

PART I - ELIGIBILITY CERTIFICATION

11VA4

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

1. The school has some configuration that includes 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 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 Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals 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 the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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

11VA4

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 10 Elementary schools
 (per district designation) 2 Middle/Junior high schools
2 High schools
0 K-12 schools
14 Total schools in district
2. District per-pupil expenditure: 9883

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	20	21	41		6	0	0	0
K	23	34	57		7	0	0	0
1	24	17	41		8	0	0	0
2	31	23	54		9	0	0	0
3	33	12	45		10	0	0	0
4	15	24	39		11	0	0	0
5	27	24	51		12	0	0	0
Total in Applying School:								328

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
39 % Black or African American
12 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
43 % White
5 % 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 2009-2010 school year: 18%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	36
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	20
(3)	Total of all transferred students [sum of rows (1) and (2)].	56
(4)	Total number of students in the school as of October 1, 2009	308
(5)	Total transferred students in row (3) divided by total students in row (4).	0.18
(6)	Amount in row (5) multiplied by 100.	18

8. Percent limited English proficient students in the school: 10%

Total number of limited English proficient students in the school: 31

Number of languages represented, not including English: 2

Specify languages:

Vietnamese and Spanish

9. Percent of students eligible for free/reduced-priced meals: 74%
 Total number of students who qualify: 242

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: 14%
 Total number of students served: 48

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>36</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>8</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>14</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>1</u>
Paraprofessionals	<u>10</u>	<u>3</u>
Support staff	<u>8</u>	<u>1</u>
Total number	<u>45</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: 19:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	97%	97%	95%	96%
Daily teacher attendance	98%	98%	98%	97%	97%
Teacher turnover rate	0%	4%	15%	12%	15%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

In 2005, Henry County consolidated schools. Two high schools, two middle schools, and one elementary school was closed. Staff were reassigned as part of this process and this resulted in a teacher turnover rate of 15%.

In 2007, Henry County offered an early retirement incentive.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

Henry County Public Schools (HCPS) is a rural school division located in southwest Virginia. The division, serving 7,200 students, has 14 schools and operates a parent resource center and an adult education program. The majority of Henry County students are Caucasian 66%, 24% African-American, and 9% Hispanic.

Henry County has suffered severe economic difficulties. Many of the non-skilled jobs once associated with the textile and furniture industries have now disappeared. Rich Acres must prepare its students to join a new and fundamentally different workforce that is based on emerging technological skills. In this midst of a decreasing school budget (\$10.6 million decrease over the past three years), Rich Acres Elementary School has served as a beacon in the community and state by continuously focusing on the needs of all students and ensuring that all students are prepared for their future, not our past. Rich Acres ensures that all students develop the knowledge, the skills, and the motivation to realize their potential as leaders in our community.

Rich Acres has been in existence since 1966. Presently, Rich Acres serves 329 students in preschool through fifth grade. Services provided at Rich Acres include preschool, early childhood special education, and special education classes for students with learning disabilities and intellectually disabled students. At Rich Acres, the average class size for students in kindergarten through second grade is 18 and the average class size for students in third through fifth grade is 20. Students attend school from 8:05 a.m. to 2:40 p.m. Because of the high poverty index Rich Acres qualifies as a Title I School. Currently, 74% of students are eligible to receive free or reduced lunch; 42% of students are Caucasian, 45% of students are African-American, 10% of students are Hispanic, and 1% of students are Asian. Presently, 10% of students receive English Language Learner (ELL) services and 14% of students receive special education services.

Rich Acres has consistently been ranked among the state's highest performing schools. VA SOL tests are administered to students in grades three through twelve in reading, mathematics, history, and science. Students in grades five, eight, and eleven also take the writing VA SOL test. A scale ranging from 0-600 is used on the assessments. A score of 400-499 is considered to be a passing score and a score of 500-600 is considered to be pass advanced. Based on the results of the VA SOL tests, Rich Acres has exceeded the state requirements and has been Fully Accredited for the past seven years (since the conception of accreditation by the state). In addition to meeting the state requirements, Rich Acres has far exceeded the state standards (70% passing). In fact, students' passing scores in reading and mathematics have consistently increased from the 90th percentile towards a school goal of 100%. The 2009-2010 VA SOL reading test results were 97% passing and 99% passing in mathematics.

All staff is committed to challenging all students and continuously striving towards the goal of 100% student success. This is evident in three primary examples: 1) All students at Rich Acres took the reading and mathematics VA SOL tests for the past five years. 2) The percentage of pass advanced scores (500-600) in reading has increased 11% for a current rate of 43%. 3) The percentage of pass advanced scores in mathematics has increased as much as 33% for a current rate of 64%. The increase of pass advanced scores complements our commitment to the Rigor and Relevance Framework® -- to extend and challenge students with more rigorous instruction tied to real world opportunities for application.

