



## PART I - ELIGIBILITY CERTIFICATION

---

12VA5

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

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district 22 Elementary schools (includes K-8)  
 (per district designation): 5 Middle/Junior high schools  
4 High schools  
1 K-12 schools  
32 Total schools in district
2. District per-pupil expenditure: 18047

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 20
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	18	19	37		<b>6</b>	0	0	0
K	44	51	95		<b>7</b>	0	0	0
1	31	42	73		<b>8</b>	0	0	0
2	35	36	71		<b>9</b>	0	0	0
3	23	49	72		<b>10</b>	0	0	0
4	30	42	72		<b>11</b>	0	0	0
5	36	36	72		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								492

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
15 % Asian  
6 % Black or African American  
14 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
59 % White  
6 % 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.	5
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	12
(4)	Total number of students in the school as of October 1, 2010	456
(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: 22%  
 Total number of ELL students in the school: 108  
 Number of non-English languages represented: 25  
 Specify non-English languages:

Amharic, Arabic, Bengali, Bulgarian, Chinese (Mandarin), Chinese (Min Nan; Fukienese or Fujianese), Farsi, French, Hindi, Indonesian, Japanese, Kannada, Korean, Mongolian, Nepali, Polish, Spanish, Tagalog, Tamil, Thai, Tifriya, Turkish, Urdu, Vietnamese, Quiche (Central)

9. Percent of students eligible for free/reduced-priced meals: 14%

Total number of students who qualify: 71

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: 16%

Total number of students served: 77

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>8</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>20</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>7</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>22</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>14</u>	<u>5</u>
Paraprofessionals	<u>12</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>9</u>
Total number	<u>56</u>	<u>15</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:

24:1

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	97%	97%	97%	97%	97%
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? Before 2007

At Arlington Traditional School (ATS) we believe that great schools don't happen by chance, they happen by design. We set high expectations, and then we help our children reach them. From the first day of school we communicate the *ABCs of Success – Academics, Behavior, and Character* (trustworthiness, respect, responsibility, fairness, caring, and citizenship). This highly focused theme underpins a consistent delivery of standards-based instruction, continuous professional development, and supportive partnership with parents. Our well-educated faculty endorses the philosophy that drives our work. The exemplary methods that set us apart from other schools include the following:

- Teacher-guided instruction in self-contained classrooms
- Emphasis on basic education in the core academic areas
- Regular homework assigned at all grade levels
- Weekly written summary of student progress
- Promotion based on grade level mastery
- Behavior, dress, and grooming standards
- Weekly assembly

The exceptional learning environment, continually excellent instruction and outstanding student achievement at ATS have been appreciated throughout its thirty-three year history. Over the past five years our school's strengths and accomplishments have been recognized at the local, state, and national level. Those tributes commend ATS to Blue Ribbon status.

Among elementary schools in Arlington, ATS students consistently accomplish top scores on all standardized assessments (Stanford 10 Achievement, Degrees of Reading Power, Phonological Awareness Literacy Screening, and Virginia Standards of Learning). The Virginia Standards of Learning repeatedly place ATS among top-ranking elementary schools in the state. ATS has won the *Governor's Award for Educational Excellence* for the past five years (2008-2012). Our Parent Teacher Association was certified a *National Parent Involvement School of Excellence* in 2006. In 2007 and in 2008, ATS was a *National School of Character* finalist (top ten).

Our strengths attracted the attention of education strategist, Samuel Casey Carter, who praised our work in his book *On Purpose: How Great Schools Form Strong Character* (2011). Local journalist, Alison Rice highlighted ATS in her cover story, "Old School," for the premier issue of *Arlington Now Magazine* (Nov/Dec 2011).

ATS students regularly win district, state, and national competitions, including music and writing competitions. Last year one student won third-place in the state *Geography Bee*. One fifth grade class won first place for a national *MythBusters* challenge. Annually, over half of our graduating fifth graders earn the *Presidential Academic Fitness* award.

We follow continuing successes of our graduates. Former student Cutter Hodiernne filmed, edited and directed "Fishing Without Nets," winner of the Jury Prize in Short Filmmaking at the 2012 Sundance Film Festival; another graduate, Jill Penhale, was spotlighted, for her work collecting ladybugs, in *Laini*, an American Girl publication.

Mission: The Arlington Traditional School community, encompassing students, faculty, and family envision a learning environment, which focuses on the development of the child into a well-rounded individual. This is to be accomplished through an integration of modern facilities, adequate resources, and

a dedication to excellence in education. The school colors, blue and gold, signify the importance of individual achievement and the Golden Rule. At Arlington Traditional School students are busily engaged in learning in self-contained classrooms. There is a feeling of harmony and a sense of excitement, which encourages optimum academic achievement. Class size and staffing allow students to grow as individuals as well as group members. The safe and inviting environment fosters the development of the total child. The latest technology is used throughout the school. Family, faculty, and community work in partnership to support the total development of each child. There is frequent and regular communication between school and home. Each student leaves Arlington Traditional School with the skills and attitudes of a life-long learner as a contributing, caring member of our diverse, changing world.

