

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Ms. Levia Mason Stovall

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

Official School Name Armstrong Elementary School

(As it should appear in the official records)

School Mailing Address 3401 Matoaka Road

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

City Hampton State VA Zip Code+4 (9 digits total) 23661-1623

County Hampton City State School Code Number* 0120

Telephone 757-727-1067 Fax 757-727-1436

Web site/URL http://arm.sbo.hampton.k12.va.us E-mail lstovall@hampton.k12.va.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Linda Shifflette, N/A E-mail: lshifflette@hampton.k12.va.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hampton City Schools Tel. 757-727-1067

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 Mrs. Martha Mugler, N/A
(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, Office for Civil Rights (OCR) requirements is 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 2013-2014 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 2008 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: 2009, 2010, 2011, 2012, or 2013.
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):
- 21 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 4 High schools
 - 0 K-12 schools
- 30 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 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	27	20	47
1	19	24	43
2	24	23	47
3	24	24	48
4	29	38	67
5	39	26	65
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	162	155	317

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 39 % Black or African American
 - 9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 44 % 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 2012 - 2013 year: 6%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	14
(3) Total of all transferred students [sum of rows (1) and (2)]	18
(4) Total number of students in the school as of October 1	326
(5) Total transferred students in row (3) divided by total students in row (4)	0.055
(6) Amount in row (5) multiplied by 100	6

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 33 %
 Total number students who qualify: 103

If this method is not 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.

9. Students receiving special education services: 8 %
24 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.

- | | |
|-------------------------|-----------------------------------------|
| 1 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 4 Other Health Impaired |
| 0 Deaf-Blindness | 6 Specific Learning Disability |
| 0 Emotional Disturbance | 12 Speech or Language Impairment |
| 0 Hearing Impairment | 1 Traumatic Brain Injury |
| 0 Mental Retardation | 0 Visual Impairment Including Blindness |
| 0 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	2
Classroom teachers	14
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 23:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	95%	96%	97%
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 2013

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.

PART III – SUMMARY

Armstrong Elementary School is located in Hampton, Virginia, on the banks of the Hampton River, close to the open waters of the Chesapeake Bay and the Atlantic Ocean. Hampton is the oldest continuous English speaking settlement in America.

In Hampton, education has been important from the onset. As early as 1634, Benjamin Syms left land, cows, a weeding hoe, and “other accommodations” to start the first free school in America. The Butler School was opened in 1863, as the first graded school for newly freed slaves.

Armstrong Elementary School was built in 1922, on property donated by the Armstrong Land Company, consisting of three brothers who were nephews of General Samuel Chapman Armstrong. General Armstrong was the founder of Hampton Institute, now Hampton University. Our school has celebrated academic success and formed many community partnerships for 91 years.

Vision Statement: Armstrong Elementary School is a school of choice for high expectations that focuses on building skills in reading, writing, speaking, listening, mathematics, critical thinking and expressing thoughts and feelings in imaginative ways.

Mission: Armstrong Elementary School will pursue excellence for every child by promoting exceptional academic standards and providing quality instruction in academics and the arts.

For more than 30 years, our school was a fundamental themed school, which was designed to provide basic constructive learning in a highly structured environment. The fundamental program was a cooperative undertaking by administrators, parents, teachers, students, and the community. Discipline was a vital part of the fundamental program, and essential for the basic learning function. Adopting the arts theme in 2010 did not change the academic or behavioral expectations of the school, but has allowed students to achieve maximum academic and artistic potential.

Armstrong Elementary is one of Hampton City Schools’ choice schools. Applications must be completed, then they are dated and time stamped, and the student is placed on a waiting list. As there are openings available, our principal has the ability to call the parents and offer placement. Even though students are accepted from any part of Hampton, many of our students live in the Wythe neighborhood where the school is located. Our students often have multiple generations of their family attend our school.

Armstrong Elementary has earned the following awards presented by the Virginia Board of Education:

2008 Governor’s Award for Educational Excellence
2009 , 2010, 2011, Board of Education Excellence Award
2012 Distinguished Achievement Award

Since the state of Virginia raised the pass rate for each of the Standard of Learning Assessments in 1998, Armstrong has surpassed the 70 percent pass rate in all four core subject areas and writing every year. We have also met AYP and AMO standards every year.

We believe that the retention rate of our teachers is extremely important in fulfilling our vision and mission. Our teachers have taught at Armstrong for an average of 10.75 years. This enables the faculty to not only become experts in teaching the core curriculum, but also develop a deep understanding of our vision and mission of the school and promote the arts by creating meaningful artistic experiences for our students.