Adequately Yearly Progress (AYP) benchmarks are based on the VA SOL test results in mathematics and English. We have met all AYP requirements for the past seven years. In addition to meeting and surpassing Federal benchmarks, Rich Acres received the 2008 and 2009 Distinguished Title I School Award for making AYP for two consecutive years. Rich Acres was also recognized by Virginia Governor Timothy Kaine for three consecutive years (2008, 2009, and 2010) through the Virginia Index of Performance (VIP) incentive program created by the Virginia Board of Education in 2007 to advance Governor Kaine's "competence to excellence" agenda and promoting advanced learning and

achievement. Most recently, Rich Acres was recognized with Virginia Governor Bob McDonnell's highest honor, the Governor's Award of Educational Excellence. Only 6% of schools in Virginia received this distinction.

Rich Acres' motto, "Where excellence surpasses achievement" encapsulates the division's vision statement – Henry County Public Schools where critical thinking is expected, creativity is nurtured, technology and innovation are embraced, and learning is celebrated. The faculty, staff, and administration at Rich Acres recognize and accept the purposes of education for elementary schools as stated in the Standards of Quality for Public Schools in Virginia. The entire Rich Acres community is committed to providing learning experiences in the elementary school that will build a strong foundation for lifelong learning. Opportunities are provided for each student to develop to their fullest potential.

1. Assessment Results:

VA SOL tests are administered to students in grades three through twelve in English, mathematics, history, and science. Students in grades five, eight, and eleven also take the writing VA SOL test. The criterion-referenced tests in English, mathematics, history, and science are cumulative, assessing all VA SOL standards in K-3 and 4-5 at Rich Acres.

A scale ranging from 0-600 is used on the VA SOL assessments. A score of 400-499 is considered to be pass-proficient and a score of 500-600 is considered to be pass advanced. To achieve full accreditation as a school, 70% of students are required to pass the VA SOL test in all subjects. Rich Acres has consistently met the state standards with averages well above the state requirement of 70%.

In 2009-2010, 100% of Rich Acres' students were tested and the passing percentages were as follows: writing – 95%, science – 98%, history – 98%, mathematics – 99%, and English 97%.

At Rich Acres, there are no achievement gaps between the test scores of all students and any of the subgroups (socio-economically disadvantaged, African-American, Hispanic, Caucasian, students with disabilities, and limited English proficiency). In 75% of the comparisons between the scores of all students and the subgroups, the subgroup scores are identical or exceed the scores of all students. Over the past five years, students at Rich Acres have produced reading scores in the 90th percentile with the highest percentage occurring in 2009-2010 at 97%. Within these five years, pass advanced scores have ranged from 32% to 47%. Socio-economically disadvantaged students (74% of the population) have produced passing percentages in the 90th percentile four of the five years. The percentage of pass advanced scores in reading has ranged from 29% to 46%.

Other subgroups reading scores in 2009-2010 were as follows – 94% of African-American students passed with 37% receiving pass advanced scores; 100% of Hispanic students passed with 25% receiving pass advanced scores; 100% of students with disabilities passed with 71% receiving pass advanced scores.

Students at Rich Acres have also produced mathematics scores in the 90th percentile over the past four years with the highest percentage occurring in 2009-2010 at 99%. Within these four years, pass advanced scores have ranged from 55% to 72%. Socio-economically disadvantaged students (74% of the population) have produced passing percentages in the 90th percentile all four previous years. The percentage of pass advanced scores in mathematics has ranged from 39% to 68%.

Other subgroups had equally impressive mathematics scores in 2009-2010 – 97% of African-American students passed with 52% receiving pass advanced scores; 100% of Hispanic students passed with 88% receiving pass advanced scores; 100% of students with disabilities passed with 71% receiving pass advanced scores.

For many years, Rich Acres has provided all students with a rigorous and relevant curriculum that is student-centered and has ensured opportunities for intervention, enrichment, and extension. This is evident from the moment an individual enters Rich Acres Elementary School. Banners and awards recognizing the school's success in the state and nation are prominently displayed. These are complimented with student work. Upon entering any classroom at any time, students are not only learning, but they are being prepared for lifelong learning. All staff at Rich Acres take an active part in education students and focus on their emotional, physical, and intellectual needs.

All VA SOL test scores are available on the Virginia Department of Education’s website. Link: https://p1pe.doe.virginia.gov/datareports/assess_test_result.do

A link to the Department of Education’s website is also on Rich Acres’ website. Link: <http://web.henry.k12.va.us/richacres>

2. Using Assessment Results:

Data driven decision making is key to student success at Rich Acres. Following VA SOL assessments, data is disaggregated by the school data team. Student performance information, by subgroup, grade, and teacher, is reviewed to determine areas of strength and weakness. Performance data is then shared with the school improvement team and staff. Working together, the school improvement team and staff revise instructional strategies and design a plan of action to improve areas of student need and to increase from basic to advanced proficiency.

