

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Andrea P. Frye

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

Official School Name Patrick Henry Elementary School

(As it should appear in the official records)

School Mailing Address 701 South Highland Street

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

City Arlington State VA Zip Code+4 (9 digits total) 22204-2449

County Arlington County State School Code Number* 007-0160

Telephone 703-228-5820 Fax 703-486-8971

Web site/URL http://www.apsva.us/henry E-mail andrea.frye@apsva.us

Twitter Handle

@APSHenryPAL Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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 _____

(Principal's Signature)

Name of Superintendent*Dr. Patrick Murphy E-mail: pat.murphy@apsva.us

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

District Name Arlington County Public Schools Tel. 703-228-8634

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. James Lander

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

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 _____

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

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

PART I – ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 22 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 4 High schools
 - 0 K-12 schools
- 31 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	26	16	42
K	47	41	88
1	47	48	95
2	40	39	79
3	39	38	77
4	39	27	66
5	31	34	65
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 Students	269	243	512

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 11 % Asian
 - 11 % Black or African American
 - 35 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 38 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 1%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	6
(4) Total number of students in the school as of October 1	460
(5) Total transferred students in row (3) divided by total students in row (4)	0.013
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 29 %
148 Total number ELL
 Number of non-English languages represented: 17
 Specify non-English languages: Spanish, Arabic, Amharic, Mongolian, Bengali, Urdu, Tigrinya, Chinese, Tagalog, Hindi, French, Portuguese, Georgian, Kurdish, Tamil, Malagasy, Pashto
8. Students eligible for free/reduced-priced meals: 38 %
 Total number students who qualify: 195

Information for Public Schools Only - Data Provided by the State

The state has reported that 58 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 17 %
89 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.

<u>7</u> Autism	<u>1</u> Orthopedic Impairment
<u>5</u> Deafness	<u>19</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u>10</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>10</u> Multiple Disabilities	<u>8</u> Developmentally Delayed

10. Use Full-Time Equivalent (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	25
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	32
Paraprofessionals	26
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	94%	94%	93%	93%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: PHES strives to continuously improve student achievement by providing differentiated instruction to meet the needs of the whole child and maintaining high expectations for all.

PART III – SUMMARY

Upon walking through the doors of Patrick Henry Elementary School, visitors are often struck with a sense of serenity and calm. It might be attributed to the wafting smell of lavender and rosemary in the Middle Eastern garden outside the school that lingers in the air even after you come in. Or perhaps it is the pond and outdoor habitat that greet you from behind the glass doors leading to the outdoor classroom. Walking down the halls, you will see student artwork integrating different subject areas, photographs of community partnerships and teachers from other schools observing classes. You will be greeted by the warm genuine smiles of the students, staff, parents and visitors, greeting each other, laughing and learning. Each of these factors have contributed to Patrick Henry's success and earned the award of National Title I Distinguished School.

In 1959, Patrick Henry Elementary School became the first integrated elementary school in Arlington County. This historical moment serves as the foundation to embrace the diversity within the global society. Patrick Henry Elementary School remains an economically and ethnically diverse school with 512 students, 148 of whom are enrolled in the ESOL/HILT program, with Henry families speaking 17 different languages. Thirty-eight percent of the Henry student population receives free or reduced lunch. Seventeen percent of the students receive special education services. The Patrick Henry student population includes: 0.2 % American Indian or Alaska Native, 11.1% Asian, 10.9% Black or African American, 35.2% Hispanic or Latino, 0.6% Native Hawaiian or Other Pacific Islander, 38.3% White, and 3.7% two or more races. Patrick Henry is home to the County-wide Deaf / Hard of Hearing and Communications programs, adding yet another layer to its diversity.

Patrick Henry's zip code, 22204, is among the most diverse in the entire nation and the Henry students are featured in photographs and interviews in the upcoming book, *Living Diversity: The Columbia Pike Documentary Project*. Patrick Henry Elementary School is located in an urban neighborhood, two short blocks from the major commercial street in the community, allowing us to form natural partnerships with local businesses and community centers for field trips, sponsorships and exchanges.

Patrick Henry's diversity has inspired the successful focus on integrating high academic standards for all with differentiated and individualized instruction. Long before those terms became trendy in educational publications, the leadership and staff at Patrick Henry emphasized a student-centered approach, with regular meetings to discuss the academic and social growth of each student. Instruction at Patrick Henry focuses on specific differentiated lessons and strategies, tailored to teach or reteach each academic standard. Teachers work in collaborative teams, with coaches, administrators, specialists and subject lead teachers to analyze various forms of data and determine differentiated plans, individualized learning, integrated lessons and flexible student groups.

This powerful combination of high expectations and individualized support has led to tremendous academic success as measured by performance on standardized tests. In the 2013-2014 school year, the pass rate for State Accreditation for all students in English was 91%, exceeding the state benchmark by 16%. In mathematics, the pass rate was 94%, which was 24% higher than the state benchmark. Although these results are admirable, it is in the pass rates of all gap groups and identified subgroups where Patrick Henry shines, exceeding all federal AMOs in English by 15.65% to 42.35% and in mathematics by 9.66% to 34.3%.