Our teachers and staff are leaders in the school division. For a teaching staff of only 21 teachers, we believe our teachers are truly exemplary in the profession. We have three teachers who are Nationally Board Certified. Two of our teachers have been Hampton City Schools’ Elementary Teacher of the Year. Our Physical Education (PE) Teacher has been the State PE Teacher of the Year, and our Nurse is the current

State Nurse of the Year.

As an integral part of our team, Armstrong is fortunate to have a very active PTA. Due to our parents and faculty working collaboratively as partners, the PTA has won the following awards, some multiple times: Hampton Council, Peninsula, and State 100% Membership Awards
Hampton Council Awards:

- Spotlight Award for Tie Dye Night and for the Holidays Around the World Winter Program
- The Red Heart Award for Health and Wellness Night
- Dr. Michael Canty Memorial Award for Parental Involvement
- Model PTA Award
- Communications Award for Outstanding Newsletters
- Mary Johnson Humanitarian Award for Health & Welfare Certificate of Excellence for Community Service (Snowflake Project for Sandy Hook Elementary)

A small portion of our students receive free/reduced lunch and we receive funds commensurate with those numbers. Our staff must be very creative with our limited resources. Community partnerships allow us to provide exceptional programs and activities for our students. We have received grants from The Hampton Education Foundation, The Hampton Arts Commission and our PTA. Supplies were donated from Food Lion, Home Depot, Lowe's, and Patrick's Hardware. Alcoa Howmet Company has provided extensive professional development in the design process and sponsored a Design Night at Armstrong in partnership with the Cooper Hewitt Museum from New York City.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) The Virginia Standards of Learning (SOL) test is administered in grades three through five in the areas in Reading, Math, Science, and Social Studies. A Writing SOL test is also given to grade five students. The individual test scores are classified as follows: 600-500 is Pass Advanced, 499-400 is Pass Proficient, and 399-below is considered Failing.

The state of Virginia requires a school pass rate of 75% in English and 70% in all other testing areas for a school to be fully accredited. However, Armstrong Elementary's expectation for itself is a pass rate of 85% or higher in all subject areas. This expectation has contributed to our school's top performance year after year.

b) Since the inception of the Virginia Standards of Learning assessments in the spring of 1998, Armstrong has exceeded the state's required pass rates in all core subjects. In 1998, Armstrong was one of only 116 schools that met the state's criteria for full accreditation. We have remained fully accredited every year since the first year. We have also met Adequate Yearly Progress (AYP) benchmarks every year, as defined in the No Child Left Behind Act of 2001. Virginia developed Annual Measurable Objectives (AMO) during the 2012- 2013 school year to reduce proficiency gaps between low performing and high performing schools. Armstrong met the AMO standards last year.

When analyzing data from the state criterion-referenced tests, using the federal standards of 30 or more students in a specific subgroup, Armstrong has no significant achievement gaps that would be recognized as an area for needed improvement. Even though trend data does not highlight the need for specific interventions, we strive to close any achievement gap regardless of the subgroup's population.

The state changed the format and the rigor of the Math SOL test during the 2011-2012 school year, using technology enhanced questions. Our third grade had previously scored 95.16% in 2009, and 100% in both 2010 and 2011. Even though our score declined in 2012 to 80.36%, the state average was 64%. Our subgroups that showed the greatest decline were the Socio-Economic/Disadvantaged students and the African-American students. Both subgroups had a pass rate of 90% in 2009, and 100% in both 2010 and 2011. In 2012, our Socio-Economic/Disadvantaged students had a pass rate of 55%, and our African American students had a pass rate of 68.97%. After analyzing the Student Performance by Question data, our teachers were able to realign the focus of instruction. Students in these two subgroups showed a 20% and 18.13% gain respectively in 2013.

After our Leadership Team develops a vision for school improvement, making organizational decisions to support school instructional goals, our interventions are implemented. The entire school community supports our vision. We recruit retired teachers to tutor students individually and in small groups. Teachers gather information from weekly informal assessments and create activities for the tutors to reteach the students. The reading specialist sponsors an after school-tutoring program called READ. Our faith-based partnership with the members of Hampton Baptist Church provides tutors for the program. Each volunteer provides individualized reading assistance. At Armstrong Elementary, grades three through five departmentalize by core content for instruction. Teachers are able to teach the subject in which they are most knowledgeable and skilled. When assigning groups for intervention, students with specific deficiencies are placed with teachers who have identified strengths. Education students from Hampton University come to Armstrong twice a week to work one on one with students during the third grade math block to provide additional support.