Since 1978 ATS has been a unique countywide elementary school, prominent among schools within the Arlington Public Schools, which serves one of the nation's most diverse and sophisticated student populations. ATS applies proven developmental practices within a traditional classroom structure. The entire ATS community - parents, students, and faculty - understands that a shared commitment to learning and developing good character in a structured, engaging environment with focused traditions lead to successful students and citizens. The school is comprised of Prekindergarten through fifth grade students from all Arlington neighborhoods, many of whom have come from around the world. The students speak twenty-five different languages. Because of county-wide demand, a new kindergarten class is drawn in a double-blind random lottery from the county's diverse population each spring.

Home-school connections are robust at ATS to ensure a safe, orderly, nurturing environment in a climate conducive for learning. The Parent Teacher Association (PTA) is a strong, active partner. After-school enrichment programming is one example: students can study foreign language, art, dance, drama, robotics, chess, and athletics. Also, our PTA sponsors cultural and heritage performances and funds teacher grants. Parents volunteer within the school and serve on district-wide advisory committees too.

### 1. Assessment Results:

Since Virginia Standards of Learning (SOL) testing began in 1998, ATS students have performed in the top ranks not only within Arlington, but as a top school statewide. ATS has met all state and Southern Association of Colleges and Schools requirements. Also, each year ATS has made No Child Left Behind Adequate Yearly Progress.

SOL assessments are criterion-referenced tests that check mastery of learning objectives specified by curriculum taught in Virginia classrooms. Each spring, third, fourth and fifth grade students test reading, mathematics, science, social studies, Virginia Studies, and writing. In reading, students demonstrate understanding in word analysis strategies and information resources, and comprehension of printed materials. In mathematics, students show skills in number and number sense, computation and estimation, measurement and geometry, probability and statistics, patterns, functions, and algebra. Individual student performances are scored at a Pass/Proficient score (400-499) and a Pass/Advanced score (500-600). ATS considers 450 a minimum acceptable score. Our goal is an increased number of students passing advanced. Skill-categories within subjects are reported as scaled scores (0-50). A scaled score 30 or higher represents strength; below 30 suggests weakness. We study SOL data in depth and develop improvement strategies based on a student's performance across multiple measures.

Annually, 4th grade students take the Stanford Achievement Test, Tenth Edition, a nationally norm-referenced assessment. Stanford tests content typically taught in schools across the nation. Results compare students to a representative national sampling. The reading component assesses word study skills and reading vocabulary and comprehension; the mathematics, problem solving and procedures. Results are reported as percentile ranks and stanine groups. Historically, ATS scores for reading and mathematics are in the 81-92 percentile rank. We use Stanford results to identify potentially gifted students (9th stanine) or to recommend intervention needs (below 4th stanine).

Consistent, outstanding performance by ATS students on standardized testing is the result of deliberate and concentrated adherence to our traditional philosophy. The collaboration of supportive parents, dedicated teachers, and hard-working students ensures continued student achievement. Performance trends in our data tables reflect that consistency. Over the most recent five-year period ATS scores have been at the highest levels in the state of Virginia. There are no significant gains or losses.

The most recent year's data (2010-2011) showed no ten-point gap between all students and subgroups. The challenge at ATS is maintaining that high level of achievement. We emphasize teaching the learning standards, have high expectations, identify and employ necessary intervention strategies early, and continually analyze those strategies to improve student learning. As a result we have near 100% pass rate year after year.

The performance of our Virginia Preschool Initiative (VPI) students is carefully watched. Many VPI students are English Language Learners who also have economic disadvantage. We are particularly sensitive to their performance. We are also sensitive to the needs of students with disabilities who sometimes perform below expectation on standardized assessments.

To address those needs this year, ATS teachers, enriched from two years of professional development in *Sheltered Instruction Observation Protocol (SIOP)*, *Cultural Competence* and *Math Discourse*, implemented two strategies to ensure student success especially for mathematics. Students use the *FASTT Math* (Fluency and Automaticity through Systematic Teaching with Technology). *FASTT Math* is a web application to develop fluency with basic math facts. Secondly, teachers implemented various techniques (such as word cards, visuals) to help students understand key, academic mathematic vocabulary.

Whenever students are struggling, we activate collaborative teams to determine and monitor effective, individualized intervention. Our success is significantly facilitated by a common teacher planning time every Wednesday afternoon, time on task with the common core teacher, and an intervention process that precedes special education referral.

*Intervention Assistance Team* (IAT) planning for a struggling student includes the classroom teacher, teacher specialist (reading, math, and counseling) and the parents of a struggling student. The team collaborates to identify the student's specific need and to develop strategic instructional strategies to try with the student. The team also decides a method for collecting data to assess the plan's success. Typically an intervention is tried for four to six weeks. The team reconnects to review results of intervention. At ATS, supplemental programs like *FASTT Math*, *SpellRead* and *Phonographics* have helped.

ATS teachers perform best as teachers when they know and understand how individual students learn, know how to accommodate the unique needs of individual students, know how to build trusting relationships with parents, and then work hard trying different approaches to help students master learning objectives.

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

ATS teachers are data-driven, results-oriented and continually improving practices. Assessment, especially in reading and mathematics, begins the first day of school every year to determine every student's present level of performance. Results-based responsive instruction is initiated immediately. Formative and summative assessments measure and monitor students' academic progress.