While highly focused and specific instruction accounts for a large portion of the academic success at Patrick Henry, the staff and community know that classroom learning does not occur in a vacuum and we focus on expanding the educational opportunities of all students through innovative and well-researched programs. Patrick Henry teachers foster learning for the whole child through the Exemplary Project program, Henry's Helping Hands: Creating Community Connections, which emphasizes hands-on experiences on which to build academic success. Through the use of the outdoor classroom and habitat, students participate in learning about their environment and serving the community through initiatives such as growing and selling tomatoes to raise funds for a local food bank, community gardening and volunteering with seniors at the local community center.

Patrick Henry also offers myriad enrichment programs that support academic, physical, socio-emotional and cultural growth. Academically, students receive tiered intervention and supports, Earobics, Reading Recovery and FASTT Math as well as Homework Helpers and subject-specific clubs.

In order to ensure that all students have access to quality after-school programs, Patrick Henry has partnered with local groups to provide programs at the school for a reduced cost. Students have the option of participating in enrichment and cultural programs ranging from video game design to urban dancing to Mini Matisse to engineering.

One of the key strengths of Patrick Henry is the focus on the social-emotional growth of students. Through mentoring programs such as Shining Stars (one-on-one academic mentoring by teachers and staff), Project Y.E.S. (Youth Experiencing Success group mentoring program), Bulldog Buddies (student-to-student mentoring for newcomers), and guidance lessons we ensure all students' social-emotional development is supported.

Another key factor to the success of Patrick Henry is the level of community engagement. The PTA and school stakeholders play an active role in school events and activities. Together, school stakeholders including teachers, administrators, staff members, and community members host many family events centered on celebrating diversity at Patrick Henry and supporting the academic, physical and social-emotional growth of students. Some of the school-wide events include Hispanic Heritage Night, International Night, Silent Auction, Academic Night, Family Game Night, Henry 5K FunRun Challenge, ESOL/HILT Family Literacy Nights, and Family Library Nights.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Patrick Henry Elementary School follows a rich and rigorous Arlington County curriculum based on the Virginia Standards of Learning.

Reading/English Language Arts is a balanced literacy program that integrates listening, speaking, reading and writing. Systematic phonics instruction begins in pre-kindergarten and supports the balanced literacy program. Teachers explicitly teach the fundamental literacy skills in order to develop well-rounded readers and writers. The Virginia Standards of Learning and the Arlington Curriculum Framework are used to guide instruction. Phonemic awareness, phonics, vocabulary, fluency and comprehension are taught through direct instruction, such as guided reading, book clubs, think alouds and literacy related activities. These literacy based activities develop critical thinking skills and extend learning. Students participate in summer reading logs, periodic book distribution, Title 1 summer book bag program, and Read-a-thon. A public library, located across the street, provides many literacy related activities, such as PAWS to read (reading to dogs to develop fluency), book talks, summer reading programs, access to books and literacy related technology. Throughout the year, students also engage in the writing process. Writers' Workshop is used in our primary grades along with the Being a Writer program in grades 3-5. In these programs students develop their composition, written expression, usage and mechanics. Additionally, all Patrick Henry students participate in library lessons that are aligned with state and curricular goals. Formative and summative assessment data is used to evaluate student growth and identify students in need of intervention and extension. The reading teacher, title I reading teacher, and ESOL/HILT teachers provide additional small group reading support for students in need of intervention. The gifted resource teacher provides additional small group instruction for students in need of extension. Additionally, all students receive small group reading and writing instruction in the general education classroom to meet their individual literacy needs.

The focus in math instruction is for students to construct an understanding of mathematics they can communicate and connect to the world around them. The instructional emphasis is developing conceptual understanding, computational and procedural fluency, and problem solving skills. Patrick Henry teachers use best practices, including hands-on, discovery based learning experiences, Math Talk, rigorous tasks, and small group instruction to guide student learning from concrete to symbolic to abstract learning. Teachers use the Virginia Standards of Learning and Arlington Public Schools curriculum framework and adopted curriculum materials to plan and guide all instruction. Students have sixty to seventy-five minutes of mathematics instruction each day, including 10-15 minutes of daily calendar math to further reinforce and support development of number sense and algebraic reasoning. Regular grade level planning includes classroom, special education, ESOL/HILT teachers and the math coach. Planning is focused on promoting teaching concepts for understanding and differentiating to meet the needs of all learners. Formative and summative assessment results drive these planning sessions to identify students requiring support or extension. Students in need of extension or intervention receive support through strategic small group instruction within the general education classroom. The gifted resource teacher, math coach, and ESOL/HILT teachers support the needs of all students in the general education classroom and in small group sessions.

