculum alignment or simply better integration of test-taking strategies within the daily instruction. At this point teachers are then able to isolate if low performance is a grade level or personal concern. Another area or report that teachers receive training on is how to use strengths and weaknesses by proficiency to determine reporting categories that are true weaknesses. Generally, we train teachers that a reporting category in the 94%-100% range should be considered a strength. This is evidence of tight curriculum alignment. If the reporting categories reflect below 94%, teachers by grade levels work together to assist each other on implementing instructional strategies that will help to increase student achievement. Teachers are also trained to use their individual class mean scaled score summaries for each reporting category to determine if these areas present strengths for their students. While Virginia suggests that a mean score of 30 is a strength, Beazley suggests that the mean score for our students should be at least 35. We have made this a standard in keeping with our goal that we continually want to increase the number of students who are scoring in the advanced proficiency range.

Teachers receive training on how to best utilize the Student Performance by Question Report. Individual, classroom, and grade level reports are analyzed and compared. Teachers find this report very beneficial as it is question specific and indicates any area that a teacher may need assistance.

To determine if there are any achievement gaps in any subgroup we have, teachers are presented the data by grade level and are then required to compare the results with their individual classroom scores. If trends do occur for individual teachers, they are required to address their plan for improvement through the CARS report.

Beazley has put into place a 4th grade writing test to help prepare students for the Virginia Writing SOL test in 5th grade. Staff development is required for teachers to understand the scoring rubric and how to help our students become proficient in the writing process. Both fall and spring test results are analyzed and students who are identified in the bottom quartile are slated to receive remediation for 5th grade.

Beazley communicates data results as well as honors earned through open-house nights, newsletters, school sign, and our county newsletter.

Data analysis in itself is a strength for Beazley. Both our principal and school testing coordinator bring a wealth of information, experience, and insight to our staff when presenting “the facts” from our test results. From just statistics on a page, data is translated into meaningful information so that all-teachers, parents, and students can work together to improve student learning.

3. Sharing Lessons Learned:

Beazley has been a leader by researching information and programs, organizing staff development, and sharing ideas and unique strategies with not only our county schools but also state wide. Beazley has been instrumental in implementing Renaissance Learning in our reading and math program. Our principal designed the staff development that was presented county wide. Lead teachers from our school have been instrumental in training new teachers the Reading Renaissance model as well as offering refresher courses to veteran teachers. Beazley was the first school in the county to adopt “interactive note taking” as a best practice strategy for learning. This was shared with all other schools in the county. When our county moved to a K-5 model, our principal trained all county K-2 teachers on SOL delivery, aligning curriculum, instruction, and assessment. Upon the initial implementation of Virginia Standards of Learning, our principal took the lead in the development of comprehensive resource guides for each classroom teacher at the elementary level.

Test taking strategies have been encouraged to be taught and infused within the daily instruction and assessment of our curriculum. Specific test taking strategies matched with the Virginia Standards of Learning blueprints for teaching reading comprehension have been shared with our sister schools. These have been shared with our teachers through small group presentations. Strategies for teaching math skills as well as how to assess these skills have also been emphasized. In addition, our assistant principal has reviewed and taught “Thinking Maps” during staff in-service to all new teachers countywide during orientation week.

Our principal has conducted a workshop for members of the Virginia Association for Elementary School Principals. The focus of the workshop was on aligning Standards of Learning Curriculum with instruction and assessment and providing both learning and test taking strategies. A brief introduction of the benefits of using the Reading Renaissance model in the reading program in elementary schools was also shared.

Our guidance counselor has been instrumental with sharing testing analysis, data collection process, and overall testing protocol upon the realignment of our schools into the K-5 model. Also, our third, fourth, and fifth grade teachers served as lead teachers to other schools when the K-5 conversion was made.

Our school is recognized as a high performing school and has been acknowledged publicly at school board meetings. Beazley continues to seek out best practices and will continue to share these strategies with others.