Resource staff carves out time to provide intervention to all grade levels when available. They make a contribution to learning that is beyond their area of endorsement in supporting students in core subject areas.

The Leadership Team created an after school reading comprehension program, Race to Success, for students in third through fifth grades. Each classroom teacher was partnered with a teacher from another grade level, or a resource team member to teach a specific skill during the second semester. For example, the physical

education teacher was partnered with a first grade teacher to teach context clues. Before the program began, the Reading Specialist and Language Arts Instructional Leader held professional development for all staff to ensure each teacher had the skills needed to provide effective intervention and support.

2. Using Assessment Results:

Armstrong Elementary recognizes the importance of using both formal and informal data to guide instruction and design intervention and enrichment activities. Formal assessment data is disaggregated in a question-by-question format. By looking at the standards by question we discover where students require additional support or extension activities.

Each year our School Leadership Team meets to analyze formal assessments in order to identify two or three areas of school-wide focus. The team chooses indicators and a School Learning Plan is developed. Action steps are created to close any achievement gaps and increase the numbers of students scoring in the Pass Advanced range. After this plan is shared with the faculty, professional development is provided at our school by instructional leaders. Our teachers also attend division-wide professional development based on our focus areas.

Grade level Collaborative Learning Teams meet a minimum of once a month for 90 minutes. Teachers and administrators meet to discuss achievement data from the district's nine-week assessments for grades two through five. Kindergarten and first grade teams also meet with administrators to analyze data from Phonological Assessment of Literacy Screening Assessments, Diagnostic Reading Assessment 2, and math task assessments designed by the district. Once data is analyzed, we determine how to best meet the needs of all students, not just those falling behind. An Intervention Plan is created for all students falling below 80% on any formal assessment.

Our Standards of Learning (SOL) test results are communicated with our stakeholders. In the fall, parents receive a welcome back letter, which includes their students' SOL results and the school-wide SOL averages. The school-wide SOL averages of each core subject are shared at a faculty meeting, PTA meeting and Open House. Parents are informed each nine weeks by their child's teacher of how their child has performed on the quarterly benchmark assessments. Parental Involvement is one of our greatest strengths at Armstrong. Our parents are given opportunities to attend workshops during the year, where they are given resources and strategies to use at home with their child. On Make-It Take-It nights, our parents rotate through our building making phonics and math related games at all grade levels and ability levels.

3. Sharing Lessons Learned:

Yearly, our district conducts division wide professional development in the core content areas. Armstrong teachers have presented various topics, such as arts integrated social studies activities, math centers, implementing calendar notebooks into the math curriculum, and integrating technology into the science curriculum. Our physical education teacher has presented games that she and her students created at the Virginia Health and P.E. Recreation and Dance Convention as well as presenting her muscle lab at the Southern District P.E. Conference in Myrtle Beach, South Carolina. One of our 4th grade teachers has presented songs she has written to support the language arts and social studies curriculum. Our music teacher presented an arts integration workshop to all of the elementary music teachers. One of our 3rd grade teachers created a display and presented it at the yearly division-wide technology expo. The presentation was called "Are you Smarter than a HCS student" and introduced educators to the Interwrite Personal Response System and its usability in the classroom. Teachers were asked to answer SOL questions using the devices.

Other schools on the peninsula and Richmond Area have visited Armstrong to observe arts integration and the use of interactive notebooks in science and social studies.

We attend division-wide Professional Learning Communities (PLC) training several times a year. The school division partners us with other schools so that we may share our successes in our PLC journey.

Members of our school leadership team attend these sessions along with our administrators. We meet to share our examples of the division's non-negotiables such as schedules and intervention plans.

Our area is fortunate to have eight local colleges/universities. Due to our proximity to these institutions, our staff has the opportunity yearly to mentor student observers and teachers seeking careers in the field of education.

We have created an Armstrong Facebook Page and website where announcements, events and pictures are posted. Our local newspaper, The Daily Press, has featured many of our outstanding efforts through full-page articles of our arts integration theme and our partnership with the Langley Air Force Band, Full Spectrum.

4. Engaging Families and Community:

The Armstrong staff involves families and the community to enhance student learning. Arts Integration is embedded in our school's philosophy and there are many ways that we implement the arts to enhance learning. Armstrong has partnerships with two different ballet companies. Armstrong received a grant from Alcoa Howmet to send teachers to New Orleans three consecutive summers for professional development. The City of Neighborhoods grant is a community based design education program through the Cooper-Hewitt National Design Museum, Smithsonian Institution.

