U.S. Department of Education

2015 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

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

Name of Principal Dr. Eugene F. Soltner
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Great Neck Middle School
(As it should appear in the official records)

School Mailing Address 1848 North Great Neck Road
(If address is P.O. Box, also include street address.)

City Virginia Beach State VA Zip Code+4 (9 digits total) 23454-1111

County Virginia Beach City State School Code Number* 086

Telephone 757-648-4550 Fax 757-496-6774

Web site/URL
http://www.greatneckms.vbschools.com E-mail Eugene.Soltner@vbschools.com

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog http://blogs.vbschools.com/stingrayschoolcounseling/ Other Social Media Link Multiple Edmodo links

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*Dr. Aaron Spence E-mail: Aaron.Spence@vbschools.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Virginia Beach City Public Schools Tel. 757-263-1000

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

_____ Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Daniel Edwards
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
   56 Elementary schools (includes K-8)
   14 Middle/Junior high schools
   12 High schools
   0 K-12 schools

   82 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [X] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. 4 Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	209	197	406
7	176	189	365
8	181	190	371
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	566	576	1142

5. Racial/ethnic composition of the school:

1 % American Indian or Alaska Native
3 % Asian
10 % Black or African American
7 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
72 % White
6 % Two or more races
100 % Total

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

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 13%

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

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred ***to*** the school after October 1, 2013 until the end of the school year	73
(2) Number of students who transferred ***from*** the school after October 1, 2013 until the end of the school year	72
(3) Total of all transferred students [sum of rows (1) and (2)]	145
(4) Total number of students in the school as of October 1	1096
(5) Total transferred students in row (3) divided by total students in row (4)	0.132
(6) Amount in row (5) multiplied by 100	13

7. English Language Learners (ELL) in the school: 3 %
31 Total number ELL

Number of non-English languages represented: 21

Specify non-English languages: Romanian, Arabic, Japanese, Belarusan, Chinese Manadrin, Dutch, Patois, Estonian, French, German, Greek, Itialian, Norwegian, Russian, Slovak, Spanish, Swedish, Turkish, Tagalog, Portuguese, Vietnamese.

8. Students eligible for free/reduced-priced meals: 24 %

Total number students who qualify: 270

Information for Public Schools Only - Data Provided by the State

The state has reported that 36 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 12 %
133 Total number of students served

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

14 Autism	0 Orthopedic Impairment
0 Deafness	24 Other Health Impaired
0 Deaf-Blindness	75 Specific Learning Disability
3 Emotional Disturbance	6 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
10 Mental Retardation	0 Visual Impairment Including Blindness
1 Multiple Disabilities	0 Developmentally Delayed

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

	Number of Staff
Administrators	3
Classroom teachers	41
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	36
Paraprofessionals	14
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 28:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	96%	94%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes _ No X

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

15. Please summarize your school mission in 25 words or less: Great Neck Middle School, in partnership with the community, is dedicated to providing the skills and environment necessary to help students reach their greatest potential.

PART III – SUMMARY

Situated on a busy four-lane road yet nestled on the outer boundaries of a residential waterfront community, Great Neck Middle School serves a diverse population of approximately 1150 students, drawing from nine elementary feeder schools, a Title I school, and two military installations. More than 600 families are military affiliated, a concentration of foreign NATO families adds to the ESL population, and a blend of middle class, affluent, and 24% poverty level students compose the learning community.

Great Neck is one of thirteen traditional middle schools in Virginia Beach and one of eighty-seven schools which comprise Virginia Beach City Public Schools. Great Neck ranks as the highest performing traditional middle school in overall SOL achievement and other measures, including a division assessment of critical thinking and writing, and college readiness as measured by Explore and ReadiStep™ testing.

Great Neck opened its doors as a junior high school serving Grades 7 and 8 in 1983 on the site of a former high school. In 1986, Great Neck embraced the middle school philosophy and welcomed Grade 6 students. In January 2012, staff and students moved into a uniquely designed facility built on the existing athletic fields. The current facility houses students in a three-story academic wing with one grade on each level, and a two-story mall of exploratory classes serves as a center of activity between the academic wing and public spaces of gymnasium, administrative offices, and auditoria. Notable for its high standards of sustainability—including daylighting, rainwater harvesting, solar heating, and bio gardens—Great Neck earned LEED Gold Certification. The new facility fostered a sense of community pride while providing an environment for optimal student and faculty performance.