Assessment is a daily process at ATS used to inform instruction and monitor learning. We use data not only to measure progress, but also to determine instructional needs for individual students and/or student groups, as well as to identify academically at-risk or potentially gifted students. Weekly, collaborative team meetings focus on curriculum pacing and optimizing instructional strategy. Teachers target areas of weak performance for precision teaching. For example, if a student misses the fall benchmark for PALS in first grade, the instructional team (classroom teacher, reading specialist, special educator, ESOL/HILT teacher) studies the student's results and classroom performance, and then the team considers interventions. They design a focused plan tailored to the specific needs of the student with parents' input. The *Intervention Assistance Plan* could include differentiating the instruction to provide necessary accommodations, modifications or remediation, tutoring, etc. The effectiveness of the interventions is monitored and analyzed. Ongoing assessment is a tool that teachers use to plan or to modify classroom instruction for the individual and/or collective needs of students.

Before school opens in fall, administrators and lead teachers examine the school's Virginia Standards of Learning test results. A summary of the school's overall performance is shared with and studied by all teachers. Understanding areas of strength/weakness helps teachers plan and prioritize the sequence for teaching specific learning standards. Periodic meetings pay particular attention to students who are at risk. They receive intensive, differentiated instruction from classroom teachers and specialists before, during and after school. Auxiliary programming supporting student achievement includes: *Shooting Stars* tutoring before and after school; *Blue Star* mentoring (teacher-student); *Gold Star* mentoring (peer-peer); academic interventions like *FASTT Math*, *Voyager Reading*, etc.

Formal assessment of reading begins in pre-Kindergarten using the *Phonological Awareness Literacy Screening* (PALS), the required state screening tool. PALS tests are administered in fall and spring. PALS measures knowledge of literacy fundamentals (phonological awareness, alphabet knowledge, knowledge of letter sounds, spelling, concept of word, word recognition in isolation, and oral passage reading). PALS is a useful diagnostic tool for teachers. It gives teachers explicit information about a student's current performance and supports instructional decisions. They also use the *Developmental Reading Assessment* (DRA), to keep a running record and check comprehension, alongside the PALS, to understand oral/silent reading. It is also a mid-year check-up for struggling students (1st through 3rd

grades). The *Degrees of Reading Power* (DRP) is used to assess reading comprehension skills of 2nd grade (spring) and 4th grade (fall) students. The majority of ATS students perform above national standard for the DRP. Students who fall below the benchmark receive intensive supplementary instruction.

Communicating student performance to parents is a priority at ATS. The weekly summary of student progress is perhaps the most important tool that classroom teachers use to keep parents regularly informed about achievement. Students also use daily assignment notebooks. Formal report cards and a separate summary of progress in mathematics are issued quarterly. Before any standardized test results or formal report cards go home, the administrators and teachers review student performances. Parents of students who require special education are updated about achievement quarterly and at any time they ask to update an individualized education plan.

Our partnership with parents is very important; the door is open. Formal parent conferences are scheduled twice yearly (fall and spring). The kindergarten, Virginia Preschool Initiative classes, and ESOL/HILT teachers plan informational evening events and home visits throughout the year. ATS parents also enjoy special events like “family Thanksgiving dinner,” “Donuts for Dad” and “Muffins for Mom.” These events build relationship for our home-school family.

School-wide performance is shared with the Parent Teacher Association (PTA) and published in the monthly newsletter, [The Printed Page](#). Grade level brochures are posted on the school website.

We celebrate achievements at our weekly Friday assemblies, and frequently showcase individual achievements for the entire student body, parents and our community.

We communicate our successes through Arlington Public Schools. Every year we attend the district “Kindergarten Night” to visit with parents of prospective students. Also, we host several “Parent Information Sessions” and tours during the school day. Parents visit classrooms and hear about the traditional program before applying for the kindergarten lottery.

The Arlington Public Schools Community Relations Office distributes news of achievements to local news organizations and publishes a newsletter, *Newscheck*. ATS also partners with the Civic Coalition for Minority Achievement to celebrate African American students who achieve grades averaging 3.5 or better.

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

The professional staff at ATS shares our successful strategies at the district, state, national and international level through mentoring, presentations, conferences, publications and personal visits. Professional educators visit ATS to share lessons from as far away as Singapore, China, Japan, Africa, and South America.

Teaching teachers is a powerful way to spread best practices. ATS teachers mentor other teachers in the school district, share teaching strategies by leading professional development sessions, and host student teachers and counselor interns who will apply for positions throughout the district. Math Discourse was presented county-wide by ATS teachers to other elementary teachers to share strategies that engage all learners in the math curriculum, with a special emphasis on English language learners and special education populations.

Presenting at conferences is encouraged by the ATS administration. Our Instructional Technology Coordinator presents at the local and state level. She contributes to the SMART users’ conference, an opportunity to share how SMART Boards are being utilized for student achievement, and she also presents at state-wide conferences, such as Virginia Society for Technology in Education, to share how we integrate technology into our everyday curriculum. Our fifth grade teacher presented at the annual

conference of the American Institute of Aeronautics and Astronautics to share ideas about the robotics instruction implemented in his classroom.

After participating in the Summer Institute for the Northern Virginia Writing Project, affiliated with the National Writing Project, a second grade teacher led a peer writing group. The group members altered and improved their instruction in writing. The success and enthusiasm for writing that students demonstrated was described in an article published in The Journal of the Virginia Writing Project.