The science curriculum uses a hands-on approach to emphasize an understanding and use of the scientific method. The Virginia Standards of Learning and Arlington County adopted curriculum materials guide the science instruction. Throughout the year, Patrick Henry students participate in a variety of standards based field trips to extend their learning. Third and fifth grade students study at the Outdoor Lab in Fauquier County, Virginia. Students also extend their learning at the Arlington Planetarium, the National Zoo, Gulf Branch Nature Center, local farms, and Smithsonian Environmental Research Center (SERC). Patrick Henry Elementary School also has a working schoolyard habitat with a "Special Projects" coordinator, who develops and implements extensive learning activities directly aligned to grade level objectives.

Social studies features a skill-based curriculum focusing on history, geography, civics, and economics. These facets address the Virginia Standards of Learning content standards and are presented through a

variety of learning activities including classroom debate and discussion, simulations, use of primary and secondary documents, writing for understanding, use of technology, historical research, and reading of non-fiction texts. Henry teachers implement a variety of teaching practices that make connections to students' experiences, are active and hands on, inquiry based, use multiple intelligences and higher order thinking skills, simulate real-life situations, and use instructional technology to allow for self-assessment and application of knowledge. Patrick Henry students reinforce their social studies skills and knowledge through standards aligned field trips and activities including a fourth grade overnight field trip to Jamestown, Yorktown and Williamsburg, trips to the National Building Museum and participation in the National Geographic Geography Bee.

The pre-kindergarten program (Virginia Preschool Initiative-VPI) curriculum is based on Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds. The standards cover literacy, mathematics, science, history and social science, physical and motor development, and personal and social development. The Henry VPI program focuses on school-readiness activities, such as phonological awareness, vocabulary, number sense and physical, motor and social development. Students are assessed three times a year in literacy through the Phonological Awareness Literacy Screening (PALS) and on numeracy through the Developmental Mathematics Assessment (DMA). In 2013, 96% of all students enrolled in the VPI program met or exceeded the fall benchmark on the kindergarten PALS assessment and a good percentage of these students continue kindergarten at Henry. The countywide Deaf and Hard of Hearing Program, taught by highly qualified instructors fluent in sign language skills, is integrated with the VPI program.

2. Other Curriculum Areas:

Art, music, physical education, Spanish and technology integration at Patrick Henry support the development of the whole child.

All Patrick Henry students receive an hour of direct visual art instruction each week. Visual arts instruction is focused on the themes of visual communication and production; art history and cultural context; analysis, evaluation and critique; and aesthetics. Students learn how to use a variety of traditional art media and technology to cultivate creative thinking, skill mastery and expression. Students draw inspiration from contemporary artists, the community and through introspection and observation. Students use painting, drawing, printmaking, sculpture, and ceramics to address the grade level standards aligned to these overarching themes. This year, Patrick Henry students participated and received national and county-wide awards in multiple visual arts competitions including the Paralyzed Veterans of America poster contest, PTA Reflections contest, and the Martin Luther King Jr. arts contest.

Students in pre-kindergarten through grade 5 participate in an hour of weekly general music instruction. Music instruction is organized into five major content strands consisting of music theory/literacy; performance; music history and cultural context; analysis, evaluation and critique; and aesthetics. As part of music, all grade 3 students learn to play the recorder. In addition to the hour of music instruction each week, grade 4 and 5 students participate in a weekly 30 minute chorus class. All grade 4 and 5 students are also provided with the opportunity to take instrumental music consisting of orchestra and/or band as part of their academic day. A unique feature to the music program at Patrick Henry is the music and literacy integration. Patrick Henry music teachers collaborate with the homeroom teachers to develop and implement lessons that integrate music and literacy.

In addition to the direct music instruction students receive during the academic day, Patrick Henry grade 4 and 5 students are invited to participate in an after school theater club. This year, over seventy grade 4 and 5 students participated in Theater Club. This program effectively integrates visual arts, music, performing arts, and technology. Another music focused after school club for students in grades 3 through 5 at Patrick Henry is Music Makers. This year, 60 students are participating in this performing ensemble coached by Henry teachers.

The physical education department at Patrick Henry Elementary works very hard to nourish and enrich both the body and mind of each student. Henry students participate in an hour and a half of physical education each week. With a self-created curriculum, based on exposing students to various forms of movement and

movement-related skills, educating students on the human body and how to take care of it, and preparing young learners for a lifetime of activity, the physical education program strives to equip students with the skills necessary to lead long, healthy lives. The physical education teachers routinely infuse technology into the daily lessons (pedometers, 3D accelerometers, SMART board) and offer students additional opportunities for movement both before and after the school day. Enjoying tremendous support from the close-knit community, the physical education department hosts several events where neighboring businesses and families have the opportunity to get involved with the school and get active with Patrick Henry students. Walk and Bike to School Day, Field Day and the Henry 5K Challenge are a few examples of the school wide events that promote a healthy and active lifestyle for students and their families. The physical education program, in conjunction with the other curricular areas places an emphasis on educating the whole child.

Patrick Henry students in grades K-5 also receive 90-120 minutes of Spanish instruction each week through our Foreign Language in the Elementary Schools (FLES) program. The goals of the foreign language program align with those of the American Council on Teaching of Foreign Languages. The Spanish curriculum incorporates communication, culture, connections, comparisons, and community into instruction.