With preparations for the new facility also came new leadership, new ideas about transforming teacher capacity, and a new vision of movement from the group of higher performing middle schools to the highest performing middle school in the division. A road map for rigor and relevance was established based on the close analysis of a host of data points including attendance, discipline, state standards testing, SRI and SMI, achievement gap, school climate, and activity participation. Well-articulated and tightly aligned goals and strategies were established at all levels including school-wide, departmental, subject area, and individual teacher goals, and with clear and compelling direction, staff moved with a sense of urgency to accomplish goals, systematically monitoring, adjusting, and refining. Teachers moved from mere tenants in a building to owners of student outcomes.

Today teachers are active participants in resolving the challenges of ensuring all students develop their full potential. In addition to regularly assessing data and developing goals and strategies to accomplish this vision, Great Neck Middle School teachers encourage and challenge all students with a number of deliberate and purposeful strategies and programs.

The primary strategy to ensure the achievement of all students has been harnessing the collective efforts of staff through dedicated, committed Professional Learning Communities (PLCs). Teacher teams create and analyze common assessments, share best practices and expectations, analyze student products, develop common plans and rubrics, and, most importantly, shift the focus from teaching to learning. Staff have made an extraordinary commitment to meeting the needs of all learners.

A strong Response to Intervention (RTI) program with a focus on underperforming subgroups identifies students not meeting their potential and provides varying levels of assistance both inside and outside the classroom with highly fluid placements in remediation and other interventions. In addition, a highly collaborative special education inclusion model is in place to address the needs of the special education population and to close achievement gaps between special education students and their nondisabled peers.

To further ensure high-performing students, literacy, numeracy, and a thrust on higher-order skills and critical thinking through research-based strategies are embedded daily into classroom instruction. A school-wide Advancement Via Individual Determination program (AVID) ensures the embedding of AVID strategies and organizational protocols while promoting enrollment in advanced classes with support from the AVID elective teacher.

A gifted program utilizing a gifted cluster model also provides enrichment programs during lunch and after school, including the Stock Market Game and Destination Imagination. Parents meet quarterly with the full-time gifted resource teacher to learn how they can further support their children.

All students participate in the Rachel's Challenge and Friends of Rachel, a nationally recognized anti-bullying program, and citizenship is embedded into instruction and into student recognition programs. In addition, the activities program is ever-changing to meet the interests and needs of students.

Today Great Neck Middle has achieved its vision and remains the top performing middle school in the division. Staff and students strive not only to be the premiere middle school but to offer students an education comparable to the division's magnet school for the gifted and the division's Middle Years International Baccalaureate Program.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The core curriculum at Great Neck Middle consists of advanced and core courses in the subjects of English, mathematics, science, and social studies, as well as a full array of electives which address student interest and support career readiness. Students also may earn high school credit through mathematics, science, world languages, and keyboarding. Remediation electives are designed to meet the needs of students who struggle in reading or the core subject courses. Great Neck has adopted a school-wide AVID philosophy designed to promote and support career and college readiness. Both inclusion and pull-out programs and courses provide opportunities for acceleration and intervention for students identified as gifted, with a disability, and as at-risk.

The vision of actively engaging learners in meaningful, relevant learning experiences results in the growth of autonomous learners and serves as a foundational belief for curriculum design. Demonstrating a collective commitment to collaboration, all core content areas function as Professional Learning Communities (PLCs) and adhere to common goals: to ensure alignment among the written, taught, and assessed curriculum; to develop common unit and daily instructional lessons tightly aligned to key learning targets; to analyze student data; and to generate common understanding of expected levels of proficiency. This collaborative effort is apparent in the structures each content area has established to guarantee instructional priorities from the curriculum are based on student need and match with readiness levels, specifically when making decisions about differentiating instruction and resources.

The English/language arts program engages students in a concept-based curriculum which integrates reading, writing, researching, speaking, listening and media studies. Access to classical and contemporary literature from various genres appeals to adolescent readers, spans a range of difficulty levels, and serves to increase the students' awareness of the diversity of cultures and the complexity of human nature. Curriculum underscores the importance of close-reading, high-level questioning, academic dialogue, the writing process, and the integration of grammar and vocabulary skills into authentic forms of communication. Varied assessment data targets overall proficiency and pinpoints specific skills that must be reinforced for individual students. In addition, summative rubrics are embedded into instruction and guide modeling, revision, feedback, goal setting, self-assessment, and a showcase portfolio.

The mathematics program includes differentiated course choices at each grade level addressing middle school mathematics, pre-algebra, algebra, and geometry. All courses are designed to support students in becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations to model and interpret practical situations. This focus on rigorous mathematical knowledge and skills is at the forefront of mathematical numeracy initiatives. Students are engaged in mathematical discourse and written communication to explain and justify their thinking. The utilization of common assessments ensures rigorous alignment to state standards while allowing teachers to meet the varied readiness levels of students. Through the application of mathematics to real world situations, students are able to gain a deeper understanding of the relevance of mathematics in their everyday lives.