International educators are drawn to our record of academic success, our high expectations, and our character education which is infused in the every day. ATS also shares lessons and resources with the Arlington Academy of Hope (AAH), our sister school in Uganda. AAH was started as a private elementary by an immigrant ATS parent whose four children attended ATS. AAH adopted our Traditional model. Its success has been unprecedented in the poverty-stricken area of Eastern Africa. ATS teachers create a reading challenge for the AAH students similar in theme to the ATS summer reading challenge. The headmaster of AAH “attributes the good performance in English to the ATS sponsored reading challenge program which promotes a reading culture early enough among AAH pupils,” according to founder John Wanda.

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

Engaging families and community members is foundational to student success at ATS. Strategies we employ are teachers and administrators working closely with parents for each student, a PTA fully engaged in academic and cultural pursuits, and educational programs and activities such as the *Reading Challenge/Carnival* that enjoy support from the greater community.

Best practices for school/parent communication are employed by staff members such as weekly summaries of student achievement, email, website updates, Blackboard online classroom environments, and classroom newsletters. Students raise funds for the homeless, write letters to soldiers and donate resources to our sister school, *Arlington Academy of Hope* in Uganda. Every student performs in a curriculum based assembly. Preparing students to perform their lines and creating costumes engages families in educational activities.

ATS was designated a *Parent Involvement School of Excellence* in 2006 by the National Council of PTAs. The PTA is integrally involved in academic, social and cultural activities. The PTA sponsors academic events such as *Science and Technology Day* and *Math Day*. They produce The Printed Page, the monthly PTA newsletter. The PTA sponsors *Family Network Nights* which are educational and social opportunities for families. The PTA sponsored *garden* is a learning center with different sections addressing various curriculum needs, e.g., a butterfly garden for second grade, a colonial garden for fourth grade. The garden is a year round learning space and is tended by students, teachers, and families, the 4H club, Scouting groups and community volunteers.

The ATS thematic summer *Reading Challenge* and fall *Reading Carnival* are hallmark events. Every student from incoming preK to outgoing grade 5 is challenged to read or be read to every day over the summer and record what they have read. Literacy is a keystone to academic success and students practice all summer long. Parent commitment to helping students realize this goal is evident when students bring back their completed challenges. *Reading Carnival* is the annual fall celebration of our summer reading accomplishments. On campus activities include high profile author visits. Off campus activities have included field trips to Mount Vernon and the Smithsonian art museums. The logistics of planning and implementing a quality field trip for 490 students requires a community effort between teachers, parents, and the various hosting organizations.

Our compelling educational activities and expectations for participation draw in the family and community. Our student alumni continue their strong connection with ATS. They return as *Teachers for Tomorrow*, complete *Eagle Scout* projects, and participate in our *Summer Reading Challenge*.

## 1. Curriculum:

The ATS curriculum is the rich and rigorous Arlington County curriculum that incorporates the *Virginia Standards of Learning*.

**Reading/English Language Arts** is a balanced program that integrates reading, writing, speaking and listening. It is supported by systematic phonics instruction starting in kindergarten. We strive to develop strategic readers and effective writers through systematic and explicit teaching of fundamental literacy skills. Phonemic awareness, phonics, vocabulary, fluency and comprehension are taught through direct instruction. Students participate in programs like *Junior Great Books*, *Word Masters Challenge*, and *Summer Reading Challenge* and *Reading Carnival Day* to develop critical thinking skills and extend learning. From the first day students also engage in the writing process. Writers' Workshop is used in our primary classrooms, while upper level students perfect their composition, written expression, usage and mechanics across content areas. Students publish their work in our literary magazine, The Page and Pen, and through the *National PTA Reflections* Contest. Library lessons, aligned with the goals of the curriculum, supplement Literature studies.

The focus in **Mathematics** instruction is for students to construct an understanding of mathematics they can communicate and connect to the world around them. Our instructional emphasis is developing conceptual understanding, computational and procedural fluency, and problem solving skills. We use best practices, methods (including hands-on, discovery based learning experiences) to guide student learning from concrete to symbolic to abstract mathematical understanding. All students leave each grade with a conceptual understanding of basic operations and are able to relate this understanding to the expected grade level algorithms.

The **Science** curriculum emphasizes understanding and using the scientific method. We encourage a hands-on approach. Annually, we highlight Science Fair projects (required for all students in grades 3-5) at a family-oriented Science Day. Third and fifth grade students study at the Outdoor Lab in Fauquier County, Virginia. Students also frequent the Arlington Planetarium, Potomac Overlook and the Gulf Branch Nature Centers. Upper level students program Robotics, visit the Smithsonian Air and Space Museum, Virginia Science Museum, and Philadelphia Science Museum. Early grades visit the National Zoo, National Aquarium, and local farms. Also, we have developed a Schoolyard Habitat aligned to grade level objectives.

**Social Studies** include history, geography, civics, and economics. Literature is incorporated to enhance specific units of study. Annually, students compete in the National Geography Bee. Students engage in Social Studies Alive! They also host guests from the Jamestown Foundation and the National Cathedral. They simulate Colonial living, visit Philadelphia, the National Building Museum, the Newseum, Gunston Hall and the White House.