Armstrong celebrates our Veterans by having a school wide lunch to include parents, grandparents, and other servicemen from community on Veteran's Day each year. The creation of a family readiness group (FRG) offers children a sense of belonging to the military community while establishing friendships and developing a more positive attitude toward themselves. The FRG's significance is recognized annually at the joint Celebration of the Military Child event and the Hampton Military Affairs Committee. A partnership with the Langley Air Force Band resulted in an exchange with students in Kyrgyzstan to share American customs and traditions.

Parents assisted in creating a holiday store to teach 2nd graders about economics. The "store" offered items the students could buy for their families. There is a parents' night where families make games and take home activity packets. To supplement learning about explorers, students and their parents had the opportunity to sail on the American Rover. A partnership with Barnes and Noble, gives families the opportunity to check out a Nook from the Armstrong library. Families were invited to attend the unveiling of the Nooks with a representative from Barnes and Noble available to answer any questions.

Armstrong organizes R.E.A.D. (Reading Extension And Development Program), which connects community volunteers with children who need additional support with reading and comprehension. An annual Career Fair encourages students to consider future occupations. With a different career theme each year, parents and community members share their career paths and responsibilities with students. Wellness Night happens every spring at Armstrong. The YMCA, a gymnastics center, a tennis center, a surf and skate shop, and a martial arts studio have participated in this event, giving parents and students information for staying active and safe during the summer months. Armstrong supported Go Girl Go, a national organization through the Women's Sports Foundation. The Girl Power Club of 25 girls learned about self-esteem, nutrition, volunteerism, and having fun in sports.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Our Language Arts program consists of research based practices aligned to current Standards of Learning that allow for every child to be articulate speakers, active listeners, effective writers, and independent, strategic readers. We use center rotations and small group instruction during our Language Arts block to teach reading comprehension strategies and word study in grades K-3. Grades 4 and 5 use small group instruction and center rotation. All teachers use differentiated text selection and instruction to meet the needs of our learners.

Teachers differentiate math instruction by using a wide variety of resources, such as manipulatives, calculators, and computers. By identifying students' needs, upper grades group students based on data. Teachers utilize the concept of small group instruction to ensure all students master key essential knowledge. When the rigor of the Virginia mathematics SOL's changed in 2011-12, most schools saw a decline in overall test scores. However, Armstrong maintained their overall high scores.

Our science curriculum is taught through a hands-on approach to learning. In our science lab, students investigate science concepts using experiments, games, models, and other interactive activities. Students visit local museums and labs to observe how science relates to the real world around them. The younger students travel to the Virginia Zoo, Virginia Aquarium, and Blue-Bird Gap Farm. Our older students visit the Virginia Living Museum and Virginia Air and Space Museum. Students show their own personal research at school-wide science fairs.

Our teachers use a variety of methods to teach our students the Social Studies curriculum. Our school holds history and cultural nights to help reinforce geography, cultural differences, and historical figures. Teachers utilize the hallways to display essential knowledge related to social studies, such as The Great Wall of China, Ancient Egypt, American Indians' ARTifacts Museum, and chart the voyages of the many explorers. Students have opportunities to take field trips relating to the history by visiting Jamestown, Yorktown, Richmond, Hampton History Museum, and Hampton University Art Museum.

Our visual art education instruction develops students' skills and confidence in their creative abilities. The foundation begins with an introduction to the elements of art that later leads to the principles of design. Additionally, art projects frequently integrate core curriculum. Recently, third graders created paper quilt blocks comprised of creative repetitive organic and geometric patterns that were assembled into interesting quilt patterns, requiring knowledge of mathematical fractions. Fifth graders also draw upon their knowledge of mathematics while creating works highlighting linear perspective. Student artwork is showcased in an annual school wide art show each spring.

In Music, students are shown that music can be connected to all core subject areas. Students sing, play, create, move, and listen to music. Original songs are created to enhance the curriculum and music videos are created to share their information. Students create rhythm accompaniment using Groovy Music software to rap about math facts, hitting a key concept of rhythm accompaniment.

In Physical Education, students design games integrating social studies and math with physical fitness. Students teach their games to other grade levels and classes evaluate the student-created games. Health education is woven into The Five for Life Physical Education curriculum, so students understand the functions and systems of their bodies and importance of staying healthy. All health units and heart and muscle labs are designed with interactive notebooks. Main ideas, key concepts, words, and questions are SOL formatted to support test-taking skills.

During technology instruction, software programs and online resources are utilized to meet the needs of the 21st century learner. The librarian teaches lessons on test taking strategies, integrates literature, and introduces new technologies. In our classrooms, the teachers have Promethean Boards, Document Readers, desktop computers, and access to laptops and iPads. This equipment makes it possible to incorporate

technology into daily lessons by using the Internet, interactive flip charts, project educational video clips and to utilize the interactive lessons provided by the book publishers.