The social studies department uses the concepts and content from the disciplines of geography, history, political science, economics, sociology, anthropology, and psychology in order to understand the changing relationship between people and their environments in the past, present, and future. When collaboratively planning, teachers embrace the notion that students must be active thinkers when dealing with the concepts and questions that remain in history, civics, and economics. Students critically examine primary and secondary sources, using inquiry and the historical thinking skills of sourcing, contextualizing, and corroborating. These skills and learning opportunities lead students toward the ability to discern and make informed decisions.

The science curriculum centers on the study of life, physical, and earth sciences and emphasizes environmental literacy. Through scientific inquiry and authentic learning experiences, students develop

deep comprehension of scientific concepts and content knowledge and gain a greater understanding of the world. Collaborative planning for instruction focuses on guided and open-ended inquiry and problem solving through model development and reasoning based on evidence.

School-wide learning experiences establish relevant connections between content and successful participation in college, career, and citizenship. All students, as a component of AVID, engage in WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies and protocols. Beyond state assessments, teachers analyze data from other measures, including the Integrated Performance Task (IPT), a problem-based test designed to measure critical thinking, problem solving, and written communication skills; and ReadiStep™, an ACT assessment measuring the knowledge and skills students need to be on track for success in high school, college, and beyond. These data points inform the design of curriculum and learning experiences targeted at fostering global competencies, including critical thinking, problem solving, and effective written communication.

The collaborative culture emphasis on building autonomous learners with adherence to alignment among curriculum, instruction, and assessment establishes the school's reputation for excellence and affords students learning experiences intended to foster the whole child.

2. Other Curriculum Areas:

Great Neck Middle offers a full continuum of exploratory and elective courses designed to expand and enrich student learning. All sixth and seventh grade students must take health and physical education and may choose their second course. Eighth grade students take two electives daily. A zero bell elective is available to those students who wish to pursue additional coursework. All courses are designed to promote a love of learning and allow students to become open-minded and inquisitive while displaying a sense of social responsibility and global awareness. Additional acceleration, enrichment, and remediation curriculum is provided to students during the elective schedules.

World Languages are well-represented in the course of study at Great Neck with just under 700 students participating. Students acquire the linguistic, grammatical, and cultural knowledge needed for oral and written communication in meaningful contexts through immersion in languages other than English, including exploratory classes in French, Latin, Spanish, and German; Carnegie credit courses are offered in French, Spanish, German, and Japanese. Teachers work to develop the students' communicative skills needed to demonstrate understanding, express ideas and feelings, and exchange information. World Languages provide insight and tools needed to be part of a global community and to better appreciate diverse cultures.

The Fine Arts program offers visual and performing arts experiences in vocal music (chorus), instrumental music (band and orchestra), and art. The Fine Arts program benefits approximately 700 participating students and cultivates the whole child through the development of intuition, reasoning, imagination, dexterity, and engagement in unique forms of expression and communication. Students enter division and regional competitions in art, orchestra, chorus, and band and perform and exhibit throughout the Great Neck community and within the Hampton Roads area as part of their coursework.

Technical and Career Education electives provide over 400 students with technical skills, knowledge, and training necessary to succeed in specific occupations and careers. Teachers prepare students for the world of work by introducing workplace competencies essential in all career fields. By providing hands-on context to learning, teachers help students make relevant real-world connections through contextual teaching and learning and applied academics.

The Health/Physical Education curriculum infuses health education into physical fitness course work and leads students in the design of an individualized program of fitness. Within the objectives, students learn about personal fitness and examine nutrition and emotional health. By studying topics such as health risk behaviors, personal and family health, and community health and wellness, students understand the connection between physical activity choices and healthy behaviors now and throughout their lives.

Independent Reading is provided for struggling readers and focuses instruction in five key areas: phonological awareness and decoding, reading fluency and word recognition, vocabulary and phrase meanings, reading comprehension, and writing in response to text. Through computer-adaptive software, nonfiction text collections, and independent reading, students build fluency, expand vocabulary, develop comprehension, and increase the enjoyment of reading.

The AVID elective affords students who are not traditionally considered college-bound placement in a demanding AVID elective designed to provide intensive support necessary to ensure student success in challenging advanced classes and college preparedness.