Technology enables self-directed, collaborative learning for authentic purposes and for applying higher-order thinking and problem solving. Patrick Henry has SmartBoards in every classroom to enhance instruction. Four classes (grades 2 and 3) participate in a 1:1 iPad pilot program in which each student has an individualized iPad to use throughout the year. This gives both teachers and students more opportunities to explore and integrate technology for learning. However, all students use technology in all content areas to collaborate, access and evaluate information during research and then to create products. Technology helps students communicate their learning with each other and the world using SQORD, blogs, twitter, Google Drive and creating or editing webpages.

3. Instructional Methods and Interventions:

Patrick Henry Elementary School uses multiple resources and instructional strategies to differentiate instruction for the diverse needs of students. Teachers emphasize authentic learning and problem solving in all content areas. Patrick Henry's collaborative teams continually evaluate formative and summative data in order to evaluate teaching and learning and to plan future instruction.

Patrick Henry Elementary School reaches the needs of all learners through small group differentiated instruction in the general education classroom and through the collaboration and support of special education teachers, ESOL/HILT teachers, the math coach, the gifted resource teacher and instructional lead teachers.

Special education teachers support students in the general education classroom and through small group instruction in all academic areas. ESOL/HILT teachers support Patrick Henry English Language Learners (ELL) throughout the academic day. These teachers push in to classrooms to support the academic and language development of ELLs. These teachers also provide small group reading instruction and small group academic vocabulary support for students. This group of teachers focuses on ensuring that all ELL students achieve their fullest academic, cognitive, and social potential while honoring and building upon their diverse language and cultural backgrounds. Additionally, classroom teachers have had Sheltered Instruction Observation Protocol (SIOP) training; SIOP strategies are used to support ELLs and all students. For example, teachers post and use clear content and language objectives for each lesson.

Students in need of additional assistance in reading also receive a "double-dosing" of reading instruction with one of the two Henry reading teachers. Students in need of additional support in mathematics often receive individualized attention from the mathematics coach within the general education classroom.

In order to reinforce student learning and ensure high levels of achievement, the school provides multiple interventions to students during the academic day and before/after school. Based on need, Patrick Henry students are selected to participate in Earobics, Reading Recovery, FASTT Math, and Orton-Gillingham. Patrick Henry also hosts an after-school homework club throughout the school year to help students

complete assignments and to clarify or reteach lessons. Beginning in March, based on teacher recommendation, classroom assessment and parent request, students in grades 1 through 5 participate in standards based intervention groups before or after school where students practice test taking skills, review content and build relationships in a small group setting.

Patrick Henry teachers consistently differentiate for students in need of extension. All classroom teachers must earn a minimum number of gifted/talented certification credits to enhance their ability to implement strategies for challenging students beyond the curriculum. Classroom teachers differentiate content, process and product in order to help each student reach his/her highest potential. In addition, the resource teacher for the gifted teaches whole group lessons and pulls small groups of students who need enriched instruction.

Technology is integrated into all aspects of teaching at Patrick Henry Elementary School. Each classroom is equipped with a SMART Board. The Instructional Technology Coordinator supports teachers in incorporating technology into daily lessons. One example of this is the use of one-to-one iPads in grade 2 and 3 classrooms. Teachers use iPad software designed to help students improve math fluency, reading comprehension, speech articulation and creative writing. Students even use multi-media tools to showcase their learning in a variety of core academic subjects.

Patrick Henry Elementary School provides instruction and interventions designed to allow students of all levels to achieve success.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Patrick Henry students consistently exceed the state and federal benchmarks in both English and mathematics. During the most recent academic years, Patrick Henry Elementary School earned an all student pass rate for grades 3 through 5 of 85% in English during the 2012-2013 and a 91% pass rate in English during 2013-2014. Both scores exceeded the state benchmarks by 10 percent and 16 percent respectively. The mathematics pass rate for all Patrick Henry students in grades 3-5 during the 2012-2013 academic year was 91%, with a 94% pass rate in 2013-2014. The pass rates for the past two academic years exceeded the state benchmark by 21% and 24% respectively.

The average all student pass rate over the past five academic years for students in grades 3-5 exceeded 83% for each grade level in both English and mathematics. From 2009-2014, the average pass rate on the grade 3 reading assessment was 85.2%. Grade 4 students achieved an average pass rate of 83.6% and grade 5 students had an average pass rate of 86.8% over the last five years. The average all student pass rate for the past five academic years in the area of grade 3 mathematics was 86%. Grade 4 had an average pass rate of 90% and the average pass rate at grade 5 was 85.4%.

During the 2012-2013 and 2013-2014 academic years, the pass rates for all gap groups and identified subgroups exceeded all federal AMOs in both English and mathematics. During 2013-2014, the Patrick Henry English pass rates for all gap groups exceeded the federal AMOs by 15.65% to 42.3%. The mathematics pass rates for all gap groups exceeded the federal AMOs in a range from 9.66% to 34.3%. In addition to exceeding the AMOs in English and mathematics during the current and previous years, Patrick Henry students have continued to make measurable growth in their SOL pass rates with some subgroups increasing their pass rate by over 30% from 2012-2013 to 2013-2014.

