



## PART I - ELIGIBILITY CERTIFICATION

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12VA2

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12VA2

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district 45 Elementary schools (includes K-8)  
 (per district designation): 12 Middle/Junior high schools  
9 High schools  
0 K-12 schools  
66 Total schools in district
2. District per-pupil expenditure: 9256

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 12
5. Number of students as of October 1, 2011 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	5	5	10		<b>6</b>	0	0	0
K	47	35	82		<b>7</b>	0	0	0
1	42	38	80		<b>8</b>	0	0	0
2	44	42	86		<b>9</b>	0	0	0
3	41	57	98		<b>10</b>	0	0	0
4	45	50	95		<b>11</b>	0	0	0
5	65	47	112		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>563</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
14 % Asian  
3 % Black or African American  
3 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
76 % White  
4 % 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 2010-2011 school year: 3%

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, 2010 until the end of the school year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	15
(4)	Total number of students in the school as of October 1, 2010	563
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 4%  
 Total number of ELL students in the school: 23  
 Number of non-English languages represented: 11  
 Specify non-English languages:

Hindi, Chinese, Telugu, French, Spanish, Mandarin, Marathi, Gujarati, Bengali, Korean, Tamil

9. Percent of students eligible for free/reduced-priced meals: 4%  
 Total number of students who qualify: 24

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: 9%  
 Total number of students served: 53

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>15</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>14</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>19</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>3</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>2</u>	<u>0</u>
Classroom teachers	<u>28</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>8</u>	<u>9</u>
Paraprofessionals	<u>2</u>	<u>9</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>8</u>	<u>6</u>
Total number	<u>48</u>	<u>24</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: 21:1

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	%	%	%	%	%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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

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

No

Yes

If yes, what was the year of the award?

Nuckols Farm is an exceptional school full of talented, caring, and positive professionals who believe all children can be successful and who are committed to making that happen. Dedicated and inspired staff, engaged parents, and motivated students are united to create a sense of community and family. We have a stellar record of academic achievement, award-winning community service, and a staff recognized for excellence at the local, state, and national levels. Our school is characterized by a contagious enthusiasm for learning and a joy in being together that is immediately apparent as you enter our doorway. Our mission statement summarizes what we believe is important as we work with our students each day: "Nuckols Farm Elementary is a joyful community of learners dedicated to exemplary academic achievement, care for one another, service to others, and recognition of each person's unique gifts and contributions. Staff, students, parents, and the community work together to nurture skilled, caring, and passionate leaders for tomorrow."

Instructionally, experience-based learning takes place at each grade level as students actively participate in engaging activities and develop essential skills and understanding. We are committed to ensuring that each student not only has the core knowledge and skills they need, but that they also develop a love for learning and the proficiency with 21st century learning skills that are critical for success. Classroom instruction is differentiated, targeting specific learner needs and students are showered with opportunities to extend their learning as they engage in experiential learning activities. Our teachers strive each day to make learning come alive for our students and to fully engage them in the learning process.

The community is always welcome and is very visible at our school. Yearly community highlights include family picnics, the Fall Festival, our Turkey Trot Charity Run, Family Fun Nights, and "Dancing on the Blacktop" to celebrate the end of the school year. These and other events help build a sense of family and give us the opportunity to interact and enjoy one another beyond the classroom and instruction. Our school serves a community that highly values education and has very high expectations for our school. Support from parents is integral to our school's success. Every classroom feels the strong presence of our active PTA through donations of equipment and supplies and through the cultural arts programs provided. Most importantly, we value the time our volunteers spend working hand-in-hand with us each school day in a myriad of volunteer roles, enriching the instructional program and opportunities that we provide.

We believe in building strong citizens as well as strong students, and emphasize the importance of community service. Through numerous school-wide charity events each year, we involve our students in helping others and strengthening our community. As an example, we created "Food Bank Fridays" three years ago in response to the recession to support our local food bank and this has become a monthly community service event. Every class chooses an additional community service project through discussion and research. These projects have focused on helping our local SPCA, children's hospital, and many other community organizations.

Nuckols Farm is bustling with activity from before the school day begins to late afternoon. Our core academic program is enhanced as children explore their interests in sports, chess, music, engineering, theater, and art. Other after school opportunities for enrichment include Book Bowl, D.R.U.M., Knowledge Master Open (KMO), and Destination Imagination teams, and these groups participate in events at the county, state, and/or national level. Our KMO Team has placed first in Virginia 10 of the last 11 years and has been one of the top 10 teams in the international competition 9 of 11 years.

Our morning announcements, produced and broadcast by fifth graders and video streamed to all classrooms, spotlight individual accomplishments of students, as well as daily school news. Faces beam

as students hear their names and friends' names on the broadcast. Students are recognized for participating in community art shows, for earning excellent character awards, and for earning certificates for the Genre Patch Club, a library reading incentive program. SCA members are frequent correspondents who share information about special events and spirit days. To support the Virginia Standards of Learning, third graders are recognized as they progress through the "College of Knowledge." All eyes are tuned in as positive behavior is highlighted weekly in "Take Two Tuesdays" skits. These short sketches, performed by students from various grade levels, model the appropriate behavior and manners expected at Nuckols Farm.

Our excellent exceptional education teachers provide an outstanding program for our children with autism and other exceptional needs. We house a zone center for students with autism and our students in this program are valuable members of our learning community and essential threads in the fabric of Nuckols Farm. Through words and example, we teach our children that we all have strengths and we all have things that are more difficult for us. Our students live this each day and, by accepting and embracing one another's individual differences, they learn to accept and embrace themselves. In addition, our school has seen a substantial increase in the number of ELL students served this year. We have focused on developing the needed skills to provide services to our ELL students that will enable them to make a smooth transition and achieve success. As our school becomes more diverse, we become stronger as we learn from one another.