In other areas of support, Great Neck adapts its curriculum to meet the diverse educational needs of English Language Learners (ELL), students identified as gifted, students with disabilities, and students not meeting proficiency on the state assessments. Progress monitoring for ELL students is through a sheltered-instruction model. Specialized instruction for students in special education is supported through inclusion, resource classrooms, and teacher support. Gifted instruction is designed in partnership between classroom teachers and the gifted resource teacher. Students who did not reach proficiency on state assessments or course work are placed in an Academic Support elective designed to address deficit skills and provide personalized instruction targeted for the essential skills and knowledge in deficit areas.

With the diverse offerings and student choice for course work, Great Neck students have excelled. Over 60% of students are enrolled in advanced courses. Exceeding all traditional middle schools in Virginia Beach, 88% of students earn high school credit at the end of eighth grade. A culture of academic excellence is the norm and expectation for all students as they navigate the course offerings and develop intellectual capacities and skills.

3. Instructional Methods and Interventions:

At Great Neck Middle, learning experiences develop from standards and emphasize student-centered, active engagement through gradual release of responsibility. Teachers direct attention to the purpose of lessons by activating prior knowledge and providing explicit, direct instruction. Learning experiences embed effective instructional practices into the lesson and support learners during guided, collaborative, and independent practice. Inquiry-based learning, problem-based learning, integrated writing tasks, and academic conversations further extend learning and the development of critical and creative thinking.

Instruction and assessment are integrated through a balanced assessment system. Assessments are varied in form and purpose and emphasize the cognitive level of the objectives to ensure rigor, not merely basic acquisition of content knowledge. The use of rubrics and models informs feedback provided to learners, guides student goal setting, and establishes common expectations for summative assessment. Ongoing data collection informs planning and decision-making with regard to differentiated practices, including reteaching, acceleration, adapted pace, flexible grouping, or offering choices based on readiness or interest.

As part of the school-wide literacy initiative, teachers utilize a variety of before, during, and after reading strategies to assist students in accessing and comprehending increasingly complex informational text across all content areas. Students engage in meaningful reading, writing, and discussion tasks as a means of learning within and across various disciplines.

Technology is purposefully embedded into lessons as a tool to transform the learning environment to enhance engagement, differentiation, and communication. In addition to digital white boards, access to laptop carts, iPads, computer labs, and personal devices support authentic learning and engagement in discourse across diverse media platforms.

An example of the effective instruction at Great Neck occurs through Social Studies 7 when students consider how citizens can promote social change. Paralleling the study of Progressive Era reformers, students make connections between a current issue in our modern society and one from that historical period. Students then research the issue and compose a letter or speech to an appropriate audience which addresses the societal implications of the issue and poses possible solutions. Throughout this unit, students

engage in student-centered, inquiry-based learning experiences which move them from knowledge acquisition to transfer of learning. Teacher teams design and analyze multiple forms of assessment data, including standardized tests to determine knowledge of history. Ongoing informal checks for understanding and feedback on the task attend to the specific needs of individual students and help teachers make decisions about future instruction.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The Commonwealth of Virginia requires all public middle school students to take annual assessments in core content subject areas. These assessments, known as the Standards of Learning (SOL), comprise the key component of Virginia's accountability system. Student performance is designated as Advanced Proficient (score of 500-600), Proficient (400-499), or Fail (below 400). Virginia schools achieve state accreditation through Annual Measurable Objectives (AMOs) based on their student pass rates on the SOLs. Middle schools must achieve a rate of 75% in reading and 70% in mathematics to attain full accreditation.

Great Neck serves more than 400 students who have special education accommodations, who are economically disadvantaged, or both. These subgroups comprise 10 percent or more of the overall population. An achievement gap of more than 10 percent exists when comparing special education students test scores to overall student population results. To close this gap, Great Neck staff review student data along with Individual Education Plans (IEPs) multiple times annually to identify and address student needs. Economically disadvantaged students sometimes underperform; however, their performance generally meets the level of the overall population. The only decrease in math or reading scores over the past five years resulted from a change in test format and rigor, and these scores have since risen. Despite increased rigor in state testing in 2013-14, Great Neck was the only middle school in the division to increase scores rather than to backslide. In 2013-14, Great Neck ranked among the top 15 percent of all schools in the state.

For more than five years, Great Neck has exceeded state requirements and continues to improve through deliberate planning and data-driven decision making. In all five years, Great Neck surpassed state-established AMO targets and achieved higher pass rates than all other traditional middle schools in the district in nearly every category.

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

In August, the principal reviews the school's aggregate data with staff. Great Neck Middle staff then review their data and devise plans to improve student performance. Subject area departments analyze strengths and weaknesses, address achievement gaps, and develop common assessments. Each department uses data to establish expected outcomes and create goals that become part of the Plan for Continuous Improvement. Staff continuously meet and work in Professional Learning Communities (PLCs) to improve student performance.