Patrick Henry stakeholders continuously strive to eliminate achievement gaps between the all student pass rate and those of the various gap groups. At the beginning of the academic year, Patrick Henry teachers developed targeted action plans outlining specific instructional strategies and assessment measures to address the achievement deficits between all subgroups. Additionally, all students struggling to meet grade level expectations are provided with academic interventions during the academic day and specific standards based before and after school intervention classes.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

The Patrick Henry staff consistently implements strategies to ensure students continue to excel academically and reach their fullest potential as a student and as a whole child. At the beginning of each academic year, teachers analyze individual and grade level Student Performance By Question data from the prior year SOL Assessments, End of Year Assessments, and Beginning of the Year Assessments to identify and evaluate the specific strengths and needs of individual students and grade levels as a whole. Teachers reflect upon the data of their current and former students to determine areas in which they can continue to grow and strengthen their skills as a teacher, and determine the strengths and needs of the students they will be teaching in the coming weeks and months. Collaborative teams use this data to develop grade level action plans and individual learning plans to meet the needs of every child. These plans elaborate on specific differentiated lessons, strategies, and interventions that will be implemented to address the areas of need and include specific, measurable, and rigorous goals for each child or grade level. These grade level action plans and individual learning plans are updated throughout the year using formal and informal assessment data to determine progress towards identified goals and to develop additional strategies to best meet the needs of the learners.

In addition to the grade level action plans and individual learning plans, teachers and administrators examine formal assessment data to develop a 90 day progressive plan outlining specific achievement goals and strategies that will be implemented throughout the year. The Patrick Henry Advisory Committee comprised

of parents and community members reviews the plan and provides feedback to the administration. The progressive plan is regularly evaluated and updated with current assessment data.

In addition to analyzing prior year and beginning of the year data, Patrick Henry teachers continuously monitor student learning through formal and informal assessment measures. Patrick Henry students are assessed in reading using the Phonological Awareness Literacy Screening (PALS), PALS Quick Checks, the Developmental Reading Assessment (DRA), running records, Teacher College Reading Assessments, and quarterly Interactive Achievement (IA) reading assessments. Patrick Henry students are assessed in mathematics using the Developmental Math Assessment (DMA), county-wide quarterly mathematics assessments, quarterly Interactive Achievement assessments, Exemplars, and Math Expressions quick quizzes and unit tests. In addition to formal assessment data, Patrick Henry teachers collect and analyze work samples in all content areas.

Teachers work in Collaborative Learning Teams (CLTs) with specialists, administrators, and academic coaches to analyze various forms of data and determine differentiated plans for future instruction and flexible student groups. The Patrick Henry staff recognizes the value of multiple types of assessment data and continually evaluates data to improve teaching and student learning.

As a school, Patrick Henry values open lines of communication and keeps parents well informed of their child's progress at school. Parents receive informal progress reports throughout the quarter. At the end of each quarter, Patrick Henry parents receive formal report cards with individualized comments written about each student to address his/her strengths and areas of challenge in each content area. Formal parent conferences are held twice each year, however the majority of Patrick Henry parents meet with teachers more frequently. School-wide performance data is shared with school stakeholders at the Parent Teacher Association (PTA) meetings, through neighborhood newsletters and in Arlington publications.

Part VI School Support

1. School Climate/Culture

Patrick Henry Elementary is a school that maintains and communicates a culture of high expectations for teaching and learning. This is evident in the school's mission statement which describes Patrick Henry as a school that works to "continuously improve student achievement by maintaining high expectations for all students in the areas of academic and physical development as well as personal and interpersonal behaviors." The purpose is clearly documented and conveyed to all stakeholders on the school website's homepage as well as reiterated through the school motto, "Do your personal best today and all life long," which teachers and students hear each day on the student broadcast announcements.

In order to ensure all students achieve success in learning, thinking, and life skills, the school leadership and staff are committed to a school climate that provides challenging learning experiences. These shared values and beliefs are reflected in the results of a school wide survey that allowed parents, teachers, and students to provide anonymous feedback on the school culture and student achievement. This is also clearly the focus of the meeting agendas as teachers in all grade levels and subject areas collaborate as a Professional Learning Community (PLC) with the purpose of assessing data, sharing ideas, and working to strengthen weaknesses and challenge strengths of each individual student. Involvement in Collaborative Learning Teams (CLTs) allows teachers to feel valued and supported. School leadership and staff hold one another accountable to high expectations for professional practice.

Patrick Henry's school leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. The school's 90 day progressive plan indicates achievement goals for target groups of students. In addition, each teacher at the school also creates a yearly SMART goal by identifying goals for the improvement of achievement and instruction in their individual classroom. Through this SMART goal creation, measurable performance targets are indicated as well as strategies, resources and timelines for achieving these goals. Professional development trainings throughout the year provide opportunities for teachers to improve their instruction in order to meet student needs and student achievement data is reviewed quarterly. Teacher input on future professional opportunities and teacher led development encourage social and emotional growth within the school.