4. Engaging Families and Communities:

Beazley's success as a school can certainly be proven by its excellent state test scores. However, it is a long and tedious road to prepare students. Beazley believes that communication is the key to student success. We begin our school year with a welcome orientation to share pertinent information and to ensure students begin the year on the right track. Shortly after the school year has begun, we provide a Back to School Open House Night to discuss curriculum and offer parents an overview of the guidelines of our Reading Renaissance program and present such topics as communication, homework, and gifted education. Each child is provided a school planner to copy homework assignments and as a means for parents and teachers to communicate with each other. We also utilize School Messenger to keep parents updated on school events, dates, and important information. Each year we offer an evening where there are scheduled individual conferences with parents and teachers. Communication is the fundamental principle of success.

A part of Beazley's philosophy is that we want our parents involved in their child's education. Therefore, we offer a parent and student night in the fall and spring filled with reading and math activities and games. To motivate interest, these are theme centered activities.

Beazley organizes an annual math and science day where community members share with our students their careers and how these two disciplines impact their chosen careers. Many of these presentations are hands on activities for our students. To show our appreciation for their time and expertise, we provide a luncheon for our community leaders. During the school year, community members are invited to come in and speak to our students. Some of these include members from our local bank, community service members, Fort Lee, and public service. Our first grade always creates ornaments for the county administration building.

Beazley has networked with our local public library and therefore, had the opportunity to be introduced to a local author. Students are encouraged by our librarian to utilize the services of the public library.

Beazley uses all of these activities as opportunities to relate back to instruction and real world experiences. Through motivation, establishing positive relationships, and maintaining communication between home and school, Beazley will continue to achieve success for all students. To define success our way, "effort + motivation = success".

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

L. L. Beazley School follows Prince George County's curriculum guidelines to support a rigorous academic program that incorporates Virginia Standards of Learning.

Our reading/English language arts program incorporates a balanced program that integrates reading, writing, speaking, and listening. Based on our guidelines for kindergarten, students engage in a variety of oral activities in order to develop their understanding of language and enhance their ability to communicate effectively. Of primary importance is the development of phonemic skills that are the precursor for success in learning to decode words. Transitioning from being an emergent reader, a probable reader, and then to a fluent reader, decoding and encoding skills are taught and integrated in the instruction of comprehension and other word analysis skills. Writing is a systematic process taking students from learning to write letters, words, and basic sentences to develop written communication skills to convey information.

L.L. Beazley's math curriculum promotes standards that include five goals for students: becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representation to model and interpret practical situations. Our focus is to assist students to relate learning to real life situations and problem solving. Emphasis is on number and number sense, computation and estimation, measurement, geometry, statistics and probability, and patterns, functions and algebra. Real life "problems of the day" are provided to help students recognize the relationship that math has within daily living. Throughout these strands, the development of problem solving skills is a major goal of our math curriculum.

Throughout our science curriculum, each grade level reinforces skills in scientific investigation, reasoning, and logic; force, motion, and energy; matter; life processes; living systems; interrelationships in earth/space systems; earth patterns, cycles, and changes; and earth resources. Science provides the key to understanding the natural world. The application of science to relevant topics provides the context for students to build their knowledge and make connections across content and subject areas. L.L. Beazley's science curriculum affords students various strategies that can be used to facilitate these applications and promote a better understanding of the interrelated nature of these topics. A hands-on discovery approach facilitates in the daily instruction and promotes real life situations.

The study of social studies is designed to develop skills in history, geography, civics, and economics. Students are taught skills to develop an understanding of community, country, and world in order to develop pride in our heritage. This enables us to help students become informed, responsible, and participatory citizens. We are also very fortunate that our students are able to participate in field trips to local historical sites such as Jamestown, Yorktown, Williamsburg, Pamplin Park, Petersburg Battlefield Park, and the many various historical plantations.