Armstrong's Arts Integration program incorporates the visual arts, music, drama, and dance into the four core subject areas. Our resource team members are assigned to grade levels on a quarterly basis. The team meets with classroom teachers to share their expertise in their subject area and assist teachers in creating and co-teaching meaningful arts integrated lessons that enhance, not replace, our current curriculum.

2. Reading/English:

The mission of our language arts program is to provide a balanced literacy program that connects reading, writing, and speaking. Reading instruction focuses on phonics, phonemic awareness, and small group instruction to strengthen comprehension. Writing instruction focuses on building structured sentences, paragraphs and essays. Students are taught to revise and edit writing and use available technology.

Activities are planned to spur the students' interest by bringing the content to life.

In kindergarten, cooking and art are used weekly to reinforce letter recognition. We conduct the wedding of "Q and U," reinforcing that q always needs u when writing words.

First grade uses multiple versions of Cinderella to teach comprehension skills. Students change events in the stories to create different endings to the story. At the ball, students share their stories with their parents, followed by presenting the dances they have learned representing the different countries in the Cinderella books.

Second grade students research and present reports about Native American tribes. Students transform the hallway into life size displays of each tribe to include homes, artifacts, and modes of transportation.

Third grade uses Social Studies topics to create "I Wonder" projects. Students research something that intrigues them, write three paragraphs, and create three-dimensional displays of their topic.

The fourth grade team creates original songs to help students remember spelling and grammar rules.

Fifth grade students use famous artists as a topic for research, followed by writing a script and songs, creating choreography, designing scenery and presenting their musical to the entire school.

During the 2009-2010 school year, discipline data showed that students were positively engaged 94% of the time, measured by the number of referrals. Upon implementation of the schools arts theme, engagement has continued to rise. Discipline data proves that students are now engaged 99% of the time.

We administer the Virginia Standards of Learning tests, Hampton City Schools' quarterly benchmarks, the Phonological Assessment of Literacy Screening assessment, as well as, informal teacher created assessments to systematically analyze the needs of students, which drive our instruction, and plan interventions for specific students. To meet the needs of students performing below grade level, we use many different resources, such as: Early Reading Intervention assistance for our kindergarten through second grade students, the Reading Specialist for grades three through five, daily intervention or enrichment blocks, and after school tutoring programs like Race to Success and READ, which were created by Armstrong faculty.

3. Mathematics:

Armstrong has had high academic expectations since the onset of its school in 1922. Concepts such as Morning Math, a five question daily re-looping of previous learned material and math power, a timed fact incentive for those students who are ready for the challenge, are some practices that have been revamped each year, but continue to be part of the daily routines of learning. Intertwining modern technologies with best practices from the past, while transforming complex concepts into relatable lessons, summarizes math

at Armstrong.

In the classroom, one would witness frequent re-looping, spiraling, differentiated instruction, using graph paper, whiteboards, art, songs, chants, dance, and various other modalities to create a multifaceted approach to the instruction of math. Teachers use exit problems as a quick formative assessment to check for learning and verbal acuity each day. They reteach and spiral back after assessing data from summative assessments written to mirror the SOLs. Kindergarten and first grade students use Task Assessments to test students individually or in small groups using manipulatives.

Teachers analyze Benchmark data during PLC meetings with administration and plan instruction to enrich and remediate students. Students who have shown weakness on the SOL test (SPBQ report) are retaught using differentiated instruction. They are remediated during intervention time by Hampton University students, retired teachers, and Armstrong's resource teachers. We also have a physicist who volunteers to work with students.

Armstrong incorporates many forms of the arts into daily lessons that teach and enrich students. The music teacher has worked with teachers and students to add beat to multiplication raps using "Groovy Music City". Students use String Art to review multiplication facts. They use the answers to multiplication facts, embroidery thread, and a tapestry needle. They pull the thread in and out until all the values have been used. Students use basic fraction pieces to create animals, structures and other forms of art adding pieces to make a mixed number. Geometry is taught with two-dimensional four door dioramas, perimeter and area plans for students' bedrooms, quadrilateral brochures, stained glass geometry, and geometry houses. The art teacher introduces the artist Jasper Johns' process of painting the number sequence 0 to 9. Students are taught measurement using a Hovercraft. They blow the Hovercraft down the hall and measure the distance and speed it travels.

Armstrong's approach is one that will allow all students to grow academically, socially, and artistically.