Patrick Henry prides itself as a school with an identifiable positive school culture and environment. The administration, staff, and students are continuously respected, valued, and celebrated.

2. Engaging Families and Community

Patrick Henry has a far-reaching network of partnerships with parents, families and community organizations and businesses. These connections strengthen students' appreciation and involvement in their community while enriching their educational experience. The dynamic leadership of the Patrick Henry PTA has, in recent years, built an organization of highly dedicated parents and staff members. The PTA has done an incredible job of fundraising for the school community. The Read-a-thon and Book Fair both raise funds for the school while encouraging a love of reading. The money raised goes right back into the school, such as grade level grants, habitat beautification, donations for classroom libraries and more. Thanks to the PTA, parents are given opportunities for volunteering and serving on various school-focused committees. This partnership is an integral part of what makes Patrick Henry Elementary School so successful.

Due to the dedication of teachers and staff to ensure that Patrick Henry is a welcoming and nurturing school, families feel like and are partners in their child's education. On any given day, parents can be found throughout the school, volunteering in and out of classrooms. Teachers are in almost constant communication with parents through classroom webpages, email, weekly newsletters and check-ins as students are picked up in the lobby at the end of every school day. Additionally, the administration keeps the community abreast of school-wide activities through "Happenings @ Henry" (weekly newsletter) and two email listservs. After school hours, families attend many academic and cultural events, such as

Academic Night, the Book Swap, Hispanic Heritage Night, International Night, and Family Math Game Night. School Concerts and theater club productions are also popular family events.

Community members and organizations play a significant role in supporting events at Patrick Henry. The staff has worked hard over the years to develop these relationships with local businesses such as Giant food, which donates all the food and drinks for the Back-to-School Picnic every September. Pentagon Federal Credit Union, Sheraton Hotels, Ft. Myer Child Development Center and several local restaurants donate school supplies as well as funds to support other exciting activities such as the annual Henry Challenge 5K Run. Northern Virginia Tutoring Service offers Patrick Henry students a discounted rate and also provides a scholarship to all students who cannot afford to buy a book at the annual Book Fair. To create an intergenerational connection, local senior citizens teach Patrick Henry students how to play the game of Scrabble during weekly visits to the near-by community center.

3. Professional Development

Patrick Henry believes that continuous professional development is a vital component in meeting the needs of all students. Teachers and instructional assistants engage in professional development throughout the year both within the county and with neighboring universities. The Patrick Henry administrators and staff work together to ensure that professional development opportunities support staff growth and coincide with the needs of our students.

In the fall of 2013, Henry teachers began a systematic focus on Professional Learning Communities. Homeroom teachers and specialists participate in an annual book study and are currently reading *Learning By Doing* (DuFour, DuFour, Eaker, and Many, 2006) as a guide to developing Henry's Collaborative Learning Teams (CLTs). CLTs serve as a community where all the professional development described below can be shared and integrated.

Since 2010, one ongoing and school wide area of professional development for Henry teachers and led by Henry teachers has been in the Sheltered Instruction Observation Protocol (SIOP). SIOP is a model for instruction that supports the learning of English Language Learners (ELLs). This learning has led to increased achievement for English Language Learners as well as other learners.

Teachers regularly participate in professional development opportunities to extend their math content knowledge through working collaboratively with the Math Coach or attending APS sponsored math content academies. Two-thirds of the Henry staff has attended one or more APS math content academies.

Each year, multiple Patrick Henry teachers participate in a literary (book, article, blog) study focused on the instruction of gifted students. Teachers implement the instructional best practices explored during the professional development sessions which, in turn, positively impacts all students.

This fall, administrators and grade 1, grade 2, Title I, reading, special education, and ESOL/HILT teachers took part in the George Mason University Early Literacy Partnership. This countywide initiative includes four full-day classes, reading assignments, reflections, and videotaped lessons (September, 2014-March, 2015). Participants read and discussed *Intervention for Reading Difficulties: The Interactive Strategies Approach* (Scanlon, Anderson, and Sweeney, 2010). Participants also met as a Community of Practice (CoP) to discuss strategies being implemented in the classrooms and to share successes and challenges faced when implementing new literacy strategies.

As part of an effort to build on teacher expertise within the building, Henry has started to conduct personalized and differentiated professional development sessions on topics varying from technology integration, to academic discourse, to reading and writing in the content areas, which are selected and facilitated by teachers in the building. This allows the entire staff to benefit from the individual learning each teacher does while building the leadership capacity of the Patrick Henry teachers.

In addition to the above described offerings, Patrick Henry teachers participate in professional development at staff meetings and through various county and university courses. Patrick Henry teachers continually grow and develop professionally. The Patrick Henry community is comprised of life-long learners who seek to continually improve practices based on student need and areas of personal interest.