Each grading period, benchmark assessments are given using the Interactive Achievement (IA) database program. IA is comprised of teacher-created online assessments for students to complete. Once completed, staff target academic areas of weakness by individual student and by subgroup. The resulting data is then used to remediate, re-teach, and extend during small group instruction for the following grading period.

Preschool and kindergarten students are screened with the Brigance Developmental Assessment. This enables staff to identify the needs of every student and differentiate instruction to meet their individual needs.

The Cognitive Abilities Test (CogAT) assessment is given each fall to all third grade students to assist with the identification of gifted and talented students. Identified students are provided with enriching learning opportunities by the classroom teacher in order to extend on the student’s interests and talents. Rich Acres provides students with multiple opportunities for achievement and success. Teachers identify students by subgroup in order to provide targeted assistance in core subject areas where students may be at risk. Subgroups and individuals needing targeted assistance are monitored continuously throughout the school year, and appropriate instructional strategies are implemented in order to ensure mastery of required skills. English Language Learners (ELL) and special education students receive support from the ELL tutor or special education teacher in the classroom during small group instruction. This provides students in subgroups with adequate and appropriate instructional support in the classroom setting. Through the use of differentiated instructional strategies, such as pre-assessments, students are able to receive instruction that is appropriately geared for their present level of performance on skills. Students are assessed using the Developmental Spelling Assessment in order to provide students with weekly, individualized spelling assessments in grades one through five. Additional differentiated instructional practices that are geared toward student interests and learning styles are also incorporated into classroom instruction. This provides students with opportunities to demonstrate success at their instructional level with activities that are geared towards their interests and abilities.

3. Communicating Assessment Results:

Rich Acres values the importance of communicating assessment results with all stakeholders – students, staff, families, community, and businesses. Rich Acres believes that communication is active and it involves collaboration, understanding, and celebration.

Communication is two-way at Rich Acres and it begins before the first day of school. All teachers contact students and their parents prior to the first day of school. The school also facilitates a “Back to School Night.” All families receive a code of conduct the first week of school. This publication details all division-wide policies for the upcoming school year.

Staff at Rich Acres utilize many methods of communication during the school year. Each teacher maintains a webpage that is updated daily with assignments. Teachers are also responsible for maintaining regular contact with parents throughout the school year by using email, telephone, personal notes, weekly folders, and home visits.

Parents have unlimited access to their children's academic and attendance information through the use of PowerSchool. PowerSchool is a web-based student information system used by the division to maintain student data including attendance, grades, course information, teacher comments, and daily progress. PowerSchool is updated daily by staff.

Rich Acres engages the community to ensure consistent open communication and opportunities for student success. All 65,000 residents of Henry County receive an Annual Report in the fall that details the assessment data for all schools. The Annual Report is also available on the school division's web page. Link: www.henry.k12.va.us

Rich Acres also posts assessment data on their website. Link: www.web.henry.k12.va.us/richacres

The community also participates in the division's annual convocation which highlights the accomplishments of each school in the division. At Rich Acres, community members participate in the school's end of the year awards programs.

When entering Rich Acres, there are three visible signs of communication: 1) Seven Fully Accredited banners (2004-2010); 2) A seven by three foot banner proudly displays the names of 74 students who, not only passed one or more VA SOL tests in 2009-2010, but scored pass advanced. (This represents 84% of Rich Acres' testing population.) 3) Vivid displays of learning are hanging in the hallways. Celebration is a common occurrence at Rich Acres and is a primary means of communicating the achievements of students and staff. Rich Acres takes advantage of every opportunity to showcase student learning.

4. Sharing Lessons Learned:

At Rich Acres, teachers and staff learn from each other. This is evident as they continually strive to grow and improve upon best practices. For the past five years, Rich Acres has participated in a Differentiation of Instruction (DI) initiative. The core of this initiative is to focus instruction on students' needs and use this as the foundation for the curriculum. All teachers created DI lessons which are available for all staff. These lessons are also discussed in faculty meetings. By discussing them, staff gain insight into ways to improve each lesson and continually grow as a staff.

Some teachers receive regular training in creating, coaching, and revising differentiated lessons plans. This group of trained teachers collaborates with a consultant and other teachers across the division on best practices for observing and coaching DI lessons. Through this process teachers are opening their doors for other teachers to come into their classrooms, observe, and learn without the fear of negative criticism.

Lead teachers at every grade level facilitate regular meetings with grade levels to assist with the design and implementation of daily lessons. Lead teachers work in concert with other lead teachers across the division to edit and prepare lessons for publication on the division's website. Rich Acres' reading specialist and ELL instructor also develop best practices to be used by all teachers in daily instruction. Through learning, growing, reflecting, and sharing, all Rich Acres' is determined to provide all students and staff with the best opportunities for educational excellence.