**Visual and Performing Arts** instruction is provided through individual and group lessons in vocal and instrumental music. All students participate in chorus, orchestra and band. In the art studio students learn how to use art media, subject matter, and symbols for expression and communication. (see question #4).

**Physical Education/Health/Nutrition** instruction begins in preK and continues through grade 5. PE classes meet 90 minutes per week for all grade levels. Third and fourth graders also participate in swimming instruction. Students complete the FitnessGram assessment. PE teachers coordinate with our school nurse for Family Life and with our school counselor for Mental Health lessons. The nurse also highlights healthy habits monthly at assembly. The preK visits the dentist and classroom teachers focus lessons about healthy eating. A schoolwide 5K is planned for April.

**Technology** supports self-directed, collaborative learning for authentic purposes and for applying higher-order thinking and problem solving. Students use technology in all content areas to collaborate, create projects, access and evaluate information. All 5th grade students achieve *TechYES*, a student technology literacy certification. They meet mandated national, state, and district standards for technology literacy through the 8th grade.

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

Our reading curriculum is structured so that children learn to read so that they can read to learn. We believe that direct phonics instruction in the primary grades is essential. We credit thirty-three years' emphasis on phonics for our successful reading instruction. We use a developmental approach to spelling instruction that teaches children to look for patterns within words through the *Pearson Word Study* program. The curriculum is supported by research-based programs, such as *Harcourt Storytown*, *Lucy Calkins Units of Primary Study*, *Being a Writer* and *Handwriting Without Tears*. Additionally, fifth graders participate in the *Word Masters Challenge*, a classroom competition that exercises vocabulary and verbal reasoning. During the 90-120 minute language arts block, classroom teachers differentiate to meet the needs of students performing at, above, or below grade level. This self-contained approach allows the teacher to integrate language arts objectives into the content areas. Teachers use a variety of trade books and digital media to help students make connections, acquire robust vocabulary and deepen comprehension.

In addition to direct instruction, students are given ample time to practice and develop fluency and a love for reading. Students are required to keep independent reading books at their desks. Struggling readers are often given an independent "book basket," which includes books that are individualized to the student's level and interests. Many teachers use "book talks" as a time for students to share their favorite stories and authors. The expectation is for students to read, or be read to, at least 20-30 minutes every night depending on the grade.

When students are not meeting expected benchmarks, classroom teachers collaborate with teacher specialists, guidance counselors, administrators and parents to develop a plan through the Intervention Assistance Team. The first line of intervention happens with the classroom teacher, which may include pre-teaching, re-teaching or scaffolding. Specialists support students in the classroom or in small groups for a double dose of reading intervention. Multisensory instructional methods are used to meet the unique needs of learners. When students require more intense intervention, we have trained teachers and a plethora of programs available to support struggling readers. *Earobics*, *SpellRead*, *My Reading Coach*, *Voyager Passport*, *Ticket to Read* and *Read Naturally* are just a few examples. The Resource Teacher for the Gifted pushes into classrooms to engage all students in critical thinking lessons that encourage creativity and problem-solving skills. In addition, she works with small groups of identified students.

## **3. Mathematics:**

Teachers use the Virginia State Standards and Arlington Public Schools curriculum framework and adopted curriculum materials to plan and guide all instruction. Sixty to seventy-five minutes of mathematics instruction is required each school day, including 10-15 minutes of daily calendar math to further reinforce and support development of number sense and algebraic reasoning. Weekly team and grade level planning includes classroom, special education, ESOL/HILT teachers and Math Coach and is focused on promoting the teaching of concepts for understanding and differentiating to meet the needs of all learners, including students in need of support and extension. During team meetings, teachers review the progress and achievement of students and develop comprehensive plans for meeting the needs of all learners. Quarterly district wide math assessments serve to further evaluate student progress and results are maintained in a database used for consistent and timely review and identification of students requiring support or extension. Multiple programs are available to support students who are performing below grade level including before and after school tutoring, computer based fluency programs such as *FASTT Math*, small group instruction supported by specialists, classroom teachers, and Math Coach, and peer mentoring. Differentiation opportunities provided for students performing above grade level in

mathematics include pull out and push in lessons with our Gifted Resource Teacher, as well as tiered lessons provided by the classroom teacher. All students in grades 2 through 5 participate in the *Continental Mathematics League* challenges and all students in grades 4 and 5 participate in the *Virginia Mathematics League* challenge. Fifth grade students also participate in an annual countywide *Math Dice* competition.

Parent and family participation in and support of mathematics are encouraged through annual Parent Math Information Night and Math Day.

It is an expectation at Arlington Traditional School that all staff will grow professionally in math content knowledge through professional development opportunities such as working collaboratively with the math coach, attending the APS sponsored summer math content academies and pursuing other professional development opportunities such as graduate courses. For the past two years, many ATS teachers have chosen to focus their individual professional development plans on mathematics instruction.

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

ATS students engage in a full continuum of visual and performing arts experiences that supports core academics. Research confirms a correlation between learning in the arts and successful development of reading, writing and mathematical skills. Arts experiences also foster positive attitudes toward understanding, connecting, creating, and performing. We believe that studying art and music and performing on stage help students become confident and cooperative. Public performances also build relationships. Each March, our school is transformed into a Gallery celebrating *Arts in the Schools*.

The Art Specialist plans studio activities (drawing, painting, printmaking, ceramics, photography, sculpture) and guides students in lessons about the history, purposes and creators of art. Students cultivate insight about their world by learning about different cultures, thinking creatively, and exercising self-discipline. Technology and multi-media enrich the studio lessons. Students also participate frequently in local contests and display their products throughout the Arlington business community. This year, students submitted 240 creations to the PTA Reflections Contest. Our students achieve award-winning results in local and area art contests.

The Music Specialist teaches vocal music to all students, prekindergarten through 5th grade. All 3rd graders learn to play the recorder. All students in 4th and 5th grades perform in Chorus, take Instrumental Music lessons and play in the school's Beginning or Advanced Orchestra/Band. We hold spring and winter concerts and an annual music recital. The choruses and instrumental groups perform around the county, by invitation, throughout the year. Individual students are invited to perform, casually in the front hallway, on Musical Fridays. Students also take field trips to opera, symphony, and art galleries in the Washington area.

ATS partnered with the Arlington Arts Center and our sister school in Uganda to produce a digital photo exhibition "This is my City/This is my Community." The Art Specialist traveled to Uganda to teach about creating and displaying photos of the villages. Teacher-artists and students illustrated the "pillars of character" and colorful garden on the wall in our library. The mosaic centerpiece in our grand stairway depicts traditional themes that define our school (ABCs of Success, partnerships, family).

Every student performs in a class play, showcasing something they learned, for the school community. The Art and Music specialists collaborate with classroom teachers to produce those annual plays. In 2009 we themed our *Summer Reading Challenge*, *Reading is smART* and hosted author/artist Laurie Keller (*Arnie the Donut*) for a day of art, reading and writing.

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

Arlington Traditional School uses multiple resources to differentiate instruction for the diverse needs of our students. Special education teachers push in or pull out to accommodate the needs of students in all

academic areas. All classroom teachers must have at least 90 hours of gifted certification to learn differentiation strategies. Classroom teachers differentiate content, process and product. In addition, the Resource Teacher for the Gifted (RTG) teaches whole group lessons and pulls small groups of students who need intensified instruction. For example, last October fifth grade students, who are gifted in the area of Language Arts, created presentations modeled after author Jerry Pallotta's style for our *Reading Carnival* celebration. The RTG also pushes into classrooms and teaches thinking lessons on originality, flexibility, elaboration, and fluency. In this way all students are encouraged to use creativity, and higher level thinking skills.

Our English language learners are supported throughout the day by the ESOL/HILT teaching team. They sponsor an after school Homework Club throughout the school year to help students complete assignments and to clarify or reteach lessons. Beginning in January, based on teacher recommendation, classroom assessment and parent request, tutoring groups are run before and after school to practice test taking skills, review content and build relationships in a small group setting.

Technology is integrated into all aspects of teaching at Arlington Traditional. Each classroom is equipped with a SMART Board. Our Instructional Technology Coordinator trains teachers to help them incorporate technology into daily lessons. Technology integration is not limited to classroom teachers. One example of this is the collaboration between the speech therapist, media specialist, and the teachers in the Multiple Intervention Programming for Students Diagnosed with Autism Spectrum Disorders (MIPA) preschool classroom. They use the iPad and the SMART Board to help these students learn to communicate and demonstrate their independent thinking and self care skills. They have also used the iPad to videotape and narrate the school through their eyes. Other special education teachers use iPad software designed to help students improve math fluency, reading comprehension, speech articulation or creative writing.

Students use multi-media tools to showcase their learning about topics like peer mediation, drug/alcohol awareness as well as topics in core academic subjects. Students are becoming proficient using Web 2.0 tools, like *Museum Box* and *Deal Me Some History* that require them to conduct research, upload photos, create documents and spreadsheets, program robots, and plan presentations.

## **6. Professional Development:**

Arlington Traditional School is dedicated to the professional development of its teachers, and our administrators and staff work closely together to create and support staff development opportunities. ATS teachers and paraprofessionals pursue professional development opportunities with peers at school, within the district, and at neighboring universities. ATS administrators attended the Art of Leadership summer institute at Harvard.

Two ongoing opportunities pursued by the entire ATS staff and led by ATS teachers are Sheltered Instruction Observation Protocol (SIOP) and Cultural Competence. SIOP provides tools and strategies for teacher instruction with English Language Learners (ELL). ATS ELL students are mainstreamed and teachers have used these strategies to make instructional content accessible to students. The emphasis on linking to prior knowledge, using academic language, and classroom support give ELLs access to the same curriculum and standards as our native speakers. Cultural Competence training emphasizes communication in cross-cultural situations. Staff embarked on a series of readings and conversations designed to raise awareness of the diverse needs of all families at ATS. The home/school link is critical to student academic success, and Cultural Competence is another tool that enables staff to have meaningful relationships with families focused on student success.

This year, all teachers regardless of discipline, are participating in Math Discourse training. Math Discourse is a set of strategies for teachers to use to help students think deeply and critically about math and communicate what they know verbally and in writing.

Teachers have also collaborated on professional development projects and retreats. Several enthusiastic teachers teamed in a "book club" to read The Book Whisperer and Teaching with the Brain in Mind. A

kindergarten teacher traveled to California to learn from Eric Jensen's research about brain-based learning. The Reading Specialist and a classroom teacher attended the International Reading Association conference. Teachers share conference learning with our staff.

The Northern Virginia Writing Project is affiliated with the National Writing Project, and is hosted by George Mason University. Two teachers and the school librarian have participated in the five week Summer Institute. These teachers influenced their peers to adopt the use of writer's notebooks and to participate in the summer institute themselves. Writing is a critical lifelong skill and an important curriculum emphasis for ATS students.

What impact does this have on student achievement? We improve our practice by understanding current research about methods and technology. We exemplify "lifelong learning" for students and bring improved, meaningful ideas into the classroom.

## **7. School Leadership:**

The principal and assistant principal have served together twelve years. They are instructional leaders in the school and they share, with teachers, the responsibility for overall student achievement. Throughout the year, administrators observe, review and evaluate teaching practices, analyze student progress reports, facilitate meetings about potential improvements, build community, and celebrate success. Communication, relationship, accountability and teamwork energize work at the school. Finally, knowing it's all about people, not programs, hiring strong, committed teachers is given top-priority. ATS hires people who love kids, love teaching, and want to continue improving professionally.

The principal credits the simplicity, clarity, and consistency of the school's ABCs of Success message in everything that happens at ATS. These guiding principles continue to set the school's positive tone and promote individual achievement. It is the clear understanding that academics, behavior, and character *do count* that moves students to achieve and become persons of character. The principal shares the ABC message at all school assemblies and reinforces it in student, teacher, parent and community communications. Knowing students is a powerful ingredient of teacher success. The combination of self-contained classrooms and extraordinary teamwork among grade-level teachers is the structure that promotes individual achievement by students.

Teachers ensure that policies, programs and resources focus on improving instruction through the school improvement planning process. The entire school staff participates in School Improvement. Three teacher-led committees concentrate on ideas related to curriculum and instruction, school climate, and communications. The committees develop an annual School Management Plan which is implemented with the principal's agreement. Everyone influences the annual priorities and goals derived from the different perspectives of curriculum, climate and communications.

ATS teachers also exhibit the energy and leadership they bring to school every day throughout the Arlington community. ATS teachers lead in a variety of ways: coaching Arlington Forest Swim Team and high school baseball, producing *Godspell*, organizing the 5K for Girls on the Run, presiding at district administrator meetings, or performing with the *Washington Revels*. Those activities promote goodwill and build trusting relationships throughout Arlington.

Student leadership is nurtured in a number of ways. The Student Council Association, comprised of officers from the fourth and fifth grades and classroom representatives, plans school spirit events and community service projects (Walk for Homeless, Pennies for Patients, Food Closet). Every fifth grader serves as a safety patrol helping to organize children before and after school to buses, and to manage our School Store.

# 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	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and Advanced	100	100	100	100	100
Advanced	88	86	77	79	87
Number of students tested	72	69	69	72	68
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	100			100	
Advanced	55			82	
Number of students tested	11	4	5	11	6
<b>2. African American Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested	5	3	3	7	2
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	100			100	
Advanced	70			75	
Number of students tested	10	7	5	12	9
<b>4. Special Education Students</b>					
Proficient and Advanced	100	100	100	100	
Advanced	72	80	54	39	
Number of students tested	18	10	13	13	7
<b>5. English Language Learner Students</b>					
Proficient and Advanced	100			100	100
Advanced	69			81	60
Number of students tested	13	8	8	16	10
<b>6. Asian</b>					
Proficient and Advanced		100	100	100	100
Advanced		83	81	90	93
Number of students tested	8	18	16	10	15
<b>NOTES:</b>					

12VA5

## 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	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and Advanced	97	99	99	97	96
advanced	67	71	62	63	72
Number of students tested	72	69	68	70	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	91		1	91	
advanced	45			36	
Number of students tested	11	4	5	11	6
<b>2. African American Students</b>					
Proficient and Advanced					
advanced					
Number of students tested	5	3	3	7	2
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	90			92	
advanced	50			42	
Number of students tested	10	7	5	12	9
<b>4. Special Education Students</b>					
Proficient and Advanced	94	90	85	85	
advanced	39	60	39	31	
Number of students tested	18	10	13	13	7
<b>5. English Language Learner Students</b>					
Proficient and Advanced	92			94	90
advanced	54			31	40
Number of students tested	13	8	8	16	10
<b>6. Asian</b>					
Proficient and Advanced		100	100	100	100
advanced		82	67	70	87
Number of students tested	8	17	15	10	15
<b>NOTES:</b>					

12VA5

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Virginia Standards of Learning

Edition/Publication Year: 22006-2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and Advanced	99	97	94	99	94
advanced	69	63	69	75	74
Number of students tested	71	72	71	72	70
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1				
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced			100		
advanced			64		
Number of students tested	6	8	11	7	7
<b>2. African American Students</b>					
Proficient and Advanced					
advanced					
Number of students tested	3	3	7	3	6
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced			100	90	
advanced			73	50	
Number of students tested	8	6	11	10	6
<b>4. Special Education Students</b>					
Proficient and Advanced	100	80	75	91	85
advanced	50	20	42	46	45
Number of students tested	10	10	12	11	20
<b>5. English Language Learner Students</b>					
Proficient and Advanced		100	100		82
advanced		60	69		46
Number of students tested	4	10	13	7	11
<b>6. Asian</b>					
Proficient and Advanced	100	100	100	100	100
advanced	73	73	90	100	82
Number of students tested	11	15	10	14	17
<b>NOTES:</b>					

12VA5

## 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	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and Advanced	100	97	100	99	100
advanced	72	71	65	79	74
Number of students tested	71	72	71	72	70
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1				
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced			100		
advanced			45		
Number of students tested	6	8	11	7	7
<b>2. African American Students</b>					
Proficient and Advanced					
advanced					
Number of students tested	3	3	7	3	6
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced			100	100	
advanced			55	60	
Number of students tested	8	8	11	10	6
<b>4. Special Education Students</b>					
Proficient and Advanced	100	80	100	90	100
advanced	60	40	50	65	55
Number of students tested	10	10	12	11	20
<b>5. English Language Learner Students</b>					
Proficient and Advanced		100	100	100	100
advanced		50	31	43	27
Number of students tested	4	10	13	7	11
<b>6. Asian</b>					
Proficient and Advanced	100	100	100	100	100
advanced	64	80	60	86	77
Number of students tested	11	15	10	14	17
<b>NOTES:</b>					

12VA5

## 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	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and Advanced	100	99	99	99	99
advanced	90	73	78	79	80
Number of students tested	71	71	71	66	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	100	100	86	100	100
advanced		62			
Number of students tested	7	13	7	6	5
<b>2. African American Students</b>					
Proficient and Advanced					
advanced					
Number of students tested	2	8	3	5	7
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced		100			
advanced		73			
Number of students tested	9	11	9	6	6
<b>4. Special Education Students</b>					
Proficient and Advanced	100	100		100	100
advanced	62	39		58	57
Number of students tested	13	13	8	12	14
<b>5. English Language Learner Students</b>					
Proficient and Advanced		100		90	
advanced		60		40	
Number of students tested	5	15	6	10	5
<b>6. Asian</b>					
Proficient and Advanced		100	100	100	
advanced		70	100	82	
Number of students tested	8	10	14	17	8
<b>NOTES:</b>					

12VA5

## 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	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and Advanced	100	100	99	100	99
advanced	73	52	47	64	49
Number of students tested	71	71	71	66	70
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced		100			
advanced		15			
Number of students tested	7	13	7	6	5
<b>2. African American Students</b>					
Proficient and Advanced					
advanced					
Number of students tested	2	8	3	5	7
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced		100			
advanced		9			
Number of students tested	9	11	9	6	6
<b>4. Special Education Students</b>					
Proficient and Advanced	100	100		100	93
advanced	31	31		42	27
Number of students tested	13	13	8	12	15
<b>5. English Language Learner Students</b>					
Proficient and Advanced		100		100	
advanced		7		20	
Number of students tested	5	15	6	10	5
<b>6. Asian</b>					
Proficient and Advanced		100	100	100	
advanced		30	64	65	
Number of students tested	8	10	14	17	8
<b>NOTES:</b>					

12VA5

# 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 and Advanced	99	98	97	99	97
advanced	82	73	74	77	80
Number of students tested	214	212	211	210	207
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	95	96	95	95	83
advanced	25	32	30	37	0
Number of students tested	24	25	23	24	18
<b>2. African American Students</b>					
Proficient and Advanced	100	92	92	100	100
advanced	60	78	15	59	80
Number of students tested	10	14	13	15	15
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	96	100	100	96	90
advanced	74	71	55	57	52
Number of students tested	27	24	25	28	21
<b>4. Special Education Students</b>					
Proficient and Advanced	100	93	88	97	92
advanced	63	45	48	47	56
Number of students tested	41	33	33	36	41
<b>5. English Language Learner Students</b>					
Proficient and Advanced	100	100	100	94	92
advanced	58	66	62	60	50
Number of students tested	22	33	27	33	26
<b>6.</b>					
Proficient and Advanced	100	100	100	100	100
advanced	85	76	89	90	87
Number of students tested	27	43	40	41	40
<b>NOTES:</b>					

12VA5

# 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 and Advanced	98	98	99	98	98
advanced	70	64	57	68	64
Number of students tested	214	212	210	208	207
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	95	96	100	95	94
advanced	20	7	21	16	0
Number of students tested	24	25	23	24	18
<b>2. African American Students</b>					
Proficient and Advanced	90	100	100	100	92
advanced	30	64	30	40	47
Number of students tested	10	14	13	15	15
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	96	96	96	96	95
advanced	48	26	32	43	33
Number of students tested	27	26	25	28	21
<b>4. Special Education Students</b>					
Proficient and Advanced	97	90	91	91	92
advanced	41	42	39	45	45
Number of students tested	41	33	33	36	42
<b>5. English Language Learner Students</b>					
Proficient and Advanced	95	100	100	97	96
advanced	41	27	26	30	26
Number of students tested	22	33	27	33	26
<b>6.</b>					
Proficient and Advanced	100	100	100	100	100
advanced	66	68	64	73	77
Number of students tested	27	42	39	41	40
<b>NOTES:</b>					

12VA5