4. School Leadership

Although the principal and assistant principal are new to their current positions this school year, both have many years of experience at Patrick Henry Elementary School. The principal served as the assistant principal and school testing coordinator for ten years prior to being appointed as the principal in July, 2014. Prior to being named to the administrative team, the current assistant principal taught for five years at Henry and served as the math lead teacher and a member of the leadership team. The role of the administrators consists of observing, evaluating and enhancing teaching practices, reviewing student progress and achievement, implementing strategies and interventions to increase student learning, providing opportunities for furthering professional growth, building community, and celebrating success. The administrative team serves as instructional leaders and shares responsibility for student achievement with teachers. The Instructional Leadership Team consists of the Principal, Assistant Principal, Instructional Technology Coordinator, aspiring teacher leaders, Librarian, and Instructional lead teachers of math, language arts, science, social studies, special education, and ESOL/HILT.

The Patrick Henry motto, “Do your personal best today and all lifelong” permeates the school community. Students and staff members alike internalize the motto which sets the tone for the school and encourages individuals to strive to reach their fullest potential as citizens and community members. The culture of high expectations is reinforced every morning on the Morning News by the student news team.

Teachers understand the social, emotional, and academic needs of the Henry students and meet them where they are in order to move students to achieve to their fullest potential. Teachers, instructional leaders and administrators ensure policies, programs and resources are used to inform instruction and improve student achievement through the development and implementation of the 90 day progressive plan which supports Arlington Public Schools’ Strategic Plan.

The Patrick Henry community places a large emphasis on developing the leadership capacity of the Henry students. Students in grades 4 and 5 develop leadership skills by serving as Safety Patrols, helping organize before and after school buses, ensuring safety on the busses, assisting with the cleanliness of school grounds, and assisting crossing guards. Patrick Henry students also have the opportunity to serve their community as classroom representatives and officers for the student body elected Student Council Association (SCA). These students, in collaboration with members of their classes, plan school-wide service projects (clothing drive, food drive, Pennies for Soldiers, Luncheon for Wounded Warriors and Paralyzed Veterans of America) and spirit days.

In addition to building the leadership capacity of students, the Leadership Team believes in building the leadership capacity of the Henry staff. Patrick Henry teachers selected and participated in peer-facilitated individualized professional learning sessions. Furthermore, all teachers and administrators participate as members of Collaborative Learning Teams and work in these teams to analyze data to improve instruction and student learning.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Virginia Standards of Learning- Grade 3 Math</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	82	77	84	96	91
Advanced	21	36	18	82	49
Number of students tested	56	64	68	51	55
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	5	3	8	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	74	64	79	95	80
Advanced	10	18	10	86	25
Number of students tested	31	22	29	21	20
2. Students receiving Special Education					
Proficient and above	85	27	67	100	73
Advanced	8	9	8	80	18
Number of students tested	13	11	12	5	11
3. English Language Learner Students					
Proficient and above	75	61	83	96	82
Advanced	10	26	14	87	32
Number of students tested	20	23	29	23	22
4. Hispanic or Latino Students					
Proficient and above	71	70	86	93	86
Advanced	18	30	14	80	29
Number of students tested	17	20	22	15	14
5. African- American Students					
Proficient and above	100	55	75	91	78
Advanced	17	9	0	64	33
Number of students tested	6	11	12	11	9
6. Asian Students					
Proficient and above	78	75	88	100	100
Advanced	0	38	38	100	63