Nuckols Farm has been recognized by the Commonwealth of Virginia with the Governor's Award for Academic Excellence each year since its inception for exemplary student achievement and our staff members have been recognized at the local, state, and national level for exceptional and innovative teaching. We absolutely love what we do, we love our students, and our consistently high performance reflects this passion. The National Blue Ribbon Schools Program sets a standard of excellence for schools striving for the highest level of achievement, identifying schools where students attain and maintain high academic goals. We believe that Nuckols Farm Elementary fully embodies these qualities, and we are committed to setting and meeting the highest of goals. During the heyday of the Washington Redskins, Coach George Allen, Sr. was quoted as follows: *"Consistency is the truest measure of performance. Almost anyone can have a great day, or even a good year, but true success is the ability to perform at the highest levels day in and day out, year after year, under all kinds of conditions. Consistently outstanding results require uncommon talent, unwavering focus, true teamwork, and an all-encompassing passion for the game."* We agree. We know that by continuing to work together, maintaining our focus on student achievement, and fueling our work with passion and commitment, we will continue to be successful in reaching new goals for our students and our school.

**1. Assessment Results:**

A. There is a culture in our school that views each child’s success as every staff member’s responsibility and this is the foundation for the outstanding performance our students consistently demonstrate on Virginia Standards of Learning Tests and other standardized measures. Pass rates from the Virginia Standards of Learning Assessments from the most recent year are as follows:

Grade 3:	Reading 99	Mathematics 100	Science 100	Social Studies 100
Grade 4:	Reading 98	Mathematics 98	Social Studies 99	
Grade 5:	Reading 100	Mathematics 99	Science 100	

Our aggregate (Grades 3-5) SOL pass rates for 2010-11 are: Reading / English - 99, Math – 99, Social Studies – 99.5, and Science – 99. Our percentage of Advanced Proficiency SOL Scores is 81.4 overall. These high rates of advanced scores, along with an analysis of our CogAT, MAPS, and PALS data, points to the ongoing need for enrichment opportunities in reading and math for many of our students. Providing differentiated instruction is the key to providing these opportunities and we continue to focus on building our capacity for doing so. Although 91% of our parents indicated that our school “does a great job of challenging my child to his/her full potential,” (2011 Stakeholder Survey) we want all of our parents to feel this way and are continually identifying resources and strategies that allow us to do this more proficiently. Our goal is for every child to be successful, thus our school standards are and always have been a 100% pass rate on all end-of-year assessments. While we are very proud of our students’ achievements, we do not see ourselves as a school that “has arrived” and do not ever want to see ourselves in this way. We are a school on a journey to continually improve and refine instruction so that every child reaches his/her potential.

B. Our performance data indicates continued outstanding overall performance in all subject areas over the past five years. While we want to recognize and continually build on our success, we closely analyze our data to identify areas for improvement. Disaggregation of data provides key information in this improvement process. Disaggregation of our data reveals that all reported / tracked subgroups are performing within 10 percentage points of pass rates for all students, when pass rates for that subgroup are averaged over the five year period. The average pass rates for our largest two subgroups are as follows:

Asian: Grade 3 Reading - 100, Grade 4 Reading - 97.8, Grade 5 Reading - 99.2, Grade 3 Math - 100, Grade 4 Math - 100, Grade 5 Math - 100.

Special Education : Grade 3 Reading - 90.4, Grade 4 Reading - 89.8, Grade 5 Reading - 90.4, Grade 3 Math - 95.2, Grade 4 Math - 95.2, and Grade 5 Math - 96.6.

Our lowest pass rate for subgroups is for the special education subgroup in the area of reading. The number of students in this subgroup ranges from 7-15 and, as a school with a zone center program, this performance data includes our students in the self-contained autism classes. While pass rates for our students with learning disabilities, other health impairments (including ADHD), speech and language disabilities and the majority of our center-based students with autism have been within 5 percentage points of our overall pass rate every year in both math and reading, our students with more significant manifestations of autism struggle with the format and content of our SOL Reading test, and do not always qualify for the use of a an alternative portfolio style assessment. We continue to provide intensive

services and to administer additional assessments that provide a more accurate measure of these students' skill acquisition, progress, and learning needs in the area of reading.

We have a 98-100% testing participation rate. The number of students utilizing alternate assessments has remained fairly steady and represents a very small percentage of our population. Given the fact that we house a zone center for a self-contained exceptional education program, we are especially proud of this accomplishment and continue to work hard to challenge all our students.

Ability / Achievement Test comparisons indicate that our students consistently achieve at or above tested ability levels. For the most recent two cohort comparisons the data, expressed as percentile scores, is as follows:

- 2009-10 Grade 3 Otis-Lennon School Ability Test: 78 /
- 2010-11 Grade 4 Iowa Test of Basic Skills: 79
- 2008-09 Grade 3 Otis-Lennon School Ability Test: 82 /
- 2009-2010 Grade 4 Stanford Achievement Tests: 86

In reviewing our data, we also take note of the percentage of students scoring in the advanced range on our SOL tests and use this information to make adjustments to our instructional program. For example, this year, after analyzing our data and noting the high percentage of students scoring in the advanced range in mathematics in fifth grade (92%) and knowing that completion of the advanced fifth grade math curriculum is required for a student to be recommended for an advanced math track in middle school (Algebra in seventh grade), we made changes in the organization of our fifth grade math instruction and developed a systematic plan for all-inclusive access to the advanced curriculum. This access is based on performance on pre-tests given to all students at the beginning of each unit. Using the advanced learner standards, we developed advanced mathematics modules for each unit. All of our fifth grade math teachers now utilize these with students whose pre-test results indicate readiness for additional challenges.

Additional analysis of advanced pass rates from 2010-11 indicate a six point decline from the previous year in the number of students scoring in the advanced range in fifth grade reading. We have made adjustments to our reading instruction in fourth and fifth grade, increasing our emphasis on vocabulary development, increasing the length of passages we use in classroom assessments, and implementing additional strategies to help students read strategically to efficiently identify important information and key phrases in what they have read.