4. Additional Curriculum Area:

Armstrong School for the Arts pursues excellence for every child by promoting exceptional academic standards and providing quality instruction in academics and the arts.

Research shows that integrating the arts:

- Creates a sense of ownership of learning
- Improves attention, engagement, and attendance
- Provides opportunities for parental and community involvement
- Improves attention to detail and organization
- Improves cognitive development
- Improves peer interaction
- Positively impacts self confidence
- Builds creativity and non-verbal reasoning

Armstrong's Arts Integration program incorporates the visual arts, music, drama, and dance into the four core subject areas. Our resource team members are assigned to grade levels on a quarterly basis. The team meets with classroom teachers to share their expertise in their subject area and assist teachers in creating and co-teaching meaningful arts integrated lessons that enhance, not replace, our current curriculum.

Along with individual classroom integrated activities, our school creates at least one school-wide arts event yearly. Examples of these events include an outdoor "Celebration of Holidays Around the World", where all 310 students and teachers sing songs from the country they represent on our school grounds surrounded by lit holiday figurines and almost 200,000 lights. We have also created an indoor "Holidays Around the World" event, where visitors travel around the world immersed in decorations, food tasting, singing, and

artwork. Our History Night programs are designed to focus on famous Americans and historical events. Visitors can visit our historical wax museum, watch students participating in social studies/PE integrated lessons on the Promethean Board, or sit in a life size version of Abraham Lincoln's log cabin and listen to the Gettysburg Address.

Our first floor is a revolving art gallery, where students and teachers display their arts integrated work. We also have a student art show and musical every year in the spring.

Through community partnerships, we are able to expose our students to the work of professional artists. Our students enjoy performances at the school by the Air Force Band, Full Spectrum, Young Audiences, the Virginia Symphony, and the Virginia Opera. Through a grant from the Hampton Arts Commission, we were able to take our entire student body to the American Theater for a performance.

At Armstrong, we take great pride in our dedication toward academic excellence. Adopting the arts theme in 2010 did not change the academic or behavioral expectations of the school, but has allowed students to achieve maximum academic and artistic potential.

5. Instructional Methods:

Armstrong students have diverse opportunities to learn. Through multiple intelligences, differentiation and arts integration, we encourage higher-level thinking and provide a supportive environment where children are challenged and nurtured to become individuals. Our gifted learners receive daily enrichment time to explore advanced curriculum and individual interests. They participate in weekly resource classes with a certified gifted teacher to work on lessons encouraging higher-level thinking and creativity. Children in need are given daily remediation in targeted skills using multiple strategies to address deficits. We incorporate hands-on learning, flexible grouping, technology, 1:1 help, arts integration and multiple learning strategies.

In math, students utilize strategies based on individual needs to meet the SOL requirements. In the upper grades, a departmentalized approach is used with a teacher specialized in each of the core content areas. Remedial students are better identified, as are those needing advanced studies. Tutors are used to help targeted students acquire needed skills. In the younger grades students are taught using small group differentiated instruction. Several school wide programs such as Math Power and First in Math also aid in learning.

A balanced reading and writing curriculum is key at Armstrong. Through differentiated small group instruction phonics, vocabulary exploration, fluency and comprehension are taught. We utilize Accelerated Reader as our home-school reading program. Remediation with either the Reading Specialist or PALS Instructional assistant is given daily to students not meeting the benchmark in Language Arts. Teachers continue reinforcing skills through after school programs with targeted students.

Arts integration is the core of our school. Arts are integrated daily to enhance student learning. Many projects are completed across grade levels with buddy classrooms. Resource teachers rotate through grade levels to aid in integrating the arts. Grade levels have art displays to showcase student work throughout the first floor hallways as well as outside of their doors. We hold school-wide arts events to highlight the amazing work our students complete.

Technology is incorporated seamlessly throughout the curriculum daily. Teachers use online educational sites for educational videos, research, online games and learning apps, Portaportal sites, class web pages and Interactive Achievement for online assessments to aide in learning skills. Technology includes, desktop computers, learning labs, student laptops, Promethean interactive whiteboards with document cameras, iPads and student Nook readers. We also have one class participating in a district 1:1 iPad pilot.

6. Professional Development:

Our school transitioned from a Fundamental to an arts theme school in 2010. Whereas 100% of our faculty supported this change, once the program was adopted by the Hampton School Board, some push back by staff began due to uncertainty and experience in the arts. Surveys were designed to attain teacher comfort level in each of the arts disciplines. After analyzing the survey data, our principal used the clinical supervision approach to professional development (PD) by both planning arts related PD at our school, and by sending teachers to attend arts related PD outside of the division. By doing so, she has shown commitment to our school's vision, as well as provided the needed education and resources for our teachers to become proficient in the area of arts integration.