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	9	8	8	10	8
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	90	92	81	100	95
Advanced	35	54	19	86	59
Number of students tested	20	24	21	14	22
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: In the 2011-2012 school year, students began being tested on more rigorous standards in math.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Virginia Standards of Learning- Grade 4 Math</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	99	93	91	92	75
Advanced	63	41	30	66	39
Number of students tested	67	59	53	50	44
Percent of total students tested	100	100	98	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	9	2	4	2	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	95	88	85	88	67
Advanced	45	17	30	54	33
Number of students tested	22	24	27	24	21
2. Students receiving Special Education					
Proficient and above	100	75	78	75	50
Advanced	27	17	0	25	25
Number of students tested	11	12	9	8	8
3. English Language Learner Students					
Proficient and above	94	90	87	90	76
Advanced	35	15	26	65	38
Number of students tested	17	20	23	20	21
4. Hispanic or Latino Students					
Proficient and above	100	94	80	93	73
Advanced	56	22	13	67	20
Number of students tested	18	18	15	15	15
5. African- American Students					
Proficient and above	92	91	91	88	78
Advanced	46	9	18	38	33
Number of students tested	13	11	11	8	9
6. Asian Students					
Proficient and above	100	86	90	86	75
Advanced	67	71	40	71	75
Number of students tested	9	7	10	7	4
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	100	94	100	94	77
Advanced	74	61	47	78	46
Number of students tested	27	18	15	18	13
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: In the 2011-2012 school year, students began being testing on more rigorous standards in math.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Virginia Standards of Learning- Grade 5 Math</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	85	82	77	93	90
Advanced	40	30	28	70	61
Number of students tested	55	60	57	44	51
Percent of total students tested	96	95	98	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	7	0	7	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	81	70	62	86	79
Advanced	31	20	12	68	38
Number of students tested	26	30	26	22	24
2. Students receiving Special Education					
Proficient and above	45	50	25	75	75
Advanced	0	10	13	50	13
Number of students tested	11	10	8	8	8
3. English Language Learner Students					
Proficient and above	78	63	74	95	86
Advanced	33	13	15	79	32
Number of students tested	18	16	27	19	22
4. Hispanic or Latino Students					
Proficient and above	83	65	65	93	82
Advanced	17	20	12	73	29
Number of students tested	18	20	17	15	17
5. African- American Students					
Proficient and above	77	67	67	80	78
Advanced	15	11	22	60	67
Number of students tested	13	9	9	10	9
6. Asian Students					
Proficient and above	100	100	86	100	100
Advanced	83	27	29	75	67
Number of students tested	6	11	7	4	6
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	87	94	90	100	100
Advanced	67	44	43	75	81
Number of students tested	15	18	21	12	16
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: In the 2011-2012, students began being tested on more rigorous standards in math.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Virginia Standards of Learning- Grade 3 Reading</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	86	84	88	83	85
Advanced	14	34	35	48	46
Number of students tested	56	64	68	48	54
Percent of total students tested	96	98	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	5	16	9	10	11
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	71	59	85	94	83
Advanced	4	6	31	39	28
Number of students tested	28	17	26	18	18
2. Students receiving Special Education					
Proficient and above	90	57	60	60	33
Advanced	10	14	10	0	33
Number of students tested	10	7	10	5	9
3. English Language Learner Students					
Proficient and above	82	69	84	84	89
Advanced	0	19	28	42	28
Number of students tested	17	16	25	19	18
4. Hispanic or Latino Students					
Proficient and above	71	70	100	85	85
Advanced	6	25	63	31	23
Number of students tested	17	20	8	13	13
5. African- American Students					
Proficient and above	83	82	100	70	67
Advanced	0	9	8	30	33
Number of students tested	6	11	12	10	9
6. Asian Students					
Proficient and above	89	88	100	90	88
Advanced	11	25	63	60	38
Number of students tested	9	8	8	10	8
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	100	96	86	86	91
Advanced	20	58	33	64	64
Number of students tested	20	24	21	14	22
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: In the 2012-2013 school year, students began being tested on more rigorous standards in reading.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Virginia Standards of Learning- Grade 4 Reading</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	91	71	94	88	74
Advanced	36	20	50	42	37
Number of students tested	66	59	52	48	43
Percent of total students tested	98	98	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	12	3	13	4	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	86	61	91	81	74
Advanced	19	9	55	24	26
Number of students tested	21	23	22	21	19
2. Students receiving Special Education					
Proficient and above	80	27	80	63	13
Advanced	30	0	20	38	0
Number of students tested	10	11	5	8	8
3. English Language Learner Students					
Proficient and above	79	47	89	88	74
Advanced	14	0	56	29	26
Number of students tested	14	19	18	17	19
4. Hispanic or Latino Students					
Proficient and above	89	67	93	86	73
Advanced	17	11	43	21	33
Number of students tested	18	18	14	14	15
5. African- American Students					
Proficient and above	77	55	91	63	56
Advanced	23	0	27	25	11
Number of students tested	13	11	11	8	9
6. Asian Students					
Proficient and above	100	86	100	100	100
Advanced	38	43	70	50	67
Number of students tested	8	7	10	6	3
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	96	83	93	94	85
Advanced	56	28	53	61	62
Number of students tested	27	18	15	18	13
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: In the 2012-2013 school year, students began being tested on more rigorous standards in reading.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Virginia Standards of Learning- Grade 5 Reading</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	85	77	89	95	88
Advanced	20	15	35	45	41
Number of students tested	54	60	55	42	51
Percent of total students tested	98	96	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	13	7	12	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	75	73	82	94	78
Advanced	4	8	18	33	30
Number of students tested	24	26	22	18	23
2. Students receiving Special Education					
Proficient and above	60	38	67	88	75
Advanced	0	0	33	0	0
Number of students tested	10	8	6	8	8
3. English Language Learner Students					
Proficient and above	75	58	86	100	71
Advanced	6	0	18	40	19
Number of students tested	16	12	22	15	21
4. Hispanic or Latino Students					
Proficient and above	88	70	81	100	75
Advanced	12	5	19	36	19
Number of students tested	17	20	16	14	16
5. African- American Students					
Proficient and above	69	67	63	80	100
Advanced	8	0	13	30	44
Number of students tested	13	9	8	10	9
6. Asian Students					
Proficient and above	100	82	100	100	100
Advanced	33	18	57	67	50
Number of students tested	6	11	7	3	6
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	93	83	100	100	88
Advanced	33	33	48	67	59
Number of students tested	15	18	21	12	17
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: In the 2012-2013 school year, students began being tested on more rigorous standards in reading.