Critical thinking, collaboration, and problem-solving are 21st century skills promoted in every classroom. Students are presented with real-world problems and work collaboratively to devise successful outcomes. These 21st century skills are put to the test each fall and spring when Grade 7 students take the Integrated Performance Task (IPT), a division-created assessment which measures critical thinking, problem-solving, and written communication. Great Neck students outperform all other traditional middle schools in the division in IPT results, and teachers use those results to shape instruction.

In addition to SOL scores, Scholastic Math and Reading Inventory results are utilized to determine student needs and class placement. Students who qualify are placed in Academic Support or a reading class. Also offered are subject area and Algebra Readiness tutoring and intensive review each spring in SOL Boot Camp. Of the students enrolled in academic support classes in 2014, 81% passed the math SOL test and 74% passed the reading. Those pass rates may sound unremarkable until one considers that students in academic support classes previously failed a math or reading SOL.

Results are shared with parents through the school website, principal's newsletter, PTA newsletter, and public assemblies. Great Neck staff work closely with parents to ensure students are successful. Great Neck strives to be the premiere middle school in Virginia and first among traditional middle schools in Virginia Beach.

Part VI School Support

1. School Climate/Culture

Whether teacher, student, office staff, visitor, or parent, all would agree the prevalent culture at Great Neck Middle School is focused on the atmosphere of learning, excellence, and good order. For students at Great Neck where every action is focused on learning, the powerful message is "time is precious, and one must take full advantage of it." Expectations for students are standard and consistently enforced, and protocols in every classroom create a safe, predictable environment where students possess the freedom to thrive. Caring staff build strong relationships with students who are engaged, respected, challenged, and loved. Multiple indicators beyond student achievement give credence to the effective climate at Great Neck. Ranked 11th among the 13 middle schools in the division for average daily attendance in the 2011-12 school year, Great Neck improved to 7th in 2013-14. Likewise, a three-year review of discipline data shows a decrease from 427 referrals to a low of 294 in the same three-year period while 95% of students in a recent climate survey administered to all Grade 8 students agreed or strongly agreed that teachers and students cared about one another. In the same climate survey administered to teachers, 100% of staff agreed students and teachers cared about one another.

Great Neck Middle School fosters a culture where teachers feel valued and supported. Teachers are active participants in solving the challenges faced in continuous improvement and are entrusted with ensuring our students are performing at their greatest potential each and every day. They focus their time and resources on actions that have proven, significant impacts on student learning, and they are inspired by their results. A focus on coaching, feedback, mentoring, and Professional Learning Communities fuels innovation and validates teachers who value and share the same beliefs and vison for all children. Staff further build meaningful personal and professional relationships with peers, encouraging a group purpose where teachers are willing to do the hard work that brings results, and staff are open to feedback and focused on the daily activities of excellence for themselves and for students. Staff representatives also serve on the Principal's Advisory Committee, addressing issues of morale and/or factors affecting student achievement.

Great Neck Middle has created a desirable environment where students want to come to learn, staff want to come to work, and parents want to send their children.

2. Engaging Families and Community

The Great Neck Middle School staff and PTA work closely with students, their families, and the greater community to ensure meaningful engagement which promotes both the academic and social well-being of all students. One area Great Neck focuses on is the large military student population where programs that support military-connected students have been implemented. The Junior Student to Student (JS2S) program helps transition military students by providing them with peer support. Military students are paired with a peer mentor and invited to attend social or sporting events. A Military Family Life Counselor works with students and families on issues related to deployment, transitioning, and school adjustment. Great Neck also places a keen focus on African American student achievement with participation in the African American Male Summit and in the Beach Girls Rock program.

Students and their families are kept abreast of academic and extracurricular events with a multifaceted technological approach. Parents subscribe to a daily ListServe from teachers and to a weekly newsletter from the principal and receive emailed information about assignments and upcoming activities. The student Media Team broadcasts school news daily on classroom Smart boards, the school website is regularly updated with upcoming events, and school counselors maintain a blog that informs parents of academic and social opportunities. Parents and community members also serve on the Guidance Advisory Council and the School Planning Council, where they collaborate with school representatives on the strategic planning process.

Rising sixth grade students are offered a tiered transition to Great Neck. An elective night allows students and families to visit Great Neck for an information session and for exploratory classroom observations. In

the spring students tour the building, and during the week before school begins, students participate in Stingray Cove, an abbreviated mock school day. Parents attend an evening session as an orientation to the middle school model.