The Fine Arts Curriculum Leader for HCS has conducted several visual arts related workshops for our faculty. Members of Armstrong's Art Team planned and presented arts integrated workshops once a week during the spring of 2011. Examples included creating totem poles while studying Native Americans and using boom whackers to teach sound and vibration in science. Our entire staff attended a workshop at the Hampton University Museum to enhance team building by creating sculptures and an arts related scavenger hunt. Six of our staff members have visited successful arts themed schools in Virginia, North Carolina and Maryland, and returned to share successful strategies with the staff. Members of our Art Team traveled to the Kennedy Center to participate in an arts integrated workshop. Ten faculty members participated in a week-long design process program in New Orleans presented by the Cooper Hewitt Smithsonian Museum.

In response to our continuing arts education our principal has designated school wide arts integrated Fridays and continues to support staff through effective feedback after conducting walkthroughs and observations.

In addition to attending mandatory PD, our teachers attend additional PD offered by the division, such as Word Study, a developmental approach to teaching phonics. Teachers attend Teaching Math and Loving It, focusing on the use of manipulatives and games during small group math instruction.

Several teachers participated in a yearlong program sponsored by the Teaching American History Grant. Through skits, Readers' Theater, and making of clay pots, teachers learned how to make history come alive for their students.

Through these PD opportunities, our staff is able to stay current on the latest research based strategies.

7. School Leadership

Our principal and assistant principal are committed to our Armstrong's vision, mission, and arts concept. Their priorities are to promote high expectations, quality instruction, and the arts. They use Connect Ed to keep parents informed of important dates and events and shares helpful tips to help the students succeed. They initiate Student Intervention Team Meetings to address academic and behavior concerns in a multidisciplinary and proactive manner. They created a forum, Armstrong TEA (Together Everyone Achieves); to provide parents with the opportunity to meet, ask questions, and share ideas with the administration and faculty. They support Hampton City School's truancy policy, reaching out to parents of students who are having trouble with tardies and absences. They both attend all PTA meetings.

Quality instruction is also a priority for our principal and assistant principal. They conduct routine walkthroughs and observations in order to provide positive feedback and suggestions for improvement. They stay current by reading educational research and providing the latest journal articles and books for our faculty to read and discuss.

Our principal strives to ensure that our school has the supplies and resources necessary to implement our arts program. She created a design room stocked with a wide variety of art materials where teachers and volunteers can take their students to work on arts integrated activities. The principal initiated a spring fundraiser to purchase items in need of replenishment in the design room and formed partnerships with two different ballet companies to provide dance instruction for our students.

Our principal believes in the shared leadership philosophy. This creates a strong sense of community fostering student success. She has created a leadership team including herself, the assistant principal, and teachers representing each grade level, special education, and resource staff. The team is responsible for analyzing test data, creating the school learning plan, and creating programs for students in need of additional academic support. She restructured all of our previous committees into four work teams that focus on the most important needs of our school. The teams include The Arts Integration, Vertical Teaming, Student Recognition, and School Climate. She creates Collaborative Learning Teams that meet regularly to review data, discuss current interventions, and generate new strategies for students with academic and behavioral concerns. Both leaders foster a positive school climate by providing staff breakfasts, luncheons, letters of appreciation, and motivational treats.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Virginia Standards of Learning -
Grade 3 Math

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Virginia Department of Education - Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus(+) %Advanced	90	80	100	100	95
% Advanced	28	21	83	65	50
Number of students tested	67	56	46	72	62
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus(+) %Advanced	75	55	100	100	90
% Advanced	17	15	80	45	33
Number of students tested	24	20	15	31	30
2. Students receiving Special Education					
% Proficient plus(+) %Advanced	0	75	0	100	0
% Advanced	0	13	0	60	0
Number of students tested	7	8	8	10	9
3. English Language Learner Students					
% Proficient plus(+) %Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Proficient plus(+) %Advanced					
% Advanced					
Number of students tested	2	1	3	4	2
5. African- American Students					
% Proficient plus(+) %Advanced	87	69	100	100	90
% Advanced	19	7	57	52	43