Although our scores are not typically disaggregated by gender, our informal data indicated a possible gap between the reading performance of girls and boys. As we analyzed average scores from our SOL tests, Henrico Assessments, MAPS and PALS testing from the 2010-11 school year, we found this to be true, with boys scoring between 6-9% lower on all tests. Research finds similar results nationally at all levels, with some studies indicating a gap of over one year by eleventh grade. We believe, however, that this gap can be closed and are working on identifying reading materials, strategies, and groupings that will help us to support our boys in reaching their full potential.

## **2. Using Assessment Results:**

At Nuckols Farm, assessment data is the foundation for analyzing student performance and instruction. Teachers continually use formative and summative data to identify children's individual strengths and learning needs in order to provide differentiated instruction and provide specific feedback to students and their families.

The use of data is evident in the teaching and learning that take place in our classrooms each day. We believe that teachers who know their students, both as individuals and as learners, can use this information to create dynamic learning communities that celebrate a diversity of needs and honor each

student's learning journey in an atmosphere of high expectations for all. We begin this task during teacher work week as teachers review spring assessment data for their new students along with specific information from the previous year's teacher regarding each student's learning strengths, current achievement levels, and needs. Additional assessments in the fall, including the Phonological Awareness and Literacy Screening (PALS) in the primary grades and MAPS testing in grades 3-5, build upon this information and allow the teacher to immediately focus upon students' specific needs. Small group instruction comprises the majority of direct teaching in our classrooms. Teachers use both formative and summative assessments to form a variety of learning groups, based on individual needs, interests, and learning styles and to communicate with students about their learning strengths and needs. Sharing assessment data with students helps them to identify their strengths and recognize those areas in which additional work is needed. It also enables them to begin to take ownership in setting goals and monitoring progress. On a typical day in our classrooms, students are engaged in a variety of activities around a continuum of related core content, based on identified needs.

In reading and math, we believe that daily direct instruction in need-based small groups is essential. The use of ongoing assessment data is key to forming and reforming these groups. This data includes teacher observation, pre / post unit testing, running records, literacy and other curriculum probes, analysis of student work, and quarterly cumulative assessments. These assessment tools allow us to identify students' changing needs, assess mastery of content learned, and adjust instruction accordingly for each student.

While continually and carefully differentiating, monitoring, and assessing instruction is the foundation of good teaching for all students, it is especially critical for those students experiencing difficulties in one or more subject areas. In response to this belief, we have developed and utilize a Tier I Intervention Plan for any student scoring below an expected level on summative and formative assessments, or who demonstrates ongoing difficulties in daily learning. We also provide daily services for those students needing Tier II or III Intervention.

The Tier I Intervention Plan allows us to systematically utilize formal and informal assessment data to identify and plan for the instruction of those students not yet performing at a proficient level, but also not demonstrating a need for more intensive services through Tier II or III intervention. The Tier I Intervention Plan specifies skills to be targeted, strategies for addressing instruction in these skills, when / how / who will implement, and tracks response to the interventions identified through progress monitoring. These plans are developed and administered by the classroom teacher, with support from the entire instructional team. Tier I Intervention Plans are reviewed with grade level team members and the principal or associate principal in order to identify common needs across classes and share strategies, successes, and challenges. The plan is updated no less than once per grading period with a focus on evidence of progress and response to the interventions identified.

For students needing more intensive instruction, Tier II or III Intervention is provided by an interventionist. Progress monitoring becomes more frequent and is reviewed bi-weekly by our school's Intervention Team to ensure that either the student is making sufficient progress, adjustments are made to the intervention being provided, or the additional interventions / assessments needed to more clearly identify and target the student's needs are being identified. The goal of all tiered intervention is to provide the support necessary for the student's growth and success.

In communicating with parents, assessment data is shared and put in the perspective of the student's overall daily work and growth as a person and learner. We believe that strong home-school communication is a key to student success and that specific data regarding their child's areas of strengths and needs empowers parents to provide the support needed. We have also developed specific review materials designed to be used at home to support families' efforts to assist their child. These materials are designed to be engaging, easy to use, and geared towards students' specific needs. We firmly believe that our students' consistently high achievement is a result of not only the work that takes place at school, but also our partnership with families.

### **3. Sharing Lessons Learned:**

Our staff continually seeks out opportunities to share information with colleagues outside of our school through conferences, share sessions, workshops, participation in professional organizations and through other means. Several of our staff members regularly lead workshops in the use of technologies as learning tools at the regional Tech Fest. Others have presented sessions at the Richmond Reading Association Conference, presented innovative lessons and teaching strategies at district share sessions, and share ideas with other teachers in a number of school districts through their involvement with professional organizations at the local and state levels. Our exceptional education team provided two-day training sessions for staff working with students with autism both within our county and for teachers in neighboring school divisions. Two of our staff members are Clinical Faculty Members at Virginia Commonwealth University, working with pre-service teachers. Another staff member recently co-taught a reading class for elementary teachers through the University of Virginia. Our principal was a co-author and editor of our district's *Guide for New Principals* and has served numerous times as a mentor for new principals, led seminars and classes for pre-service and beginning school leaders, and serves as an assessor at our district's Leadership Assessment Center. Each year, we have requests from other schools and school divisions for observations within our schools and we honor as many of these as we can. These opportunities provide us with a means to share our excitement about the teaching and learning taking place in our school and to learn from others, as well. A faculty team from The University of Virginia spent time with us two years ago, observing in our identified gifted classrooms, interviewing our teachers, students and parents, and gathering data for research they were conducting on best practices in gifted education. We work with numerous teacher interns, practicum students, and student teachers each year, sharing what we know and learning from them.