1. Curriculum:

The Henry County Public Schools district's core curriculum is aligned with the Virginia Standards of Learning and national standards and is the foundation for the district's essential instructional program (reading, writing, mathematics, science, history, and science). Henry County Public Schools recognizes the importance of a rigorous and relevant curriculum that is student-centered and ensures opportunities for intervention, enrichment, and extension for all students. This includes daily application of the visual and performing arts, physical education, and technology as they are essential to the curriculum.

1a. Visual and Performing Arts Program

All students, preschool through fifth grade, at Rich Acres Elementary School receive music instruction. Students attend music classes once every three days, for thirty-five minutes per session. Throughout the school year students perform for their peers, teachers, and parents at PTA meetings and school assemblies. Rich Acres' staff encourage students to participate in several division-wide opportunities for visual, performing, and fine arts including Explore Camp, a week long summer camp, Arts Alive!, an annual division-wide visual and performing arts celebration, Henry County Public Schools Art Show and Exhibit, approximately 50 Rich Acres' students participate each year, and in the spring of 2010 a Rich Acres' student had artwork selected as the Virginia School Board's Association regional winner. In preschool, kindergarten, and first grade, the focus of music class is to develop students' singing and movement skills. Students practice recognizing and demonstrating a steady beat, using movement to interpret musical performances, matching pitch, and singing expressively using a literature of traditional and folk songs as well as rhymes.

In second through fifth grade, the goal of music instruction is to teach students music literacy as well as introduce students to basic music theory and history. Students learn to read and perform rhythms and pitches vocally and with instruments. Students also learn about the concepts of melodic contour, improvisation, and characteristics of different instruments.

Fourth and fifth grade students also participate in a "Recorder Karate" program. Students progress through a series of pieces which become increasingly more difficult. These pieces are designed to teach students to read melodies on the treble staff. Students are recognized for passing a "Belt Test" on a bulletin board in the music room, and students who earn their Black Belt are also recognized on the morning announcements, the "Principal Proud" bulletin board, and the music class website.

1b. Physical Education, Health, and Nutrition Programs

High standards are placed on the physical education program, which students participate in daily. Every three days students participate, under the direction of a certified physical education teacher, with their classroom peers for thirty-five minutes per session. There are five areas of state standards for physical education: skilled movement, movement principles and concepts, personal fitness, responsible behaviors, and how to implement a physically active lifestyle. The goal of each grade is to implement each skill set and enhance them every year. Students learn the basic fundamentals of living a healthy lifestyle. Moving into the higher grades the curriculum becomes more complex and students learn more about how to further develop skills as well as how to problem solve and work together as a team or unit. Not only do the students have to apply basic skill fundamentals and principles, but they are also given the opportunity to apply the skills in problem solving situations. Each lesson includes not only the physical aspect of what the students are learning, but how to live actively and maintain personal fitness.

Rich Acres' differentiation of instruction initiative is also applied to physical education. Success and challenges are ensured for all students by allowing students multiple opportunities to demonstrate a team sport and/or specific skill. Students are also provided with opportunities to collaborate with each other and ultimately "drive" their own learning.

In addition to physical education with the certified teacher, students also participate in structured physical exercise, health, and nutrition programs on a daily basis. These opportunities are coordinated by classroom teachers with the physical education teacher.

Rich Acres actively pursued a Fresh Fruit and Vegetable Program grant from through the United States Department of Agriculture Food and Nutrition program. This grant funding provides students and staff with a fresh fruit or vegetable snack three days a week. As part of the program, students are provided with information about the snack and also apply concepts learned in physical education to better comprehend the physical aspect of personal fitness and the impact of healthy eating on their bodies.

2. Reading/English:

Rich Acres' reading program consists of ninety minutes of uninterrupted language arts instruction with thirty minutes of daily, small group intervention. Instruction is conducted in a modified inclusion method within the classroom setting utilizing the five components of language literacy as a guide: phonemic awareness, phonics, vocabulary, fluency, and comprehension. These components, along with guided reading and writing activities, are incorporated into all subject areas. Rich Acres uses the Houghton Mifflin reading series because: it is based on the variety of stories; it is grounded in the Virginia reading standards; the extensive supplemental reading material for diverse learners; and the extensive support materials for English Language Learners.

All instructional strategies are based on the individual needs of each student with instructional reading levels and spelling levels determined by the Phonological Awareness Literacy Screening (kindergarten through fifth grade), Qualitative Reading Inventory (fourth and fifth grade), STAR Reading (first through fifth grade), and Developmental Spelling Analysis (first through fifth grade) assessments. This data helps staff monitor and personalize instruction by facilitating engaging activities utilizing the text to improve comprehension.