Many Great Neck alumni partner with Great Neck through mentorship and guest speaking as well as through support of the PTA. Great Neck actively participates in community and staff collaborative events. Great Neck prides itself on its relationship with families and the support it receives from the community to ensure the success of students as evidenced in the 937+ parent/community volunteer hours this year, the strong Partners-in-Education Program, and our most recent school climate survey wherein 88.16% of our parents agree Great Neck encourages parental involvement and community engagement.

3. Professional Development

Professional development is the cornerstone of Great Neck Middle's commitment to provide relevant and meaningful staff experiences that improve instructional practices and maximize student achievement. Tightly aligned with the division's strategic goals and objectives, professional learning has a division and a school component, offering staff an opportunity to customize learning through division mandatory sessions, site-based requirements, chosen activities, and sustained job-embedded learning.

All teachers participate in twenty-two hours of professional learning in the areas of professional knowledge, instructional planning and delivery, assessment of student learning, and professionalism. At the division level, a focus on the cycle of teaching and learning and alignment of the written, taught, and assessed curriculum provides teachers with a four-hour component with content specific topics to address new textbooks and curricular updates also available. Teachers choose their remaining professional learning hours based on individual interest and need. At Great Neck, teacher leaders and administrators offer their expertise by developing differentiated courses designed to address the needs and interests of all staff and students.

Job-embedded professional learning is a key factor in staff and student success. Teachers collaborate weekly and often daily with grade level content peers in Professional Learning Communities (PLCs) by making connections between learning and best practices. Each PLC continually examines student data to make informative decisions and target standards for proficiency. PLCs develop assessments, varied in form and purpose, to determine mastery in targeted standards and division and state benchmarks. As a result of data analysis, professional learning needs are identified and result in teacher-directed actions to develop solutions and promote professional learning. PLCs further collaborate with the gifted resource teacher, literacy coach, computer resource specialists, library media specialists, and division coordinators to differentiate and plan rigorous instruction and enhance job-embedded learning.

Professional Learning also occurs through teacher-initiated book studies which increase knowledge and lead to discussion of and reflection on instructional practices. Great Neck staff serve on local and state curriculum and assessment committees and return with knowledge for their colleagues, and peer observations further extend learning. Regular classroom observations by administrators with same day post-observation conferences provide yet one more opportunity for authentic discussions focused on student engagement and job-embedded professional learning.

Sustained professional development at Great Neck has increased capacity for collaboration, enhanced instructional practices, and improved student achievement in a learning culture that seeks to maximize the potential of all staff and all students.

4. School Leadership

Composed of the principal, two assistant principals, a school improvement specialist, an activities coordinator, and a guidance director, the Administrative Leadership Team of Great Neck Middle promotes servant leadership and demonstrates by example a commitment to the growth of others, nurturing the personal and professional growth of staff and students alike. They cultivate a climate of respect and high

standards where optimal performance is expected and fostered in every staff member and in every child while encouraging the collective efficacy and common purpose of all stakeholders. They set a clear and compelling vision and destination for the school, and they know staff and student culture because they are embedded in classrooms, PLC meetings, hallways, bus loops, the cafeteria, and throughout the campus as they build meaningful personal and professional relationships among those served. They continually reinforce expectations and model and convey the importance of teamwork.

The principal and assistant principals recognize that no variable has greater impact than quality instruction, and they focus on ensuring high quality instruction in every classroom. Students and teachers are undaunted by administrators' regular presence in classrooms where they observe and post-conference, often the same day, to discuss strengths in literacy, student engagement, and high impact "look-fors" while generating discussions aimed at meaningful feedback and continuous improvement. Too, they ensure an environment conducive to learning by removing distractions and protecting and valuing classroom instructional time.

The administration values and leverages both formal and informal teacher leadership to expand impact on instruction. Through a formal structure, the Instructional Leadership Team, an 18-member group of representatives from each core subject area and exploratory and electives, meets regularly to examine the day-to-day operational leadership responsibilities and to focus more importantly on instruction through training in data analysis, planning, and goal monitoring. These leaders in turn continue sustained professional development within their PLCs.

Leadership makes time weekly to attend subject and grade level Professional Learning Communities where leadership provides coaching to improve protocols, guide best practices, ensure resources and remove obstacles, and increase the depth of data-driven instruction based on group readiness. Additional leadership emerges in PLCs with the regular attendance of the literacy coach, gifted resource teacher, computer resource teachers, and library media specialists.