We also value partnerships with other schools in our district and have formed flexible partnerships with several schools. Two years ago, we partnered with two other schools to focus on incorporating active learning strategies in our classrooms. We participated in training together and shared ideas throughout the school year on innovative practices, success stories, and challenges. With the use of technologies, these partnerships have started to expand beyond our immediate area, with several of our teachers regularly sharing strategies and practice with teaching colleagues across the country. As we continue to find avenues to share our knowledge, we know that we are also contributing to our professional growth and, ultimately, to improving instruction for our students.

### **4. Engaging Families and Communities:**

One of our core beliefs is that strong home-school partnerships support individual children and also strengthen the school as a learning community. We believe that this starts with a welcoming atmosphere and it is our job to create such an atmosphere where families feel not just welcomed, but also needed and empowered. Our success in creating this kind of environment is evidenced in our outstanding parent survey results, where 100 percent of our parents responding indicated that staff is accessible, that their own (parent) involvement is important, that they attend most school events, and that they feel welcomed in the school.

Another element that is key to parent involvement is ongoing and positive communication. Teachers keep parents informed about their child's progress and respond promptly to emails and phone calls. We communicate with our families through conferences, phone calls, newsletters, blogs, web pages, flyers, emails and an automated phone system that the principal utilizes to share information about upcoming events and happenings at Nuckols Farm. Our very active PTA also does an outstanding job communicating with parents. Volunteer opportunities, upcoming events, and general information is shared through the PTA website, a newsletter, and email communication.

There are many volunteer opportunities throughout the school available for parents. We average 10 - 15 parent volunteers per day and each day we have volunteers helping in the library, cafeteria and organizing learning materials. In the lower grades, parents come in weekly to listen to our children read, while in the

upper grades they facilitate “Chat and Chew” reading groups that meet at lunch for a series of book club discussions. Our families' involvement in promoting reading success is an integral part of our school.

Parents are becoming more involved in classroom blogs, which provide teachers a means to electronically engage parents in the learning process. Parents are able to see everyday instruction and activities that happen in the classroom and comment about that learning, sometimes posing new questions for the class. It also gives the immediate family a chance to share their child's learning with grandparents and other friends and family who may not live close by.

Our Explore Lab is a hands-on science lab that is run by parents with oversight from the instructional staff. Parents organize materials and lead hands-on experiences at small group stations. These experiences are based on our Science Standards of Learning and are integral to student mastery. This is a wonderful resource that enables the children to be actively engaged in the role of scientists as they hypothesize, experiment, discover, and learn.

We have created a true partnership with our families and look forward to continuing to find new ways to nurture this partnership to strengthen our school and help ensure success for our students.

## 1. Curriculum:

The Virginia Standards of Learning create a foundation for our curriculum in our core subject areas. Our school district has expanded these into Essentials of Learning for each subject area at each grade level. These Essentials, developed and continually updated by teachers and specialists, provide an overview of the content, a specific list of skills and understandings by subject area strand, related thinking and study skills, and cross-curricular connections. From the Virginia Standards of Learning and our Essentials of Learning, our instructional staff organizes learning experiences and utilizes instructional resources to make learning meaningful, connect content across curriculum areas, and generate enthusiasm for learning.

In language arts, our curriculum focuses on three main areas of skills and understandings: oral language skills, reading, and writing. At each grade level (K-5), specific skills are addressed in each of these areas, spiraling and building upon previous learning. Our goal in the area of oral language development is to ensure that our students are able orally express their ideas and research confidently to a variety of audiences, using proper grammar, intonation, expressive skills, and audio-visual supports. In reading, our curriculum focuses on the phonics, vocabulary, reading context, oral and silent reading strategies, and comprehension skills that will enable them to be skillful, strategic readers and to be able to proficiently use reading as a tool for learning. In addition, our curriculum focuses on providing an understanding of the various genres and an appreciation of a wide variety of literature. In writing, our focus is on the development of spelling, grammar and composition skills, as well as the development of a writing voice and ability to write in various styles, that will enable our students' writing to be correct, cohesive, interesting, and to be a vehicle to express their ideas, feelings, and research.

Our mathematics curriculum is designed around four interrelated strands: number sense / estimation/ computation, measurement and geometry, probability and statistics, and patterns / functions / algebraic thinking. Skills in each of these strands are addressed beginning in kindergarten, using hands-on materials, so that a deep understanding of concepts can be acquired rather than merely a memorization of information and algorithms. Our curriculum, however, also provides a depth of experiences in each area and ongoing practice through application, so that fluency can also be developed.

Science curriculum centers on understanding content and developing procedural, investigative, and problem-solving skills through conceptual themes. Our science curriculum also emphasizes the integration of science and technology through children's engineering. The conceptual themes that we explore at each grade level build on prior knowledge relating to that concept. Our themes in K-5 are force, motion, and energy, matter, living systems, earth/ space systems, and earth patterns, cycles, and change.

In social studies, there are four subsets of knowledge and understandings addressed in our curriculum. These subsets are history, geography, economics, and civics. As with the other core curricular areas, the curriculum spirals through the grade levels and we connect the content to other subject areas through cross-curricular studies. Our social studies curriculum provides our students with a base of knowledge regarding other peoples' cultures and lives. Our students also explore the interrelationships of various groups of people and the resulting geographical, economic, and cultural change that takes place through interaction, exploration, conflict, and co-existence.

Visual and performing arts are an important part of our instructional program. Our students take part in weekly art and music classes and each of these subject areas addresses specific sets of knowledge and experiences. In music, students learn about musical structure, expression, pitch and rhythm through vocal experiences, experiences with a variety of instruments, and by becoming familiar with great music

through the ages. Our students at Nuckols Farm all learn to read music and learn to play both the harmonica and recorder as part of the music curriculum. In art, our curriculum centers on providing an experiential knowledge of visual communication and aesthetics and specific knowledge about the use of various art mediums and techniques, as well as exploring the work of great artists and architects. We make connections between art and social studies at each grade level, having students create works or use mediums that typify particular time periods, civilizations, or groups of people.