There are four ways in which Rich Acres assists students who are reading below grade level to meet their individual needs. First, the Rich Acres Literacy Team (reading specialist, three instructional assistants, and two PALS tutors) assist the teachers during instructional reading time daily by dividing the students into groups so that the classroom teacher can offer reading instruction on three levels of learning: below level, on level, and above level. Next, the students who do not pass a benchmark test are provided with daily intervention in a reading lab for thirty minutes by a Literacy Team member. Then, the decoding program, Corrective Reading, is used in small group settings with students in fourth and fifth grade who are reading below grade level due to phonics difficulties. A computer program, Reading A-Z, is used in kindergarten through fifth grades for students who are struggling in the five components of language literacy.

The faculty and staff at Rich Acres Elementary realize the basis for all learning starts with a strong foundation in reading. All necessary resources are utilized to teach each student on his/her level of reading and build upon his/her strengths to produce a literate child who can decipher sounds and words, build vocabulary, read with fluency, and comprehend text.

3. Mathematics:

At Rich Acres Elementary School, mathematics is an integral part of daily instruction. The mathematics curriculum for each grade level focuses on six content strands: number and number sense; computation and estimation; measurement; geometry; probability and statistics; and patterns, functions, and algebra. Teachers use a variety of methods to make sure all students at our school are successful.

The mathematics content becomes more complex at each grade level; however, each grade has common goals. Developing mathematical problem solvers is significant, for that reason an emphasis on problem solving is applied to all six content strands. Every grade also strives to have each student become knowledgeable in mathematics vocabulary. This knowledge will help students correctly communicate and

discuss math ideas. Another goal of the mathematics curriculum is to develop mathematical reasoning skills; as a result students can justify math steps or gather information from a table. Students must also be able to make mathematical connections within the content area and with other subjects, such as science. Lastly, students are provided with multiple opportunities to become familiar with the various mathematical representations, for instance numerical, graphical, and algebraic. When teaching math, these goals are the driving force in planning.

Many math skills are used in everyday life; therefore, math instruction is vital to student learning. Every grade level spends 60 minutes daily on mathematics instruction. All mathematics lessons are geared toward meeting the needs of each student, using differentiated instruction (for example, teaching based on readiness, interest, and learning profile). Teachers use different techniques to ensure that all students achieve at math, even those that are performing below grade level. One method to foster learning is by using hands-on learning. Each grade level has math manipulatives in order to reinforce math information by helping students understand and apply ideas learned. Every math class also allows time for remediation and enrichment, therefore struggling students can get the help they require and other students can be challenged to extend their knowledge. Cooperative learning and peer tutoring are very important in helping children be successful at math. With this approach, students are able to learn from each other. After school tutoring is also available to students to help improve mathematical skills. Finally, technology is an exciting method to assist in mathematics instruction. The majority of Rich Acres' classrooms have interactive whiteboards that can be used for engaging, high-interest activities. Teachers also have access to computers or laptops to support mathematics instruction. All fourth and fifth grade students have ipads, which can be used for interactive math games and activities. A variety of teaching methods are used by teachers at Rich Acres everyday to help all students increase their confidence in their math ability.

4. Additional Curriculum Area:

Technology is an integral part of student learning at Rich Acres Elementary School. Each classroom has at least two desktop computers which allow students the opportunity to use technology throughout the school day. As well as those computers, students have access to a laptop lab, a Mac lab, and laptop carts that can be used to integrate technology into their learning. Rich Acres Elementary School has an ITRT (Instructional Technology Resource Teacher) who helps teachers find technology related materials that coincide with Virginia SOL's, trains teachers on new technologies, works with students on the use of technology, and helps in the implementation of materials and technology into the classroom.

Most classrooms at Rich Acres Elementary School also have a SMARTboard, interactive whiteboard, installed in their room. Teachers use the SMARTboards to provide students with hands-on learning. The SMARTboard allows students to come up to the board and manipulate materials related to their learning. If they are learning writing skills, the SMARTboard allows them the opportunity to use the board to correct grammar in sentences and look at student writing together. This tool is very conducive for solving math problems and assists students a great deal as they complete their interactive notebooks.

Another technology tool that all fourth and fifth grade students have the opportunity to use are iPads. All fourth and fifth grade students have been issued iPads and have the opportunity to use them at school and at home to interactively work on educational skills. The ITRT and teachers have been working together to find apps that correlate to what the students are studying and then the ITRT loads them on the student iPads. In addition, the fourth grade history textbook is available on the iPad. Having an electronic textbook, truly provides students with history that comes to life. This technology includes interactive puzzles, videos, and maps to complement each reading passage.

For the past three years, teachers have used the Interactive Achievement program to administer online tests. This program prepares students for online testing. Teachers create tests using VA SOL related material and then each student has a unique login to access the test. The program is designed to look like the VA SOL tests that students take each spring.

Students also have the opportunity to use interactive response systems in their classroom. Teachers create assessments using the CPS program and then students use clickers to answer questions related to their

studies. While teachers are able to identify individual student responses, the students are not. This technology provides all students with an environment that is conducive to learning and limits fears of selecting the wrong answer.

5. Instructional Methods:

Differentiation of instruction (DI) is a key component to the education of all students at Rich Acres Elementary School. Due to the diverse learning needs of students, Rich Acres has created a learning environment that allows each student the opportunity to experience academic success based on their individual instructional level. Several years ago, Henry County Public Schools, including Rich Acres Elementary, began the DI initiative to enhance the learning opportunities for each student. Faculty and staff at Rich Acres have received instruction on various instructional methods to enhance instruction for students. Furthermore, all teachers have had multiple opportunities to attend conferences and visit other schools to observe differentiation in action. Following the implementation of differentiation, teachers were able to design focused lessons, stating specifically what all students were expected to know, understand, and do. This practice continues today.

By incorporating instructional strategies that support differentiation of instruction, teachers are able to access prior knowledge of students through pre-assessment, thus allowing for instruction to be focused and direct. Using subgroup data, teachers are able to not only identify students who are struggling with the content of the curriculum, but they can also identify specific students or student groups who show specific learning gaps. These students can receive instruction that is tailored for their area(s) of weakness. In turn, groups of students and specific subgroups can receive instruction that will also stretch them academically, cognitively, and socially when teachers implement differentiated instructional strategies such as, lessons designed based on readiness, learning styles, or interest.

In order to ensure the needs of all students are met, including subgroups such as limited English proficiency, students with disabilities, and socio-economically disadvantaged, teachers identify students in each subgroup in order to monitor and track student performance and achievement. By monitoring the progress of all students, teachers are able to tailor remediation groups during and after school. In doing so, instruction is enhanced for the teacher and student.

6. Professional Development:

Professional development is necessary to become an educator that continuously produces successful learning. Over the past several years, many professional development opportunities have been offered by Henry County Public Schools in order to help staff members acquire new skills and strategies to enhance student learning. Rich Acres Elementary School teachers and staff have been very active participants in professional development trainings focusing on topics such as differentiation instruction, learning styles, increasing instructional rigor and relevance, and creating and sustaining professional learning communities. Rich Acres staff have also taken advantage of multiple summer professional development opportunities including topics such as podcasting, using interactive whiteboards, and creating story boards. Participating staff members are able to take the information that is gained during district wide trainings back to share with all Rich Acres' teachers.

To assist educators in all subject and specialty areas, coaching in the implementation of the differentiated instruction initiative is utilized by the Rich Acres Elementary staff. Additionally, four teachers are currently participating in mentoring while working on their submissions for National Board certification, while one teacher at Rich Acres is currently a National Board certified teacher.

During the summer of 2010, seven Rich Acres staff members attended the Model Schools conference in Orlando, Florida to receive training and instruction on improving rigor and relevance in instructional practices. Teachers and the building principal attended sessions focused on strategies to increase student achievement and success using skills such as critical thinking, in order to prepare students for success in

life. Six additional teachers will attend this conference during the summer of 2011. The principal attended the 2011 Leadership Academy sponsored by the International Center for Leadership in Education.

Rich Acres has been very fortunate to have teachers who regularly attend the aforementioned professional development functions and then create presentations to share with colleagues during staff meetings. By sharing newly acquired instructional knowledge within the building, the teachers have fostered a learning community that is open to trying new strategies to reach students who struggle. By working collaboratively, both within grade levels and across grade levels, the teachers and staff at Rich Acres Elementary have demonstrated that seeking out new information and implementing research based strategies can lead to sustained student success and achievement.

7. School Leadership:

Rich Acres Elementary School is directed by the principal, Mrs. Elizabeth Minter. She has been the principal at Rich Acres for three years. Mrs. Minter believes that the school's learning culture and vision should be led by example.

The leadership role and vision of Mrs. Minter is -- for each member of Rich Acres to reach his/her full potential; there is a direct relationship between teacher expectations and student achievement; students will be healthy, safe, happy, and academically successful so that they reach their full potential; collaboration with parents and the community is mission critical; all stakeholders will be knowledgeable of Rich Acres' quest for excellence; and integrity is essential in decision making.

Mrs. Minter has been directly responsible for several prestigious recognitions including: Distinguished Title I School Award for making AYP for two consecutive years in 2008 and 2009, Governor's Award of Educational Excellence in 2009 and 2011 for achieving consistently having high percentages of students achieving at the advanced level on VA Standards of Learning assessments and progress made toward education goals adopted by the Virginia Board of Education including elementary reading levels and participation in the Virginia Preschool Initiative, and the 2010 Virginia Board of Education's VIP Excellence Award.

Rich Acres was one of five elementary schools in the state selected to receive iPads for the Beyond Textbooks initiative. The Virginia State Superintendent of Public Instruction, Dr. Patricia Wright, chose Rich Acres Elementary School to be the site for her national announcement regarding the Beyond Textbooks initiative. Representatives from over twenty national corporations were present at the announcement. Rich Acres was also featured in the Business and Innovation section of the Boston Globe January 31, 2011 for the schools involvement and success in the Beyond Textbooks initiative. Again, these success stories and national spotlights on Rich Acres are directly attributed to the leadership, Principal Mrs. Elizabeth Minter.

All staff and teachers at Rich Acres are highly qualified, well-trained, caring professionals who actively participate in school decision making and whose opinions are welcomed and valued by the principal. Monthly staff meetings are held to ensure information is shared and decisions regarding school-wide initiatives and goals are made.

Parents and community members are involved in the school program through participation in the PTA and division-wide councils and advisory boards. Annually we recognize our most valuable volunteer at a school board meeting.

Rich Acres is successful because the entire staff is student-focused, an example that begins with the principal and is reflected in the daily actions of teachers, staff, parents, and the community. It is clearly evident in the success of all students, that there is a mutual respect amongst all stakeholders and this is the foundation of the leadership at Rich Acres.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Virginia SOL

Edition/Publication Year: 1 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Pass Proficient	100	98	96	97	100
Pass Advanced	65	81	67	63	68
Number of students tested	43	47	46	62	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	3	0	7	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass Proficient	100	97	94	95	100
Pass Advanced	52	81	63	57	6
Number of students tested	25	32	32	37	25
2. African American Students					
Pass Proficient	100	95	96	94	100
Pass Advanced	52	71	63	53	52
Number of students tested	21	21	27	32	21
3. Hispanic or Latino Students					
Pass Proficient	0	0	0	0	0
Pass Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Pass Proficient	0	0	0	100	0
Pass Advanced	0	0	0	70	0
Number of students tested	0	0	0	10	0
5. English Language Learner Students					
Pass Proficient	0	0	0	0	0
Pass Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Caucasian					
Pass Proficient	100	100	93	100	100
Pass Advanced	69	88	71	74	82
Number of students tested	16	24	14	27	17
NOTES:					

11VA4

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Virginia SOL

Edition/Publication Year: 1 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Pass Proficient	100	87	93	82	93
Pass Advanced	45	21	46	50	40
Number of students tested	42	47	44	62	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	1	8	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass Proficient	100	84	91	78	88
Pass Advanced	46	19	44	46	40
Number of students tested	24	32	32	37	25
2. African American Students					
Pass Proficient	100	76	96	78	90
Pass Advanced	40	19	37	38	29
Number of students tested	20	21	27	32	21
3. Hispanic or Latino Students					
Pass Proficient					
Pass Advanced					
Number of students tested					
4. Special Education Students					
Pass Proficient				80	
Pass Advanced				6	
Number of students tested				10	
5. English Language Learner Students					
Pass Proficient					
Pass Advanced					
Number of students tested					
6. Caucasian					
Pass Proficient	100	96	93	85	94
Pass Advanced	56	21	57	63	47
Number of students tested	16	24	14	27	17
NOTES:					

11VA4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Virginia SOL

Edition/Publication Year: 1 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Pass Proficient	96	98	96	92	91
Pass Advanced	71	71	71	44	42
Number of students tested	49	42	51	36	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	2	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass Proficient	94	97	94	87	85
Pass Advanced	69	65	72	39	45
Number of students tested	36	31	32	23	20
2. African American Students					
Pass Proficient	90	96	93	83	86
Pass Advanced	62	65	52	28	27
Number of students tested	21	23	29	18	22
3. Hispanic or Latino Students					
Pass Proficient	0	0	0	0	0
Pass Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Pass Proficient	0	0	0	0	0
Pass Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Pass Proficient	0	0	0	0	0
Pass Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Caucasian					
Pass Proficient	100	100	100	100	95
Pass Advanced	79	86	100	56	60
Number of students tested	24	14	20	16	20
NOTES:					

11VA4

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: Virginia SOL

Edition/Publication Year: 1 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Pass Proficient	94	98	96	97	93
Pass Advanced	53	33	53	58	42
Number of students tested	49	42	51	36	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	4	2	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass Proficient	94	97	94	96	90
Pass Advanced	46	46	52	43	30
Number of students tested	35	31	33	23	20
2. African American Students					
Pass Proficient	86	96	93	100	91
Pass Advanced	52	26	40	50	45
Number of students tested	21	23	30	18	22
3. Hispanic or Latino Students					
Pass Proficient					
Pass Advanced					
Number of students tested					
4. Special Education Students					
Pass Proficient					
Pass Advanced					
Number of students tested					
5. English Language Learner Students					
Pass Proficient					
Pass Advanced					
Number of students tested					
6. Caucasian					
Pass Proficient	100	100	100	94	95
Pass Advanced	56	46	70	63	40
Number of students tested	25	13	20	16	20
NOTES:					

11VA4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Virginia SOL

Edition/Publication Year: 1 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Pass Proficient	100	90	100	96	79
Pass Advanced	59	63	82	53	21
Number of students tested	44	51	34	45	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	6	1	3	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass Proficient	100	85	100	95	78
Pass Advanced	45	58	79	41	19
Number of students tested	33	33	24	22	36
2. African American Students					
Pass Proficient	100	90	100	92	73
Pass Advanced	46	55	78	56	13
Number of students tested	24	29	18	25	30
3. Hispanic or Latino Students					
Pass Proficient					
Pass Advanced					
Number of students tested					
4. Special Education Students					
Pass Proficient					
Pass Advanced					
Number of students tested					
5. English Language Learner Students					
Pass Proficient					
Pass Advanced					
Number of students tested					
6. Caucasian					
Pass Proficient	100	90	100	100	86
Pass Advanced	73	71	86	50	27
Number of students tested	15	21	14	18	22
NOTES:					

11VA4

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: Virginia SOL

Edition/Publication Year: 1 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Pass Proficient	98	94	97	95	98
35	35	43	44	34	38
Number of students tested	43	51	34	44	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	5	2	4	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass Proficient	97	94	96	95	97
35	28	39	46	29	39
Number of students tested	32	33	24	21	36
2. African American Students					
Pass Proficient	96	93	94	92	100
35	26	31	39	29	33
Number of students tested	23	29	18	24	30
3. Hispanic or Latino Students					
Pass Proficient					
35					
Number of students tested					
4. Special Education Students					
Pass Proficient					
35					
Number of students tested					
5. English Language Learner Students					
Pass Proficient					
35					
Number of students tested					
6. Caucasian					
Pass Proficient	100	95	100	100	95
35	53	62	50	39	41
Number of students tested	15	21	14	18	22
NOTES:					

11VA4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Pass Proficient	99	95	97	95	89
Pass Advanced	64	72	71	55	39
Number of students tested	139	142	134	143	146
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed				12	14
Percent of students alternatively assessed				8	10
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass Proficient	98	93	95	93	86
Pass Advanced	54	67	68	39	14
Number of students tested	97	98	91	82	87
2. African American Students					
Pass Proficient	97	93	96	91	85
Pass Advanced	52	62	60	48	25
Number of students tested	68	74	77	75	78
3. Hispanic or Latino Students					
Pass Proficient					
Pass Advanced					
Number of students tested					
4. Special Education Students					
Pass Proficient	100	89	93	100	100
Pass Advanced	71	73	82	74	42
Number of students tested	14	20	15	17	24
5. English Language Learner Students					
Pass Proficient	100				
Pass Advanced	75				
Number of students tested	12				
6. Caucasian					
Pass Proficient	100	97	98	100	93
Pass Advanced	73	85	88	62	53
Number of students tested	56	59	48	61	63
NOTES: Regarding alternative assessments for 10 or more students in a subgroup: Fourteen students took alternative assessments in 2006 and twelve took alternative assessments in 2007 because their IEP specified that they took an alternative assessment.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Pass Proficient	97	93	95	90	95
Pass Advanced	43	32	47	47	37
Number of students tested	140	142	134	143	146
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed				14	15
Percent of students alternatively assessed				10	10
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass Proficient	97	92	93	88	93
Pass Advanced	37	29	46	32	39
Number of students tested	97	98	91	82	87
2. African American Students					
Pass Proficient	94	89	95	88	94
Pass Advanced	37	26	38	37	33
Number of students tested	68	74	75	75	78
3. Hispanic or Latino Students					
Pass Proficient					
Pass Advanced					
Number of students tested					
4. Special Education Students					
Pass Proficient	100	95	87	88	96
Pass Advanced	71	41	71	53	32
Number of students tested	14	20	15	17	24
5. English Language Learner Students					
Pass Proficient	100				
Pass Advanced	0				
Number of students tested	12				
6. Caucasian					
Pass Proficient	100	97	98	92	95
Pass Advanced	54	41	60	58	41
Number of students tested	57	59	48	61	63
NOTES: Regarding alternative assessments for 10 or more students in a subgroup: Fifteen students took alternative assessments in 2006 and fourteen students took alternative assessments in 2007 because their IEP specified that they took an alternative assessment.					