Our visual and performing arts instruction is delivered through various means. Our music program introduces basic music concepts through singing, playing instruments, motion, and is delivered through classroom, small group, and a selected choir. Students are afforded the opportunity to engage in theatre productions during planned school programs, night functions, and through the annual Fine Arts festival. Art exposes students to cognitive, sensory, and motor development using a problem solving approach. Students learn that art is a personal expression that has value. Art is delivered through classroom instruction, art club, individual, and the annual Fine Arts festival. Students' artwork has been displayed in local public buildings throughout our community. For students that show unique interest or talent in the fine arts, students are offered differentiated instruction through a pull-out session called PAAS.

Physical education instruction combines physical activity with health and nutritional information to help build healthy bodies and healthy minds. These activities are delivered through our P.E. teachers and school nurse.

Technology is integrated within the core curriculum areas. Students have daily access to both computers and tablets. Our curriculum also covers internet safety issues.

2. Reading/English:

Beazley prides itself in developing a love of reading in our students. We firmly believe reading is to the mind as exercise is to the body. We emphasize direct phonics instruction in our early childhood program. In primary grades, we utilize PALS (Phonological Awareness Literacy Skills) to help screen students who may need remediation as well as a resource for all students. We also use Early Literacy to assist teachers in diagnosing students' weaknesses and strengths in early literacy skills.

Our curriculum is supported by research-based strategies. Various programs, Orton-Gillingham, Word Study (Pearson), and independent novel studies, are used to meet literacy needs of each child. As students transition from learning to read to reading, emphasis is placed on comprehension skills. We believe that all learning starts with reading. It is a skill, as with every skill, that requires not just instruction but practice. Beazley supplements its reading program through Renaissance Learning affording students the opportunity to practice reading while teachers closely monitor progress through their individual reading levels. Students are not confined within a set grade level, but are able to read at their recreational level. When students experience difficulty, classroom teachers begin remedial assistance by giving individual instruction, seeking out interventions that are research based, utilizing reading specialist, and referring to our before tutoring program. Motivating students, teachers collaboratively set individual reading goals per nine weeks which are closely monitored by the teacher daily through "Status of the Class". Once goals are met, students are rewarded with activities such as sundae parties, cookouts with the principals, popcorn parties, cupcake parties, etc.

When students are in the need of even more intensive assistance, students are referred to our school Child Study Committee which provides further strategies and interventions to help meet the child's academic needs.

To help challenge our stronger readers, our gifted and talented educator, engages students in critical thinking lessons by using a push-in model. Our gifted and talented educator also provides instruction for identified students in small group.

Beazley believes that our program challenges our students to develop strong reading skills by allowing them to practice their skills as readers and to instill in them a love of reading. As best said by a former Beazley student, "My teachers helped me find a love of reading. I used to pick up the remote control, but now I pick up a book to read."

3. Mathematics:

L.L. Beazley's curriculum is based on the Virginia Standards of Learning. The school's master schedule allows for common planning time among each grade level. This allows teachers opportunity to collaborate, discuss, and share teaching strategies and techniques. These times are set in place so that our ITRT (Instructional Technology Resource Teacher) and math interventionist can be a part of the planning and problem solving efforts. Furthermore, it allows the team time to review progress and achievement of all students on the grade level. Our ITRT is constantly keeping teachers updated with new websites and technology. Our math interventionist provides both the push-in and push-out model in working with students as well as offering individual and small group assistance. Furthermore, our math interventionist attends workshops and conferences to stay current and share effective teaching strategies.

Students are administered quarterly benchmark assessments which are used for diagnostic purposes. Weaknesses that these reports indicate are addressed through MUST (within the classroom), reteaching, time with math interventionist, peer coaching, resource tutoring, summer school, and before school tutoring. During before school tutoring, emphasis is placed on using a variety of modalities and strategies to assist students.

Teachers use a differentiated model during instructional and practice time. Students that need extension are offered push-in lessons with our gifted resource teacher. An accelerated math class is also in place to provide students who excel in math with an enriched experience.