Our physical education and health curriculum provides learning in the area of movement, personal fitness and sports, development of self-care and responsible behaviors, and the development of and appreciation for a physically active lifestyle. In addition to weekly physical education classes for kindergarten through fifth graders, all grade levels have an active outdoor time each day, and fourth and fifth graders have an additional fitness class, as well.

Although technology is not approached as a separate subject area, there is a specific technology curriculum for each grade level which is integrated in learning experiences throughout the day. These understandings and knowledge sets center around a development of basic technology operations and concepts, the ability to use technology tools to obtain resources and for research and communication, the development of 21st century skills, and social and ethical issues related to the use of technology.

## **2. Reading/English:**

Reading is the core of our curriculum at Nuckols Farm. We know that developing strong readers is the foundation for developing strong students. As fluent and strategic readers, students have the most important academic skill needed to succeed throughout their school careers. Our approach to reading instruction centers on the use of ongoing assessment data to inform instruction and the use of a small group format that focuses on differentiation to meet the needs of all children. Our school district has adopted many of the principles and strategies developed by Beverly Tyner. Through staff development and small group meetings, our teachers have studied her ideas and now implement them in our classrooms.

A foundation of the Tyner approach is the use of small group instruction as a key to meeting the needs of diverse readers. This is a belief that we share. At Nuckols Farm we spend 90 minutes daily teaching reading and language arts. Children who need extra support, beyond the differentiated instruction that is provided in every classroom, spend part of this time with an interventionist who reinforces basic classroom skills through the use of specific intervention programs, designed to carefully monitor student progress and response to intervention.

A key resource for our differentiated reading instruction is our leveled book room, created by our staff with support from our PTA and volunteers. In this room, teachers have access to multiple copies of thousands of books at different reading levels, from predictable books for pre-emergent readers to advanced novel studies. The books also span different genres, allowing teachers to reach children with reading materials that spark their interest. The books are labeled by lexile level, guided reading level, and grade level. All instructional staff members have access to the online database that we created and can search by title, author, or by reading level. Other instructional resources utilized in our reading program are our outstanding reading series that provides materials and strategies for students on, above, and below typical reading levels, online resources, and reading apps / software available through the iPads (K-1) and laptop computers (K-5) that are in each of our classrooms. A variety of trade books, non-fiction resources, and the print-rich environment in each of our classrooms are also utilized. When children have reading materials at their instructional and independent reading levels, they are able to apply their knowledge of phonics, build fluency and vocabulary, and develop strategies to increase their comprehension of material read.

We use a word study approach to teach spelling and word patterns in Grades K-5. Rather than memorization of a list of words, word study provides instruction that helps develop understanding of the

sound, pattern, and meaning relationships of the English language. This spelling program is developmental, meets the individualized needs of all learners, and directly supports reading development.

Our library supports our reading program by giving children daily access to a rich variety of reading materials and opportunities to shine. We have an open access library, enabling students to visit the library and exchange books as frequently as they wish. Third and fourth graders are motivated to read through an end-of-the-year book celebration and through our Genre Patch club. Interested fifth graders can participate in a grade level reading program called “Ringo” or on our Book Bowl team, reading 30 novels and participating in a countywide Book Bowl event where they have an opportunity to demonstrate their expert knowledge of the books read.

Nuckols Farm families provide additional support in helping our children develop reading skills and to get excited about reading. In addition to supporting reading at home, our PTA arranges for various authors and illustrators to visit our school and share their talents. Parents also come to our classroom to read with individual students, they visit classrooms as Mystery Readers, and they lead novel studies during lunch called “Chat and Chew” groups. They enjoy sharing their love of reading with the children and provide additional support for our students' reading development.

Our reading program continues to evolve as we build upon our knowledge as reading instructors and as we make changes in response to our students’ needs and trends evident in our data. We are committed to ensuring that every child we send to middle school leaves us as a confident, motivated, and skillful reader who can use reading as tool for success in school and in life.

### **3. Mathematics:**

Nuckols Farm’s mathematics curriculum is directly aligned with Virginia’s Standards of Learning. Successful mastery of these SOLs is the foundation for a rich and experiential approach to building mathematical thinking and understanding. Math instruction at every grade level focuses on promoting mathematical proficiency and a flexible understanding of concepts that meaningfully generalize to everyday life. We accomplish this by balancing our goal of having students achieve mathematical proficiency and fluency with providing applied learning opportunities that promote mathematical thinking and process skills.

We utilize a variety of instructional methods to achieve our goal of providing differentiated instruction in mathematics. Walking through our halls you will see target groups, stations, cooperative learning, and whole group lessons all taking place. We believe that the use of manipulatives is important at all grade levels to develop an understanding of mathematical concepts and they are utilized daily. Software and apps available on our iBooks (K-5) and iPads (K-1) and the use of interactive whiteboards also enhance our instruction. Teachers weave a variety of formative and summative assessments into instruction, including regular use of pre /post testing, to determine each student’s understanding. Lessons are then tiered, based on the data, to create specific and meaningful learning opportunities for each student. Lessons are introduced at a very concrete level and move towards the abstract as the students gain greater understanding of the concept. Students represent, reason, communicate, connect, and problem solve across all strands of the curriculum.

Improving every student's math fluency and reasoning is a continuous improvement goal for our school and there are additional steps that we take to address the needs of our students performing below or above grade level. Standardized and teacher created assessments, work samples, and teacher observations are reviewed to determine each student’s understanding of core content. Students needing extra assistance, beyond the differentiated instruction that takes place in each classroom and beyond the additional resources available in our collaborative math classes, are referred to our Intervention Team. The team works with the teacher to come up with an action plan. This plan might include providing targeted intervention during the grade’s intervention block or providing resource materials and guidance for

further differentiating instruction. Tier II and III Intervention is also available for students needing more intensive instruction. For students identified as working above grade level, Nuckols Farm has a variety of methods for providing appropriate mathematical experiences. With the support of a gifted resource teacher, targeted grouping, and use of the county's advanced math curriculum as a guide, teachers are able to develop lessons and utilize instructional models that meet the needs of these accelerated students.

Using a variety of data sources to identify students who are performing below or above level, a variety of instructional methods, and staff commitment and expertise, Nuckols Farm provides sophisticated differentiated mathematics instruction for students. This attention to identification, to research-based instruction, and to differentiation results in students improving their mathematical skills and understandings and mastering core content at their grade level. Through the approach that we use, we see our students developing competency and confidence, understanding the relevance of mathematics in their lives, and enjoying their journey as developing mathematicians.

#### **4. Additional Curriculum Area:**

At Nuckols Farm Elementary, we have a science program that is rich with opportunities for active, engaging learning. Technology plays an integral role in all parts of our science curriculum. Lessons are taught using our Promethean boards, the Proscope, classroom and cart computers, Activotes, and Discovery Science. Virtual lessons are taught on all grade levels in conjunction with the Math Science Center. These lessons center on such subjects as matter, life cycles, and weather.

We also utilize community resources to support learning. The Science Place, Ocean Encounters, The Maymont Foundation, The Math-Science Center, The Virginia Natural History Museum, Young Scientists, and individual scientists from the surrounding area are just a few of the community resources we use to enrich our science program. A plethora of field trips also play a vital role in making science instruction exciting. Classes visit places such as the Science Museum of Virginia, the Natural History Museum in Washington, D.C., and the Virginia Oceanic Museum to gain first hand knowledge through observation, interaction, and experimentation.

At Nuckols Farm, our teachers search for cutting edge ideas and strategies to reach children. We want our children to understand core content, but to also understand what it means to be a scientist and to be excited about learning more about the world around them. Many of our teachers have taken children's engineering classes and other science-based courses and have shared this knowledge with the rest of the staff, strengthening our ability to provide science instruction at the application level. As our children construct towers, models of the solar system, flashlights, weather tools, and electromagnets in the classroom, they learn to hypothesize, plan, and develop understandings through hands-on experiences. Our students also participate in special activities throughout the school year, such as Animal Adaptation Day, our annual Science Fair, and the national "Invent a Tool" contest. All of these experiences place our students in the role of scientists and connect their learning to the world around them.

Without a doubt, the highlight of our science instruction at Nuckols Farm is our PTA driven Explore Lab. This is a designated room in our school that is all about making science engaging and fun! The lab was created fifteen years ago by a dedicated group of parents and teachers when our school first opened its doors. It continues to be organized and run by our loyal parent volunteers. Children unravel the mysteries of science while they actively use their hands and minds to conduct an array of experiments. We believe that this is what quality science instruction is all about and we are proud of our lab and the science program we offer to our students.

#### **5. Instructional Methods:**

Instruction at Nuckols Farm is centered around three goals: To help students acquire essential knowledge and skills; to make learning joyful, engaging, and meaningful; and to honor each student's way and pace

of learning through differentiated instruction. Every teacher in our school uses assessment data and knowledge of each student to plan instruction and respond to individual differences. We utilize a variety of hands-on materials, experiential learning activities, problem-based learning, and cross-curricular units in the four core curriculum areas to make learning come alive for our students. We know that when skills are learned at an application level, a more thorough understanding is developed, the student is more fully engaged, and the student is more likely to remember key concepts and information.

We also know that some students require additional direct instruction to acquire skills. We identify specific learning needs through our ongoing review of formal and informal performance data and provide small group instruction to meet these needs. Small group instruction is a foundation of the way we teach and, we believe, of our students' success. We monitor students' progress closely and plan subsequent instruction accordingly. We strongly believe that each member of our staff is responsible for the success of ALL the students in our school. Based on this belief, classroom teachers confer with their grade level team members and other instructional staff about specific students' needs, about data trends for individuals, for the class, and for the grade level. These discussions allow for brainstorming regarding strategies, pacing, learning materials, and progress monitoring and they support success for our students.

Technology is an important tool for learning in our school. We use technology to help support content learning and as a resource to help develop higher order thinking, creativity, research and presentation skills. Many different types of technology are used to support and enhance learning. Everything from video content and digital movie making to laptop computing and handheld technologies such as Activotes and Proscope are used in classrooms, and new uses of technology such as pod casting, iPads and Promethean boards are shared among the staff.

Students with special needs benefit from specific technologies that assist them, allowing them to keep pace with their peers. For example, a student with dyslexia who might normally struggle with a reading passage benefits from reading the text while listening to an audio recording through a computer program. Some of our students with special needs in the area of writing may use Co:Writer or other technologies to express their ideas more fluently. By providing supports in the form of audio, visual, or concept-mapping while introducing new concepts, teachers lessen the need for review and remediation after initial instruction for students with difficulties in the area of content organization, processing, or memory. With appropriate supports, our students with exceptional needs can learn the same content as their peers. We believe in the saying "Everyone can learn, just not on the same day in the same way." Our instructional methods reflect this belief and our commitment to honoring each child as an individual and as someone who can and will be successful.

## **6. Professional Development:**

As a school of lifetime learners, professional development and its direct impact on student learning is a priority. The opportunities for teacher growth are numerous, varied, and on-going. The culture at Nuckols Farm fosters a cycle of continuous improvement with a goal of promoting academic excellence in all students.

Assessment data is the foundation for our school-based annual plan for staff development. Each summer, our school's leadership team, comprised of our administration and representative from each grade level / department, reviews our student achievement and other data, stakeholder survey data, and instructional staff survey data to propose continuous improvement goals for the following year. Teachers use these school goals to identify professional learning goals of their own. Staff development is then designed around these goals and teachers choose which offerings are the best match for them. Teachers focus on topics linked to our school goals and their own professional growth goals through Professional Learning Communities, after school workshops, conferences, observations, readings, and other activities. As an example of how we link data to staff development, we have identified a gap in reading scores between our male and female students. This is an area we are targeting in our school's Continuous Improvement Plan. We have a PLC focused on researching strategies to more successfully engage boys in reading. This

group will share their findings with the staff later this year. The information they share will then be used to make adjustments in our reading materials and instructional strategies beginning next year.

Among the many sessions conducted by in-house content specialists are workshops to share best practices, web seminars on specific computer programs, after school workshops exploring Web 2.0 tools, and even CPR training. Workshops and seminars span a wide range of areas from word study and Tyler reading to tiered lessons and twenty first century skills. Our district offers a variety of graduate level courses and cohort groups, as well. Several of our teachers completed a children's engineering course last year. They were able to share their learning with our staff, providing one way to support our goal of increasing our focus on twenty first century learning for our students. Online classes and learning communities accessed through the county's staff development department also provide excellent and ongoing learning opportunities.

Through our staff development program, we are continually engaged as learners and continually refining the skills needed to enhance student achievement, supporting success for all.

## **7. School Leadership:**

The core beliefs that guide our work each day are outgrowths of our commitment to success for all students, both in terms of their academic success and their personal growth. We believe that in order for all students to be successful, we must make instruction specific to each child's needs, we must make learning experiences engaging, we must create a joyful atmosphere where students and adults feel that are known, respected, and cared for, and we must all own each student's success as our shared responsibility. This requires an extraordinary commitment by each staff member to be fully engaged in the life of the school. Leadership in our school reflects these beliefs and commitments. We lead this school as a committed group of educators who love our children, one another, and the work that we do. Everyone has something to contribute in leading our school and everyone participates in this leadership in a variety of roles each day.

At the heart of this structure are two charismatic, caring administrators, our principal and associate principal. These administrators are strong leaders, who nurture within us a love of learning, teaching, and reaching our personal best. They are visionaries who see the very best in us, our students and our school, and help us to reach goals we have not imagined for ourselves. They set the tone with their doors always open, eager to engage in a lively discussion on best teaching practices, brainstorming about a variety of issues, or giving us the confidence and empowerment to try something new. They are extraordinary role models, mentors, friends, counselors, facilitators, pioneers, mothers to us all, and outstanding educators. They are natural leaders with great judgment, outstanding organizational and people skills and the ability and commitment to encourage and support staff and students in every way. They nurture us and help us grow; and we, in turn, do the same for our students and for one another.

Our school has an outstanding leadership team, comprised of a representative from each grade level / department, our school counselor, our mentor coordinator, our lead math teacher, and our administrators. This is a dynamic group that makes decisions regarding continuous improvement goals, staff development, curriculum and instruction, use of resources, organizational and procedural issues, community engagement and programs. This structure allows all staff members to have representation in the decision-making process and has fostered a level of engagement and ownership over the years that could not be replicated in a less participatory style leadership structure. Each important decision is made collaboratively with a team of colleagues, always keeping the students' best interests at heart.

We believe in utilizing each staff member's unique talents within our leadership structure. Teachers lead by providing mentorship for others, facilitating Professional Learning Communities, offering staff development to others in areas of expertise, representing our school on various curriculum and instructional committees within the school and district, serving on interview committees, leading a variety

of student groups, and taking on specific projects. Together, we also promote community involvement and actively share ideas, as well as resources, with other schools in and out of our district.

The ultimate goal for each staff member is to ensure that all students reach their maximum potential. Beginning with our principal and associate principal, the leadership structure in our school supports a positive and energized school climate and a level of engagement that makes it a joy and adventure for staff to come to work each day and sets the stage for an extraordinary learning journey for each of our students.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Virginia Standards of Learning

Edition/Publication Year: 2006-2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Jun	Jun	Jun	Jun	Jun
<b>SCHOOL SCORES</b>					
Proficient/Advanced	100	100	99	98	99
Advanced	92	84	82	85	88
Number of students tested	90	96	109	95	95
Percent of total students tested	100	100	99	100	99
Number of students alternatively assessed	0	2	1	0	1
Percent of students alternatively assessed	0	2	1	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	2	1	3	1	1
<b>2. African American Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	3	2			
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	2	2		2	
<b>4. Special Education Students</b>					
Proficient/Advanced		100	93	83	
Advanced		58	57	50	
Number of students tested	7	12	14	12	5
<b>5. English Language Learner Students</b>					
Proficient/Advanced	0				0
Advanced	0				0
Number of students tested		1	2	1	
<b>6. Asian</b>					
Proficient/Advanced	100				100
Advanced	95				82
Number of students tested	20	3	6	9	11
<b>NOTES:</b>					
Alternate Assessments: Virginia Standards of Learning - VGLA and VAAP					

12VA2

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Virginia Standards of Learning

Edition/Publication Year: 2006-2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Jun	Jun	Jun	Jun	Jun
<b>SCHOOL SCORES</b>					
Proficient/Advanced	99	97	98	96	99
Advanced	81	72	82	82	73
Number of students tested	90	96	109	95	98
Percent of total students tested	100	100	98	100	99
Number of students alternatively assessed	0	2	1	0	1
Percent of students alternatively assessed	0	2	1	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	2	1	3	2	1
<b>2. African American Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	3	2			
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	3	3			
<b>4. Special Education Students</b>					
Proficient/Advanced		83	86	83	100
Advanced		25	50	42	88
Number of students tested	7	12	14	12	10
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested		1	2	3	
<b>6. Asian</b>					
Proficient/Advanced	100				100
Advanced	75				50
Number of students tested	20	3	5	9	10
<b>NOTES:</b>					
Alternate Assessments: Virginia Standards of Learning - VGLA and VAAP					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Virginia Standards of Learning

Edition/Publication Year: 2006-2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Jun	Jun	Jun	Jun	Jun
<b>SCHOOL SCORES</b>					
Proficient/Advanced	98	100	97	99	100
Advanced	87	92	88	78	84
Number of students tested	109	108	100	120	106
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	2	3	1	2
Percent of students alternatively assessed	3	2	3	1	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	3	4	2	1	
<b>2. African American Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	2	2		1	1
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	5				3
<b>4. Special Education Students</b>					
Proficient/Advanced	93	100	83	100	
Advanced	60	80	50	50	
Number of students tested	15	15	12	14	5
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	1	2	2		
<b>6. Asian</b>					
Proficient/Advanced	100				
Advanced	89				
Number of students tested	19	5	7	9	4
<b>NOTES:</b>					
Alternate Assessments: Virginia Standards of Learning - VGLA and VAAP					

12VA2

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Virginia Standards of Learning

Edition/Publication Year: 2006-2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Jun	Jun	Jun	Jun	Jun
<b>SCHOOL SCORES</b>					
Proficient/Advanced	98	99	96	98	99
Advanced	78	81	82	78	83
Number of students tested	109	108	100	120	113
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	2	5	1	2
Percent of students alternatively assessed	3	2	5	1	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	3	4	2	1	
<b>2. African American Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	2	2			1
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	5				3
<b>4. Special Education Students</b>					
Proficient/Advanced	93	86	85	93	92
Advanced	53	67	33	36	25
Number of students tested	15	15	12	14	12
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	1	2	2	1	
<b>6. Asian</b>					
Proficient/Advanced	100				
Advanced	68				
Number of students tested	19	5	7	9	4
<b>NOTES:</b>					
Alternate Assessments: Virginia Standards of Learning - VGLA and VAAP					

12VA2

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Virginia Standards of Learning

Edition/Publication Year: 2006-2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Jun	Jun	Jun	Jun	Jun
<b>SCHOOL SCORES</b>					
Proficient/Advanced	100	100	98	99	100
Advanced	92	94	91	95	87
Number of students tested	106	102	117	100	92
Percent of total students tested	100	100	100	99	99
Number of students alternatively assessed	3	6	4	0	5
Percent of students alternatively assessed	3	6	3	0	4
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	3	2	1		1
<b>2. African American Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	1	5	2	1	2
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	1		3	2	1
<b>4. Special Education Students</b>					
Proficient/Advanced	100	100	83	100	
Advanced	71	75	75	45	
Number of students tested	14	12	12	11	5
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	2	1	2		
<b>6. Asian</b>					
Proficient/Advanced	100				
Advanced	100				
Number of students tested	26	9	9	4	3
<b>NOTES:</b>					
Alternate Assessments: Virginia Standards of Learning - VGLA and VAAP					

12VA2

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Virginia Standards of Learning

Edition/Publication Year: 2006-2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Jun	Jun	Jun	Jun	Jun
<b>SCHOOL SCORES</b>					
Proficient/Advanced	100	100	99	99	98
Advanced	64	70	70	76	71
Number of students tested	108	102	120	104	100
Percent of total students tested	100	100	100	99	99
Number of students alternatively assessed	1	2	2	0	5
Percent of students alternatively assessed	1	2	2	0	4
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	100	100	100	0	100
Advanced	67	50	0	0	100
Number of students tested	3	2	1		1
<b>2. African American Students</b>					
Proficient/Advanced	100	100	100	100	100
Advanced	0	40	50	100	50
Number of students tested	1	5	2	1	2
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced	100	0	100	100	100
Advanced	0	0	67	50	0
Number of students tested	1		3	2	1
<b>4. Special Education Students</b>					
Proficient/Advanced	100	100	83	92	85
Advanced	36	33	17	33	43
Number of students tested	14	12	12	12	7
<b>5. English Language Learner Students</b>					
Proficient/Advanced	100	100	100	0	0
Advanced	0	0	0	0	0
Number of students tested	2	1	2		
<b>6. Asian</b>					
Proficient/Advanced	96	100	100	100	100
Advanced	63	67	56	33	75
Number of students tested	27	9	9	3	4
<b>NOTES:</b>					
Alternate Assessments: Virginia Standards of Learning - VGLA and VAAP					

12VA2

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Proficient/Advanced	99	100	98	98	99
Advanced	90	90	87	85	86
Number of students tested	305	306	326	315	293
Percent of total students tested	100	100	99	99	99
Number of students alternatively assessed	6	10	8	1	8
Percent of students alternatively assessed	2	3	2	0	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	8	7	6	2	2
<b>2. African American Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	6	9	2	2	3
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	8	2	3	4	4
<b>4. Special Education Students</b>					
Proficient/Advanced	97	100	86	94	100
Advanced	66	71	60	48	56
Number of students tested	36	39	38	37	15
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	3	4	6	1	0
<b>6.</b>					
Proficient/Advanced	100	100	100	100	100
Advanced	95	94	95	95	66
Number of students tested	65	17	22	22	18
<b>NOTES:</b>					

12VA2

# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Proficient/Advanced	98	98	97	97	98
Advanced	73	74	77	78	75
Number of students tested	307	306	329	319	311
Percent of total students tested	100	100	99	99	99
Number of students alternatively assessed	4	6	8	1	8
Percent of students alternatively assessed	1	2	2	0	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	8	7	6	3	2
<b>2. African American Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	6	9	2	1	3
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	9	3	3	2	4
<b>4. Special Education Students</b>					
Proficient/Advanced	97	89	84	89	93
Advanced	47	43	34	36	51
Number of students tested	36	39	38	38	29
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested	3	4	6	4	0
<b>6.</b>					
Proficient/Advanced	98	100	100	95	100
Advanced	68	59	68	62	66
Number of students tested	66	17	21	21	18
<b>NOTES:</b>					

12VA2