Leadership, while maintaining its laser-like focus on instruction, also recognizes and regularly practices the values of celebrating and acknowledging staff and student successes.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:** Math 6 SOL
All Students Tested/Grade: 6	**Edition/Publication Year:** 2014
Publisher: Pearson	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above 400-600	92	88	92	88	96
Advanced 500-600	10	7	5	27	54
Number of students tested	342	355	349	320	351
Percent of total students tested	97	97	98	99	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above 400-600	89	83	95	85	92
Advanced 500-600	3	2	5	11	37
Number of students tested	96	92	72	86	92
2. Students receiving Special Education					
Proficient and above 400-600	59	63	86	65	90
Advanced 500-600	6	0	0	0	25
Number of students tested	41	44	43	34	35
3. English Language Learner Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
5. African- American Students					
Proficient and above 400-600	85	70	88	30	85
Advanced 500-600	3	5	0	15	35
Number of students tested	34	37	26	41	48
6. Asian Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
9. White Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
10. Two or More Races identified Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
11. Other 1: Other 1					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
12. Other 2: Other 2					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
13. Other 3: Other 3					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					

NOTES: Math SOL format change in 2011-2012 to increase rigor resulted in decreased pass rates, particularly among subgroups.

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:** Math 7 SOL
All Students Tested/Grade: 7	**Edition/Publication Year:** 2014
Publisher: Pearson	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above 400-600	88	81	83	80	83
Advanced 500-600	14	6	8	13	14
Number of students tested	361	363	328	215	338
Percent of total students tested	100	99	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above 400-600	91	82	74	75	69
Advanced 500-600	13	4	7	6	10
Number of students tested	96	67	84	93	76
2. Students receiving Special Education					
Proficient and above 400-600	50	55	81	83	75
Advanced 500-600	0	0	0	6	10
Number of students tested	46	38	47	35	32
3. English Language Learner Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
5. African- American Students					
Proficient and above 400-600	87	73	67	57	77
Advanced 500-600	6	4	2	0	10
Number of students tested	85	26	43	23	31
6. Asian Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above 400-600					
Advanced 500-600					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
9. White Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
10. Two or More Races identified Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
11. Other 1: Other 1					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
12. Other 2: Other 2					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
13. Other 3: Other 3					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:** Algebra 1 SOL Grades 7 & 8
All Students Tested/Grade: 7	**Edition/Publication Year:** 2014
Publisher: Pearson	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above 400-600	99	96	100	100	99
Advanced 500-600	18	3	77	23	71
Number of students tested	250	287	205	156	114
Percent of total students tested	99	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above 400-600	98	93	100	100	100
Advanced 500-600	12	3	18	64	33
Number of students tested	50	37	28	28	12
2. Students receiving Special Education					
Proficient and above 400-600	100	82	100	0	100
Advanced 500-600	2	0	50	0	100
Number of students tested	7	14	2	0	1
3. English Language Learner Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
5. African- American Students					
Proficient and above 400-600	95	88	100	100	100
Advanced 500-600	11	4	0	47	60
Number of students tested	19	24	12	15	5
6. Asian Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above 400-600					
Advanced 500-600					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
9. White Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
10. Two or More Races identified Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
11. Other 1: Other 1					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
12. Other 2: Other 2					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
13. Other 3: Other 3					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					

NOTES: No Special Education testers in 2010-2011.

Math SOL format change in 2011-2012 to increase rigor resulted in decreased advanced proficiency rates for African-American and economically disadvantaged students.

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:** Math 8 SOL
All Students Tested/Grade: 8	**Edition/Publication Year:** 2014
Publisher: Pearson	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above 400-600	80	79	75	95	94
Advanced 500-600	0	0	0	49	39
Number of students tested	370	341	351	345	302
Percent of total students tested	83	78	83	94	98
Number of students tested with alternative assessment			16		
% of students tested with alternative assessment	1	2	4	2	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above 400-600	65	62	60	81	91
Advanced 500-600	0	0	0	48	31
Number of students tested	76	78	79	85	76
2. Students receiving Special Education					
Proficient and above 400-600	45	40	60	81	81
Advanced 500-600	0	0	0	46	31
Number of students tested	47	37	45	45	42
3. English Language Learner Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
5. African- American Students					
Proficient and above 400-600	63	70	66	95	89
Advanced 500-600	0	5	0	51	17
Number of students tested	8	20	29	46	35
6. Asian Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above 400-600					
Advanced 500-600					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
9. White Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
10. Two or More Races identified Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
11. Other 1: Other 1					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
12. Other 2: Other 2					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
13. Other 3: Other 3					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					

NOTES: Math SOL format change in 2011-2012 to increase rigor resulted in decreased pass rates for all groups.

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:** EOC Geometry SOL
All Students Tested/Grade: 8	**Edition/Publication Year:** 2014
Publisher: Pearson	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above 400-600	99	98	100	100	100
Advanced 500-600	36	19	22	22	82
Number of students tested	107	51	51	51	20
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above 400-600	100	100	100	0	100
Advanced 500-600	50	33	0	0	75
Number of students tested	6	6	1	0	3
2. Students receiving Special Education					
Proficient and above 400-600	100	0	0	0	0
Advanced 500-600	0	0	0	0	0
Number of students tested	1	0	0	0	0
3. English Language Learner Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
5. African- American Students					
Proficient and above 400-600	100	100	100	100	100
Advanced 500-600	33	0	0	71	0
Number of students tested	3	5	3	24	1
6. Asian Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above 400-600					
Advanced 500-600					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
9. White Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
10. Two or More Races identified Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
11. Other 1: Other 1					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
12. Other 2: Other 2					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
13. Other 3: Other 3					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					

NOTES: Geometry SOL format change in 2011-2012 to increase rigor resulted in decreased pass advanced rate for African-Americans.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	**Test:** Reading 6 SOL
All Students Tested/Grade: 6	**Edition/Publication Year:** 2014
Publisher: Pearson	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above 400-600	89	84	97	95	98
Advanced 500-600	17	21	57	48	47
Number of students tested	342	356	353	312	359
Percent of total students tested	99	98	99	99	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above 400-600	79	70	100	94	93
Advanced 500-600	12	18	36	37	26
Number of students tested	95	92	77	85	92
2. Students receiving Special Education					
Proficient and above 400-600	56	67	92	92	96
Advanced 500-600	0	6	21	0	17
Number of students tested	43	48	48	36	30
3. English Language Learner Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
5. African- American Students					
Proficient and above 400-600	62	67	96	90	90
Advanced 500-600	5	15	42	24	31
Number of students tested	37	48	48	49	91
6. Asian Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above 400-600					
Advanced 500-600					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
9. White Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
10. Two or More Races identified Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
11. Other 1: Other 1					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
12. Other 2: Other 2					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
13. Other 3: Other 3					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					

NOTES: Reading SOL format change in 2012-2013 to increase rigor resulted in decreased pass rates.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	**Test:** Reading 7 SOL
All Students Tested/Grade: 7	**Edition/Publication Year:** 2014
Publisher: Pearson	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above 400-600	91	90	97	94	96
Advanced 500-600	28	32	57	48	46
Number of students tested	360	364	326	376	338
Percent of total students tested	98	99	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above 400-600	89	86	98	90	93
Advanced 500-600	20	9	38	31	32
Number of students tested	97	71	85	93	76
2. Students receiving Special Education					
Proficient and above 400-600	74	68	95	76	83
Advanced 500-600	5	4	15	24	17
Number of students tested	47	43	47	44	32
3. English Language Learner Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
5. African- American Students					
Proficient and above 400-600	75	61	96	86	87
Advanced 500-600	14	9	42	24	20
Number of students tested	36	33	48	37	45
6. Asian Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above 400-600					
Advanced 500-600					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
9. White Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
10. Two or More Races identified Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
11. Other 1: Other 1					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
12. Other 2: Other 2					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
13. Other 3: Other 3					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					

NOTES: Reading SOL format change in 2012-2013 to increase rigor resulted in decreased pass rates.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	**Test:** Reading 8 SOL
All Students Tested/Grade: 8	**Edition/Publication Year:** 2014
Publisher: Pearson	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above 400-600	92	83	95	96	92
Advanced 500-600	22	11	50	53	46
Number of students tested	371	327	369	352	302
Percent of total students tested	98	98	98	99	98
Number of students tested with alternative assessment			16		
% of students tested with alternative assessment	1	1	4	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above 400-600	93	69	87	94	89
Advanced 500-600	8	5	35	38	40
Number of students tested	77	72	85	87	70
2. Students receiving Special Education					
Proficient and above 400-600	65	38	81	82	70
Advanced 500-600	0	0	27	8	11
Number of students tested	50	37	45	42	40
3. English Language Learner Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
5. African- American Students					
Proficient and above 400-600	73	64	91	88	72
Advanced 500-600	7	4	30	25	21
Number of students tested	30	45	33	40	29
6. Asian Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above 400-600					
Advanced 500-600					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
9. White Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
10. Two or More Races identified Students					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
11. Other 1: Other 1					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
12. Other 2: Other 2					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					
13. Other 3: Other 3					
Proficient and above 400-600					
Advanced 500-600					
Number of students tested					

NOTES: Reading SOL format change in 2012-2013 to increase rigor resulted in decreased pass rates.