We believe that community involvement is an important component for the success of our students. Parent volunteers as well as military soldiers from neighboring Ft. Lee have also donated time to come into our school and help our students with math. Additionally, parents and community members participate in our annual math activity day and our math activity night. Parents as well as their children have the opportunity to play games and share in activities that help to strengthen math skills. Each year, participation in these math events increases. Various themes are selected to create high interest.

At the end of each day, teachers are expected to do “Wrap Up and Review”. During this time, teachers review and try to use different ways of presenting skills. “Problems of the Day” are presented each morning that require students to use higher level thinking skills.

It is the philosophy of the Beazley team to help our students become proficient in acquiring the skills needed for real world experiences.

4. Additional Curriculum Area:

It is important that as educators, we are able to equip our students with the skills to meet not just educational needs, but also emotional and social. In order to meet this obligation, Beazley encourages students to develop these skills through our art and music programs. Whereas all students are exposed to elements of art and music, students with exceptional talents or interests are encouraged to pursue those interests.

Our music curriculum involves a continuum of full experiences. Vocalizing, learning to read notes, learning to play different musical instruments, and learning about well-known musicians and their contributions to society encompass the body of our program. We believe strongly in giving students many varied opportunities to experience music appreciation. All students learn how to play recorders while our fourth and fifth grade students are given the opportunity to perform in chorus. Students are also given the experience of participating in a winter and spring program performing for their peers, teachers, parents, and community members. They annually perform at the county-wide Christmas Tree Lighting Night and periodically visit local nursing homes. Our Spring Fling is an annual event that highlights the visual and performing arts. Students, parents, teachers, and community members have the opportunity to view performances and products that students have worked on during the school year.

Our art curriculum as well exposes students to well-known artists and affords students the opportunity to experience art first-hand. Art products reflect different cultures and emotions that students are able to interpret. Our students participate in various county and state contests and have created school Christmas Cards for community members. An art club has recently been formed that has completed special art projects, such as, designing and painting the school’s exterior trash cans based on our school mascot-the L.L. Beazley Lion. Our students’ artwork can often be seen displayed in community buildings throughout our county.

Students begin to learn the basic skills of drama through classroom plays and skits. These are generally facilitated using music and/or art. Collaboratively, the classroom teacher, art, and music specialists, work together to produce annual performances, such as, our annual Christmas play/musical.

Beazley believes that through the arts, students are able to build relationships, confidence in their own talents, and respect for individual talents and abilities. Therefore, our mission supports the beliefs that we have incorporated into our program.

5. Instructional Methods:

Beazley provides students with opportunities to learn in different ways by implementing multiple teaching methods and modes of instruction via visual, auditory, and kinesthetic. Teachers are required to differentiate in all lessons. This allows for advanced learners to be steadily challenged while allowing teachers to meet the needs of all other learners. Gifted/talented students receive enhancement through resource pull-outs. Weaknesses defined by subgroups are reviewed, and strategies are placed to address these deficiencies. Some strategies for remedial and advanced learners utilize Thinking Maps, graphic organizers, Ruby Payne's- *A Framework for Understanding Poverty*, and sub-grouping within a grade level.

In math each week, teachers subdivide classes based on needs of students as evidenced either through classroom assessments and/or benchmark testing. Students are rotated as needed from group to group based on current needs. Teachers are able to differentiate instruction for all students from the remedial, average, and advanced learners. Our math interventionist supplements instruction that students needing remedial services receive in the classroom. Individual, small group, resource, and before school tutoring are also used to service students.

Reading Renaissance supplements daily instruction by allowing for individualized goal setting and planning. Students read independently and test on material according to individual reading level known as ZPD. As teachers conduct daily "Status of the Class", students are given the opportunity daily to practice reading orally. Therefore, remedial as well as advanced students receive practice and instruction on their level. Students needing remedial services are assisted through individual, small group, resource and before school tutoring, PALS tutoring, and by our reading specialist.

ESL students receive additional support through our ESL teacher who coordinates with classroom teachers. Technology is utilized with students through such programs as English in a Flash.

Our ITRT assists classroom teachers with utilizing technology for instruction. Technology, which includes computers, SMART Boards, tablets, mimios, etc., is used in lessons through many forms: games, hands-on activities, oral discussions, and practice exercises. Using technology, students are provided the opportunity to not only research, but also for collecting data, creating graphs, etc. Special education classrooms are equipped with IPADS, and teachers have accessed various APPS to assist students as well as bring real life experiences through teaching of the core areas. The ITRT constantly researches and has created an electronic folder of websites for staff to use. Teachers refer to the ITRT to better utilize technology with maintenance, remedial, and enrichment instruction.

6. Professional Development:

Beazley's success is a product of a professional team at its best. The staff at L.L. Beazley is encouraged to register for professional developmental workshops and classes that are offered in the summer and throughout the school year to ensure that all teachers have adequate strategies to meet the needs of diverse learners. Staff development days are built within our yearly calendar and provide opportunities for onsite training. Conferences pertaining to related Virginia Standards of Learning content are well attended. Common planning time is provided for each grade level to allow and encourage the

collaboration for the purpose of general planning, sharing of teaching strategies and ideas, and sharing materials gained from staff development.

Professional development has been a major component of our School Action (Improvement) Plan. We have focused on Virginia Standards of Learning in reading, math, and technology. Both school leaders and selected teachers have attended various conferences and workshops and shared the information with colleagues. Our school psychologist has trained teachers on the RTI model to assist students that are struggling in various areas academically. Our principal and guidance counselor have received in-depth training on using various test taking strategies to help students improve on standardized testing.

Annually, teachers spend extensive amount of time in training exercises with the School Testing Coordinator using the results from the Virginia Standards of Learning tests. Teachers are taught how to use their results both individually and as a grade level to identify weaknesses and create different techniques to address these areas.

The administration ensures that instruction is delivered according to best practices based on research based strategies reinforced through professional development. Continuous staff development provides constant training and retraining on different techniques and modalities that teachers use in order to maintain high student achievement. Beazley's high achievement is credited to its staff.

7. School Leadership:

High student achievement is the expectation at Beazley School. In order to achieve that goal, it is important that faculty and staff members are given the opportunity to be involved in leadership roles and the decision-making process of the school. Our school's administration encourages and promotes high teacher and staff leadership. Our leadership team consists of the principal, assistant principal, guidance counselor, and grade level and/or area chairpersons. This team, known as the Advisory Committee, works together to discuss, collaborate, and make sound decisions as appropriate.

The administration at Beazley has worked very hard in establishing and maintaining an open door policy. While encouraging the staff to become self-reliant and problem solvers, our principal and assistant principal are always available for any needed support. The administration is most positive with the staff by rewarding members on earned merit as well as planning activities that help to improve morale.

Student achievement is constantly being monitored. Staffings occur each nine weeks where teachers must complete the CARS (Classroom Analysis Results Summary) Report. Discussions are held on each student and interventions as necessary are planned with the teacher, counselor, and principal. It is felt that this is an effective means of improving student achievement.

Building relationships is fundamental to ensure success among all stakeholders. The administration works together to establish a good working relationship between faculty members and parents. Teachers are expected to establish this same type of working relationship with their parents and students. Open and honest dialogue is the ultimate goal. Efforts are taken to provide a welcoming and family climate for our students and their families.

The administration believes strongly in protecting instructional time. Teachers are very appreciative of that fact. This is so important in achieving and maintaining high student achievement.

The leadership at Beazley School is committed to promoting effective communication and positive relationships among and between all stakeholders of the school. This is one way in which our school fosters the learning community. Our school's leadership uses a variety of means to ensure that communications are clear and effective and that all staff, parents, and the community have the information they need concerning our students and school.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Virginia Standards of Learning

Edition/Publication Year: 2007-2012 Publisher: Virginia Department of Education - Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	81	98	100	88	93
Advanced	19	72	56	29	59
Number of students tested	91	100	83	125	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	9	5	8	11
Percent of students alternatively assessed	5	8	6	6	10
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	67	100	100	89	90
Advanced	10	56	38	22	50
Number of students tested	22	32	29	40	32
2. African American Students					
Proficient/Advanced	74	96	100	85	89
Advanced	6	66	51	10	39
Number of students tested	38	47	39	54	28
3. Hispanic or Latino Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	9	3	9	5
4. Special Education Students					
Proficient/Advanced	Masked	100	100	93	93
Advanced	Masked	53	50	64	57
Number of students tested	7	15	10	13	15
5. English Language Learner Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	
Advanced	Masked	Masked	Masked	Masked	
Number of students tested	3	2	3	1	
6. White					
Proficient/Advanced	91	100	100	89	98
Advanced	34	77	61	36	68
Number of students tested	34	35	37	57	39
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
The percentage is above 2% for alternatively assessed students because of our high mobility rate and because Beazley houses most of the self-contained (hence, most severe) classes for state tested grade levels.					

13VA4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Virginia Standards of Learning

Edition/Publication Year: 2007-2012 Publisher: Virginia Department of Education-Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	95	96	86	86	91
Advanced	47	50	48	44	39
Number of students tested	88	98	79	124	81
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	9	8	8	11
Percent of students alternatively assessed	5	8	9	6	12
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	90	97	79	87	88
Advanced	43	42	32	33	30
Number of students tested	22	32	28	40	32
2. African American Students					
Proficient/Advanced	95	93	86	85	86
Advanced	24	45	42	30	29
Number of students tested	38	46	38	54	28
3. Hispanic or Latino Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	9	3	8	5
4. Special Education Students					
Proficient/Advanced	Masked	86	60	93	93
Advanced	Masked	29	20	64	29
Number of students tested	7	15	10	13	15
5. English Language Learner Students					
Proficient/Advanced		Masked	Masked	Masked	
Advanced		Masked	Masked	Masked	
Number of students tested		1	2	1	
6. White					
Proficient/Advanced	94	100	91	84	97
Advanced	68	60	61	49	49
Number of students tested	31	35	34	57	40
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
The percentage is above 2% for alternatively assessed students because of our high mobility rate and because Beazley houses most of the self-contained (hence, most severe) classes for state tested grade levels.					

13VA4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Virginia Standards of Learning

Edition/Publication Year: 2007-2012 Publisher: Virginia Department of Education - Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	90	99	96	92	91
Advanced	20	57	52	44	39
Number of students tested	104	87	109	80	107
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	6	7	12	13
Percent of students alternatively assessed	3	6	6	13	11
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	89	97	94	86	87
Advanced	14	56	46	29	34
Number of students tested	38	36	35	27	37
2. African American Students					
Proficient/Advanced	88	98	98	88	89
Advanced	18	51	42	33	32
Number of students tested	41	43	45	25	36
3. Hispanic or Latino Students					
Proficient/Advanced	92	Masked	83	Masked	Masked
Advanced	15	Masked	50	Masked	Masked
Number of students tested	14	7	12	9	6
4. Special Education Students					
Proficient/Advanced	90	100	100	94	89
Advanced	0	54	40	41	26
Number of students tested	12	13	10	17	19
5. English Language Learner Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	5	3	3
6. White					
Proficient/Advanced	90	100	98	97	93
Advanced	21	67	58	46	41
Number of students tested	39	30	46	39	55
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
The percentage is above 2% for alternatively assessed students because of our high mobility rate and because Beazley houses most of the self-contained (hence, most severe) classes for state tested grade levels.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Virginia Standards of Learning

Edition/Publication Year: 2007-2012 Publisher: Virginia Department of Education - Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	97	93	95	93	98
Advanced	42	30	51	52	63
Number of students tested	103	84	104	76	110
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	7	8	16	15
Percent of students alternatively assessed	3	8	7	17	13
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	95	91	94	92	98
Advanced	32	18	42	44	57
Number of students tested	38	34	33	25	38
2. African American Students					
Proficient/Advanced	93	90	95	91	100
Advanced	41	33	44	36	53
Number of students tested	41	43	44	23	37
3. Hispanic or Latino Students					
Proficient/Advanced	100	Masked	91	Masked	Masked
Advanced	31	Masked	55	Masked	Masked
Number of students tested	13	6	11	8	6
4. Special Education Students					
Proficient/Advanced	100	100	90	94	100
Advanced	10	33	60	61	55
Number of students tested	12	13	10	17	19
5. English Language Learner Students					
Proficient/Advanced	Masked		Masked	Masked	Masked
Advanced	Masked		Masked	Masked	Masked
Number of students tested	1		1	3	3
6. White					
Proficient/Advanced	100	93	96	92	96
Advanced	43	31	56	53	68
Number of students tested	40	29	45	39	57
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
The percentage is above 2% for alternatively assessed students because of our high mobility rate and because Beazley houses most of the self-contained (hence, most severe) classes for state tested grade levels.					

13VA4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Virginia Standards of Learning

Edition/Publication Year: 2007-2012 Publisher: Virginia Department of Education - Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	93	99	99	91	91
Advanced	23	72	65	54	60
Number of students tested	101	113	72	114	94
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	5	13	14	8
Percent of students alternatively assessed	6	4	15	11	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	93	100	100	94	77
Advanced	22	58	50	63	59
Number of students tested	41	31	26	42	31
2. African American Students					
Proficient/Advanced	96	98	100	87	84
Advanced	19	61	67	41	49
Number of students tested	48	44	22	41	36
3. Hispanic or Latino Students					
Proficient/Advanced	80	100	100	Masked	Masked
Advanced	30	83	42	Masked	Masked
Number of students tested	10	13	13	8	2
4. Special Education Students					
Proficient/Advanced	70	Masked	100	94	70
Advanced	30	Masked	80	82	60
Number of students tested	12	9	16	16	11
5. English Language Learner Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	
Advanced	Masked	Masked	Masked	Masked	
Number of students tested	1	4	4	3	
6. White					
Proficient/Advanced	93	100	97	93	100
Advanced	33	81	70	52	64
Number of students tested	32	48	31	55	46
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
The percentage is above 2% for alternatively assessed students because of our high mobility rate and because Beazley houses most of the self-contained (hence, most severe) classes for state tested grade levels.					

13VA4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Virginia Standards of Learning

Edition/Publication Year: 2007-2012 Publisher: Virginia Department of Education - Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	98	96	97	98	96
Advanced	42	46	53	49	60
Number of students tested	100	113	68	112	97
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	5	13	15	9
Percent of students alternatively assessed	7	4	16	12	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	98	97	96	100	90
Advanced	46	32	46	34	46
Number of students tested	41	31	24	40	32
2. African American Students					
Proficient/Advanced	98	100	95	93	95
Advanced	38	39	58	33	51
Number of students tested	48	44	21	40	37
3. Hispanic or Latino Students					
Proficient/Advanced	90	100	92	Masked	Masked
Advanced	40	50	33	Masked	Masked
Number of students tested	10	13	12	7	3
4. Special Education Students					
Proficient/Advanced	91	Masked	86	100	70
Advanced	45	Masked	64	59	20
Number of students tested	12	9	16	16	11
5. English Language Learner Students					
Proficient/Advanced		Masked	Masked	Masked	
Advanced		Masked	Masked	Masked	
Number of students tested		3	2	2	
6. White					
Proficient/Advanced	100	94	100	100	100
Advanced	55	55	59	52	74
Number of students tested	31	49	29	56	47
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
The percentage is above 2% for alternatively assessed students because of our high mobility rate and because Beazley houses most of the self-contained (hence, most severe) classes for state tested grade levels.					

13VA4