Number of students tested	31	29	14	42	30
6. Asian Students					
% Proficient plus(+) %Advanced					
% Advanced					
Number of students tested	0	1	0	0	0
7. American Indian or Alaska Native Students					
% Proficient plus(+) %Advanced					
% Advanced					
Number of students tested	1	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus(+) %Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus(+) %Advanced	93	96	100	100	100
% Advanced	38	42	96	81	57
Number of students tested	29	24	28	26	30
10. Two or More Races identified Students					
% Proficient plus(+) %Advanced					
% Advanced					
Number of students tested	4	1	1	0	0
11. Other 1: Other 1					
% Proficient plus(+) %Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus(+) %Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus(+) %Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Virginia Standards of Learning -
Grade 4 Math

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Virginia Department of Education - Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	95	91	98	92	92
% Advanced	31	20	67	43	45
Number of students tested	62	44	46	65	62
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	80	92	100	86	88
% Advanced	13	0	53	34	31
Number of students tested	15	13	17	29	26
2. Students receiving Special Education					
% Proficient plus % Advanced		50		93	
% Advanced		0		29	
Number of students tested	8	8	5	14	6
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	3	6	2	1
5. African- American Students					
% Proficient plus % Advanced	84	77	96	84	89
% Advanced	19	15	67	32	34
Number of students tested	32	13	24	31	44
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	0	0	0	0
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested	1	0	0	1	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	100	96	100	100	100
% Advanced	46	22	56	52	71
Number of students tested	24	27	16	31	17
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	1	0	0	0
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Virginia Standards of Learning - Grade 5 Math

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Virginia Department of Education - Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	98	93	95	98	95
% Advanced	56	28	85	90	70
Number of students tested	48	44	40	61	66
Percent of total students tested	100	100	98	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	94	88	88	100	96
% Advanced	31	35	75	81	65
Number of students tested	16	17	16	26	26
2. Students receiving Special Education					
% Proficient plus % Advanced	0	40	0	83	0
% Advanced	0	0	0	67	0
Number of students tested	4	5	8	6	8
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	4	2	1	1
5. African- American Students					
% Proficient plus % Advanced	93	92	88	98	93
% Advanced	36	38	65	88	68
Number of students tested	14	24	17	42	41
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested	1	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	100	94	100	100	100
% Advanced	61	19	100	94	71
Number of students tested	28	16	19	18	24
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	0	2	0	0
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Virginia Standards of Learning -
Grade 3 Reading

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Virginia Department of Education - Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	91	100	89	90	87
% Advanced	30	46	63	60	44
Number of students tested	67	56	46	70	62
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	79	100	80	86	80
% Advanced	17	30	33	55	30
Number of students tested	24	20	15	29	30
2. Students receiving Special Education					
% Proficient plus % Advanced		100		88	
% Advanced		25		38	
Number of students tested	7	8	8	8	9
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	1	3	4	2
5. African- American Students					
% Proficient plus % Advanced	90	100	79	88	83
% Advanced	23	34	50	45	33
Number of students tested	31	29	14	40	30
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	0	0	0
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested	1	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	93	100	93	92	90
% Advanced	31	67	71	77	53
Number of students tested	29	24	28	26	30
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	1	1	0	0
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Virginia Standards of Learning -
Grade 4 Reading

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Virginia Department of Education - Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	84	91	98	92	92
% Advanced	27	46	43	46	63
Number of students tested	62	44	46	63	62
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	87	85	94	86	88
% Advanced	20	31	35	39	58
Number of students tested	15	13	17	28	26
2. Students receiving Special Education					
% Proficient plus % Advanced		50		58	
% Advanced		0		8	
Number of students tested	8	8	5	12	6
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	3	6	2	1
5. African- American Students					
% Proficient plus % Advanced	75	85	96	87	91
% Advanced	6	46	33	40	57
Number of students tested	32	13	24	30	44
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	0	0	0	0
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested	1	0	0	1	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	92	93	100	97	94
% Advanced	54	44	63	50	76
Number of students tested	24	27	16	30	17
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	1	0	0	0
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Virginia Standards of Learning -
Grade 5 Reading

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Virginia Department of Education - Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	94	91	95	100	92
% Advanced	33	41	46	41	40
Number of students tested	48	44	41	61	66
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	81	88	88	100	96
% Advanced	6	35	35	31	31
Number of students tested	16	17	17	26	26
2. Students receiving Special Education					
% Proficient plus % Advanced		40		100	
% Advanced		0		17	
Number of students tested	4	5	8	6	8
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	4	2	1	1
5. African- American Students					
% Proficient plus % Advanced	86	88	89	100	88
% Advanced	14	33	39	33	37
Number of students tested	14	24	18	42	41
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested	1	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	96	94	100	100	100
% Advanced	46	56	47	56	46
Number of students tested	28	16	19	18	24
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	0	2	0	0
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: