

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

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[X] Public or [ ] Non-public

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

Name of Principal Mrs. Carol P. Kahler, Ed. S.

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

Official School Name Gilbert Linkous Elementary School

(As it should appear in the official records)

School Mailing Address 813 Toms Creek Road

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

City Blacksburg State VA Zip Code+4 (9 digits total) 24060-3251

County Montgomery County State School Code Number\* 060-0750

Telephone 540-951-5726 Fax 540-951-5725

Web site/URL http://www.mcps.org/GLE/ E-mail ckahler@mcps.org

Twitter Handle N/A Facebook Page N/A Google+ N/A

YouTube/URL N/A Blog N/A Other Social Media Link N/A

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\* Ms. Brenda Blackburn, N/A E-mail: brendablackburn@mcps.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Montgomery County Public Schools, Virginia Tel. 540-382-5100

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. B. Wendell Jones, 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**

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**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

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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):
- 11 Elementary schools (includes K-8)
  - 4 Middle/Junior high schools
  - 4 High schools
  - 0 K-12 schools
- 19 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. 11 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	10	8	18
K	36	24	60
1	30	29	59
2	38	26	64
3	26	37	63
4	23	25	48
5	30	32	62
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
<b>Total Students</b>	193	181	374

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 16 % Asian
  - 3 % Black or African American
  - 4 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 74 % White
  - 3 % 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: 14%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	23
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	28
(3) Total of all transferred students [sum of rows (1) and (2)]	51
(4) Total number of students in the school as of October 1	374
(5) Total transferred students in row (3) divided by total students in row (4)	0.136
(6) Amount in row (5) multiplied by 100	14

7. English Language Learners (ELL) in the school: 3 %  
12 Total number ELL  
 Number of non-English languages represented: 7  
 Specify non-English languages: Albanian, Arabic, Bengali, Indian, Korean, Nepali, Spanish
8. Students eligible for free/reduced-priced meals: 21 %  
 Total number students who qualify: 80

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:  $\frac{8}{30}$  %  
30 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.

- |                         |   |
|-------------------------|---|
| 3 Autism                | 0 Orthopedic Impairment                 |
| 0 Deafness              | 12 Other Health Impaired                |
| 0 Deaf-Blindness        | 7 Specific Learning Disability          |
| 1 Emotional Disturbance | 5 Speech or Language Impairment         |
| 0 Hearing Impairment    | 0 Traumatic Brain Injury                |
| 0 Mental Retardation    | 0 Visual Impairment Including Blindness |
| 3 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:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

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 19:1

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

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	96%	96%	96%
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

<b>Post-Secondary Status</b>	
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**

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Welcome to Gilbert Linkous Elementary School – Home of the Linkous Lizards! Nestled in the Town of Blacksburg, Gilbert Linkous Elementary (GLE) is a treasure! Inside the walls you will find students immersed in quality learning activities that strengthen skills, engage imaginations, and promote self-learning.

Our GLE mission is, “Building a learning community that inspires individual growth.” Our dedicated teachers and staff strive to help each student reach their full potential and become life-long learners. With close proximity to Virginia Tech and Radford University, GLE students are from all over the world, as well as the small town neighborhoods of Blacksburg. Our diverse population helps everyone appreciate and celebrate our differences.

This year GLE, named for a long-time school board member, is celebrating its 50th anniversary. Mr. Linkous' dedication and work for better education of all students is alive today in our vision: To be an exemplary school, GLE seeks contributions from stakeholders to transform ideals into reality. This involves:

- Students who are ready to learn, be respectful, and responsible,
- Parents who are involved, supportive, respectful, and encouraging,
- School personnel who are enthusiastic, respectful, and provide and/or support curriculum through best practices,
- A community who is aware and involved, and
- An environment that is welcoming, safe and clean, has adequate resources, and is a well-maintained physical facility.

GLE has 370 students in pre-kindergarten (PreK) through fifth grade. In addition to core curriculum areas, all students receive art, music, computer, guidance, and physical education (PE) classes. GLE teachers follow Montgomery County Public Schools (MCPS) curriculum pacing guides which have the Virginia Standards of Learning (SOLs) fully integrated. Our teachers do not stop at the essential knowledge level; they stretch farther and delve deeper into their instructional programs to reach both struggling and advanced learners. GLE takes full advantage of our state's wonderful history and opportunities by participating in meaningful field trips. We believe learning comes alive when students experience battlefields first hand, stand on the floor of the state capitol building, or touch a camel at a nature park.

The diverse student populace includes an appreciable number of socio-economic/disadvantaged students, students receiving special education services (or students with Individual Education Plans (IEP), and English Language Learners (ELLs). GLE's diversity is both a great opportunity and a challenge. GLE was one of the first division schools to offer full inclusion for students with disabilities. The community embraced this approach and the school gained national attention when the 1993 Academy Award winning documentary, *Educating Peter*, was filmed at GLE. More recently, the faculty and staff have pursued other programs to meet community needs and foster student achievement. Linkous Ladies and Lads, an award winning mentor program for at-risk fourth and fifth graders started in 2004 as a partnership with a Virginia Tech sorority and fraternity. E2 – Education & Enrichment started in 2006 as a self-sustaining before-and-after school initiative to provide dependable, affordable, and safe care for children in an environment that helps each child develop their full potential. In 2007, a preschool education program for at-risk four-year-olds was started as part of the Virginia Preschool Initiative (VPI).

Dedication to the social, emotional, and academic needs of children has resulted in GLE earning several awards. Since 2008, GLE has received the Virginia Board of Education Excellence Award five times including 2014 and 2013. In 2012, GLE was awarded the Governor's Award for Educational Excellence, one of the highest honors for a Virginia school. GLE has received the Governor's Nutrition and Physical Fitness Activity Award in the Silver and Bronze levels. In 2006, GLE was recognized with the Virginia Tech Community Partnership Award.

GLE students and faculty are award winners, too. We have had student winners in the Martin Luther King poster contest (Virginia Tech), Virginia Department of Forestry art contest, MCPS chess competition, and Virginia Robotics First Lego League. GLE teachers have been selected as the New River Valley Teacher of the Year (Wal-Mart), a McGlothlin Award semi-finalist (teaching excellence award across fifty-three Blue Ridge Mountain area school divisions in four states), a Best Teacher in New River Valley (Roanoke Times), and a Technology Educator of Year finalist (Roanoke-Blacksburg Technology Council).

GLE's daily pursuit of a high quality education, a positive environment, and powerful learning experiences exemplifies the National Blue Ribbon School award standards.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

a) Performance Levels: The SOL's were created by the Virginia Department of Education (VDOE) with input from educators and are updated periodically. The elementary subjects that have standards are reading, writing, math, social studies, science, technology, music, art, and physical education. Virginia public schools began using the SOL tests in 1998 in grades 3-5. The majority of testing is computer based, fifth grade students also write an essay or short paper prompt response on the computer. Special education students, 504 students, and ELL students may have accommodations as listed in individual plans, such as alternative assessments, read aloud, paper/pencil, dictation, etc.

Students in

- Grade 3 take four SOL tests: Reading, Math, Science, and Social Studies.
- Grade 4 take three SOL tests: Reading, Math, and Virginia Studies.
- Grade 5 take four SOL tests: Writing, Reading, Math, and Science.

The VDOE SOL rating system is as follows:

- Pass Advanced Scores: 500-600
- Pass Proficient Scores: 400-499
- Fail Basic Scores: 300-399
- Fail Below Basic Scores: 299 and below

The VDOE school accreditation required pass rates are 75% reading, 70% mathematics, 70% science, and 70% social studies. The GLE goal is for all students, to pass every SOL test.

In each grade level and each subject GLE has far exceeded the state benchmarks annually and consistently achieved above 90% in all tested subjects and grades. The only lower performance trend was in Math (2012) when Virginia implemented new, increased rigor standards. Math scores for 2012 in each grade level dipped below 90%. Our faculty responded with a focused effort and Math scores for 2013 rose across all grade levels with only grade five below 90% (at 80%), and trending up.

### **b) Performance Trends.**

GLE students have scored near the top of all Virginia schools in regard to the SOLs. While this is fantastic for our school and our students, it is hard to maintain. We continue to look for instructional methods to keep students motivated and build performance stamina. As a school, we are fine-tuning our instructional program with research based methods so students are able to apply what they have learned to new situations. We believe they must know why they are learning skills and what they will be able to do with that skill.

We analyze students' scores using data from Student Performance by Question (SPBQ) and Student Performance by School (SPBS) reports, provided by Pearson (testing vendor), for trends and group performance. Over the past five years, GLE's students have consistently achieved scores above 90% in math and reading with a few small fluctuations, the exception being math for 2012, as previously noted. Our teacher's quickly recognized the math test was changed from mainly computation to skills application -- now there are many multi-step, word problems on the test. To be successful students must be able to recall math facts easily, recognize the steps to solve the problem, weed out non-essential information, be a good reader, and check for mistakes. Students must also be patient while working through the problems and use the skills they have learned. Our math teachers use songs, mnemonic devices, practical application, and daily review activities to help students master basic skills and recognize when to use the appropriate math strategies.

In the most recent year, scores for all students and our three subgroups compare favorably with the only gap > 10% in the free and reduced meals/socio-economic/disadvantaged subgroup for reading and math. This

subgroup totaled twenty-four students in grades 3-5. Solid conclusions are difficult with the small populations in each grade level as one or two non-passing assessments account for the gap. However, it is clear there is work to do. Our faculty focus is on each student and what each student needs to be a successful learner. In this manner an individual plan of attack is developed and may include reading reinforcement, teacher or mentor tutoring, after school remediation, or other efforts. Progress is checked periodically.

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

GLE views the SOLs as an entire school responsibility -- Grades Pre-K to five, not just a third, fourth, and fifth concern. We review the test data for each grade level and subgroups to help all stakeholders clearly see how their piece of the testing puzzle fits. Reviewing individual student performance and questions, the current teacher evaluates where instruction needs to be adapted to meet curriculum objectives in the upcoming year and the rising grade teachers look for individual student weaknesses/strengths to tailor instructional plans and provide remediation where needed. Teachers also compare current/previous year results for each subgroup looking for trends. Longitudinal data is kept and reviewed to identify student improvement opportunities. Vertical planning meetings are used to help the grade below reinforce foundation skills, and the grade above build upon the foundation skills. Special education, ESL, and specialty teachers participate in the meetings to plan how they can better integrate the SOLs into their curriculum and help students connect classroom learning to their lives. Building connections motivates and engages students helping them build deeper understanding of essential concepts. The music teacher shows how a note can be just a fourth of a beat, not a whole beat; the art teacher emphasizes adjectives when describing art work; and the PE teacher has students run to put word cards in alphabetical order.

In grades 3-5, students take math and reading benchmark tests created by the division instructional supervisors. Student performance by individual test item is carefully reviewed to plan instruction specific to student needs. The SuccessMaker program is used to customize five minute, skill targeted lessons called "Linkous Leaps." Students work to achieve mastery on their individualized Linkous Leaps program. These targeted sessions provide individual student data which teachers monitor and have proven extremely successful.

Students may also receive various remediation services. Students who need help with homework can attend Homework Club (HC). HC is a free, after school program where students work with a mentor/tutor to complete homework and master skills. The tutors also provide assistance through Learning Lunches twice a week that are subject or skill focused. They play games using released test items to review content, work on skills, and reinforce test-taking strategies. The setting is fun and relaxed which helps boost self-confidence. Additionally, our teachers also lead "Tutoring 4U!" review sessions after school where small groups, up to four students, work closely with the teacher on group specific skills. The teacher plans activities that use the flashcards, books, computers, discussions – whatever motivates the group to keep learning and believing in themselves. Volunteers from a community church provide tutoring sessions twice a week and also provide transportation home for HC students who do not have a ride.

Student assessment results collected across the school year are shared with parents through work folders, conferences, phone calls, report cards, and other progress updates appropriate to the assessment. Typical assessments may include the Phonological Awareness Literacy Screening (PALS) for grades PreK-3, STAR Reader, Star Math, Accelerated Reader reports, SuccessMaker reports, etc. Student growth is discussed at parent conferences. Individual student SOL test results are shared in a user-friendly letter that provides an explanation of the student's scores in understandable terms. Conferences are also held when a student does not pass a SOL test. At the conference test scores, support services, tutor opportunities are discussed. The community and parents can view GLE's overall SOL test scores through the MCPS or VDOE websites.

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

At district grade level meetings, GLE's teachers share how our school is working to help students master the standards. Our faculty has presented strategies to teach "hard topics" and classroom projects to encourage challenged students, such as "Scholastic Math", to district-wide audiences. Our special education teachers,

reading specialist, ESL teacher, and PreK teacher all attend regularly scheduled meetings facilitated by division supervisors and share their success stories and strategies. Our support staff actively participates in cross-district meetings also, our cafeteria staff shared tips about how to identify and stop bullying between students at a meeting of school nutrition supervisors.

In conjunction with Radford University (RU) and Virginia Tech, we have many young adult university students who work as student teachers, blocking students, observers, and tutors. Our teachers mentor these future education professionals by collaborating with them to engage with students, plan and lead small group activities, and ask many “how-to” and “what-if” questions. Two GLE faculty members teach university-level classes at RU. Through this opportunity, they share practical classroom teaching and management techniques with future educators. They also grow professionally teaching these classes.

The principal is active in the district administrators association sharing, both formally and informally, methodologies that have worked at GLE. GLE’s E2 – Education & Enrichment program is extremely successful and serves as a model for the district. The program was formally presented to the School Board and other district administrators for consideration and the principal provided start-up advice to a peer principal who started a similar program. She also participated in a RU panel discussion for young educators in the region and addressed topics such as administrator expectations, professional conduct, and teacher interview skills.

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

At GLE we know parents are key to student success and like to be “in the loop.” They want to know about events, what students are learning, and their student’s progress. Families are informed many ways including report cards, progress reports, notes, conferences, phone calls, emails, weekly newsletters, and the school and PTO’s websites. Parents may request a teacher conference any time and correspondence is answered in a timely manner. Our weekly newsletter, Orange Notes (ON) - GLE’s school colors include orange, focuses on upcoming events, testing schedules, safety matters, helpful study tips, etc. The ON, class newsletters, student handbook, and other links are posted on our school website. The School Messenger, an automated notification system, is also used to send messages to parents by phone and email.

To get the academic year off to a good start parents are informed of each grade level and classroom procedures at Parent Orientation meetings. At the meetings, parents are given handouts which explain testing and state standards, classroom routines, communication with the teacher, and much more. Students in grades PreK-3 take the PALS three times during the year; students in grades 3-5 take SOL tests near year end. GLE parents are informed about testing in advance along with testing tips and guides to review. The school shares test results in an easy to follow letter that helps answer parent questions. At conferences, parents learn about student support services, tutoring opportunities, and what they can do to support their child’s growth.

GLE’s active Parent Teacher Organization (PTO) has monthly meetings where parents, family members, and school staff plan projects and events. The PTO’s website provides current information about how the community can be involved. Our PTO leads many events including science and social studies fairs, International Day, a silent auction, landscaping clean-ups, and a holiday breakfast to name a few. They provide financial support such as sponsoring a reading month speaker/event, providing prize medals and participation awards for academic fairs, and teacher stipends to supplement teaching supplies. Parents participate in School Improvement Plan development and progress meetings. School improvement initiatives for 2013-2014 include instruction, communication, wellness, and our anti-bullying program.

Students have many opportunities to perform before their friends, family, and community! Our teachers organize exciting assemblies with community participation for Veterans’ Day, Black History Month, an annual variety show, and a fifth grade play. The E2 – Education & Enrichment program presents a humorous winter play each year. Last year we invited two “alumni” (now in high school) who were in past variety shows to perform again. It was a great inspiration for our current students.

In a community effort, the town and GLE worked together securing a \$5,000 “Safe Routes to School” grant to install sidewalks and traffic calming measures. The project was coordinated with International Walk to School and our “Walk4Life” activities to encourage parents/students to walk to school and develop lifelong fitness routines.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

At GLE all educational activities are tied to the SOLs and we go the extra mile to make learning fun, not boring or repetitive. We want students to be excited to learn economics in a classroom market place, watch butterflies hatch to understand metamorphosis, and act out their favorite scene from a novel. Learning comes to life and we carry this strategy through each curriculum area.

#### Reading/English Language Arts

GLE teachers strive to meet each student at their level. Students are tested early in the year to determine reading levels and strengths/weakness. Students in the primary grades use a leveled book system and work with the teacher in small groups. Students who struggle, work with both the classroom teacher and reading specialist. Teachers use the Fountas & Pinnell Leveled Literacy Intervention (LLI) for supplementary intervention through daily, small-group instruction. Teachers meet the needs of strong student readers by using novels coordinated with the social studies and science curriculums.

#### Mathematics

Our mathematics curriculum develops a strong foundation. From number identification to beginning algebra, students are challenged to master basic facts and how to apply this knowledge to solve problems. Games, manipulatives, activity sheets, and websites help students understand abstract concepts. Math is part of the daily schedule through calendar activities, class stores, the school's cafeteria, and at-home projects. GLE tutoring volunteers work with students on skills such as automatization of math facts, fractions, and algebraic equations.

#### Science

Science comes to life at GLE. Teachers organize experiments, use instructional websites, and provide hands-on activities to teach the SOLs. Each spring our kindergarten students wait patiently for chicken eggs to hatch. Students then collect data on how many times the chicks drink, eat, and chirp. In the upper grades, classes create edible soil cups, work with battery-powered electric circuits, and measure distance to the moon. On field trips students visit tree farms to see growth stages, travel to the VT Entomology Department to hear hissing cockroaches, and visit caverns to explore the rock formations.

#### Social Studies

Teaching social studies in Virginia is an adventure! Students learn important concepts through field trips, guest speakers, historical novels, and non-fiction books. Field trips expose students to Virginia's famous battlefields, homes of renowned leaders, and stunning natural sites. Teachers also plan visits to the police station, fire department, and government buildings. When possible, we draw on our parents and their unique experiences. A university history professor and parent spoke to our third grade students about Mali: its economy, lifestyle, and demise.

#### Art

Our art room is a busy, fun place! Students believe they are an artist in their own right and are exposed to a variety of celebrated artists and their techniques. When beginning to study a new artist, the teacher reads a book about the artist to the class. A project follows that focuses on the artist's style. Art projects are often coordinated with grade level units and standards. For example, when fourth grade studies the Civil War, the art lesson includes projects related to Virginia Civil War history and Black History Month.

#### Music

During music, the students are taught musical terms, famous musicians, rhythms, notes, and how to play the recorder. These skills are woven into the instructional program through songs, dances, and musical pieces that reflect the standards taught in the regular classrooms. Students in grades 3-5 have the opportunity to participate in our school chorus, The GLE Sharps, and perform at assemblies and plays.

### PE/Health/Nutrition

PE is scheduled two times a week totaling sixty minutes. Our PE teacher plans lessons that are age and ability appropriate. Skills taught spiral and move with the student throughout the grades. Students are engaged from the moment they enter the multipurpose room. The PE teacher reinforces safety, proper equipment use, and sportsmanship. The teacher works closely with students having reading difficulty by incorporating Action Based Learning (ABL) activities -- students skip, use gator scooters, and trace upper/lower case letters along with other activities.

### Technology

Smart Boards and Elmo projectors are tools teachers use in daily instruction. Every classroom has two (or more) computers used for research, Accelerated Reader quizzes, and skills practice. GLE has two computer labs. One lab uses SuccessMaker, an individualized program designed to work at the students' instructional level in reading and math. Teachers use SuccessMaker reports when planning lessons; data is also reviewed for students who may be tested for special education services, remediation, and/or enrichment purposes. The second lab is used to lead students in web quests, writing stories using a word processor, and other activities that enrich the standards.

### Foreign Languages

GLE students have a unique opportunity to learn a foreign language in our afterschool enrichment classes. Classes are taught by GLE parents or Virginia Tech students and have included French, Spanish, Chinese, German, and Latin. This opportunity helps our students embrace language learning and fosters cultural awareness.

### Unique Curricula -- Guidance

GLE's Guidance Counselor works with every student. She meets weekly with each class and teaches life skills. Her curriculum focuses on friendships, citizenship, and bullying prevention. All classes, PreK-5, have received age appropriate lessons regarding bullying. Our Guidance Counselor also teaches study skills and test taking strategies. We have found that many students do not know where to begin with studying and test taking strategies.

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

GLE's reading program is focused on individual student growth. Students in PreK through fifth grade experience instruction in decoding, vocabulary, comprehension, phonics, inferencing, and fluency in a balanced literacy framework comprised of whole-class teacher interactive read alouds, small-group leveled instruction, and student independent reading. In addition, students also receive supplemental reading and language services.

Students in PreK-3 take the PALS test in the fall, mid-year, and spring. Students who do not meet the PALS benchmark receive an extra thirty minutes of instruction each day by the reading specialist. These students work in a small group setting where they are taught the specific skills they have not mastered and the new skills that follow the district curriculum pacing guide. Results are also discussed with the ESL teacher who provides classroom teachers insights regarding expectations and instructional strategies for ELLs.

GLE teachers use leveled books, the Houghton Mifflin Reading program, content related novels, trade books, and books that are part of the MCPS Resource Collection for High Ability Students. Efforts are made to connect books to topics being studied in science and social studies. Our teachers model oral reading during story time for the students starting in PreK. Upper grade teachers read such classics as, *A Wrinkle In Time*, while lower grade students enjoy picture books and beginning chapter books with their teachers. Students are also introduced to non-fiction books where they develop their understandings of key concepts, expand their vocabulary, and learn to read for information. Higher level questioning by the teacher helps all GLE students make better connections to the story and its components.

Students who need reading intervention work with the classroom teacher and specialists using intervention programs to meet their needs. Some students work in the LLI program, while others receive a strong phonics

base program, the Wilson Reading System, which directly teaches word structures and sounds. Recently, a struggling fourth grade student increased his reading level from kindergarten to grade 3 in one year!

Our students also independently read Accelerated Reader books which are located in our library. Students take the Star Reading test each fall, mid-year, and end of year. The assessment identifies reading levels and students choose books on their level. Once a student finishes reading a book, they can take an Accelerated Reader test. The test indicates whether the student comprehended the story. Accelerated Reader information is sent home with the report card for parents. Some GLE upper grade teachers have students set reading goals while others count Accelerated Reader tests as part of the students' language arts grade. Students are also urged to read books in different genres: biographies, poetry, realistic fiction, fantasy, etc. Following each test, teachers check the student's reading level, make instructional changes, and share the report with the parents. GLE families are encouraged to read at least twenty minutes per night with their student.

### **3. Mathematics:**

Through a teacher, student, district, and community review, MCPS purchased Houghton-Mifflin Math Expressions for elementary schools. Math Expressions was selected because it features reading strategies for math, study skills, ways to build student mathematical vocabulary, and test taking tips. Teachers use pre-test data to form flexible groups. Students who prove mastery of the unit's objectives receive advanced instruction to build skill base depth and strength. Those not demonstrating mastery receive direct instruction from the teacher along with small group work. Using math instructional materials provided by the teacher, GLE volunteers and tutors work with students who need additional assistance. Our math teachers also use games and activities that review previously taught concepts and practice current topics.

Making math real is a priority at GLE. We work to provide students with real life examples that help explain the "Why do I need this?" question. Students use manipulatives to help understand basic concepts. From there, they apply the new skills to problems where the solution requires two or more steps, and students learn to verbally explain the steps to solve the problem. Fourth grade students participate in a bridge building exercise with an engineering class at Virginia Tech. The engineering students work with the GLE students explaining different building principles, how to approach the task in a mathematical way, and how to work as a team. This lesson expands possibilities to the students, and someone always wants to be an engineer after this experience.

Students in grades 3-5 take benchmark tests created by the MCPS Math Supervisor using Interactive Achievement, a standards-based instructional improvement program. It provides reports to assist educators in making data driven decisions in an effort to raise student achievement. The teachers analyze the benchmark data to determine student remediation needs and their own instructional weaknesses. They then plan lessons that incorporate the areas that were not mastered. Students complete at least two SuccessMaker sessions each week and our math teachers also select quality math websites for student use. Parents are notified which math websites students enjoy using including the Math Expressions' website which explains mathematical concepts, has an e-glossary, and best of all - has e-games. This is a wonderful resource for parents to use when their student shows them math homework and for students to use to review skills.

Our math teachers have years of classroom and analytical experience, and they work diligently to help the mathematical light bulb shine for all students!

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

Preschool: GLE's preschool was established in 2007 through the VPI. Our school felt strongly that a preschool program was needed to support our low socio-economic/disadvantaged, special needs, and ELL students. We investigated options with the division Preschool Coordinator. We were thrilled to apply and receive a grant funding a GLE preschool. Now our at-risk preschool age children have a chance to "close the gap" with their peers.

To attend preschool an application must be completed and selection criteria met with respect to risk factors.

Students must be age four by September 30th with family income less than \$30,000 annually. Alternatively, preschoolers with special needs and/or a sibling with special needs, from a single parent family, or from a family with an incarcerated parent may be accepted. Many applications are received and reviewed by the preschool teacher and school leadership. Only eighteen students can be accepted and a waiting list is maintained. We are most fortunate to be able to offer this wonderful opportunity to the four year-olds in our community. GLE's preschool is a bright, fun, and happy place where our four-year-olds learn letters, numbers, and how to be a good friend.

The curriculum is based on the Virginia Foundation Blocks for Early Learning – Literacy, Mathematics, Science, History, Health/Physical Development, Personal/Social Development, Music, and Visual Arts. The preschool team, one teacher and two aides, plan learning experiences to engage students in a range of activities that support the curriculum. They also consult with the kindergarten teachers. ABL techniques are used to improve large and small motor skills – skipping, hopping, tossing/catching, art projects, etc. The students are excited to make the letter “A” out of sequins while munching on an “A”pple! The students improve their sharing skills while playing with dress-up clothes, in the sand box, or on the PreK playground. The kids love to count how many banana slices they have on their snack plates. The students work on beginning reading and math skills using software programs. The teacher uses SuccessMaker reports to determine academic skills that have been mastered and others that need review. The teachers and aides always plan activities that allow the student to express themselves individually, develop self-confidence, and learn responsible behavior.

GLE's kindergarten teachers can certainly tell which students have attended our preschool. The students are ready to work, know how to share and play with a friend, and have strong emerging reading and math skills. The time they spent in preschool helped them get ready to learn and know how to “do school.” Their confidence is high and attitudes are positive. The PreK kids aren't scared to be at school without their parents and they know their way around. Attending GLE preschool allows them to be the kindergarten leaders, an opportunity they would not have experienced, had they not attended preschool. The time spent in preschool working on academics and social skills leads to less wasted academic time in kindergarten and beyond. It also helps the students' future GLE teachers because we know what makes those kids tick, we know their families, and we know how to help the kids excel.

## **5. Instructional Methods:**

Our teachers have learned to utilize their resources so students can master and go beyond the SOLs. In reading and math students are pretested to determine instructional levels and placed in flexible groups which allow the teacher to teach the skills needed. If the students have already mastered skills, the teacher plans lessons and activities geared for application. For students that need more direct instruction, the teacher plans lessons that may have hands-on activities such as word sorts. For students who are proficient and above writers, the teacher may assign a research project paired with a science unit. Students who have more difficulty in writing may be assigned to write a paragraph for the science unit focusing on descriptive words.

GLE has many ELLs. Our ESL teacher determines their level by testing. She is able to either push-in to the regular classroom or pull-out the student(s). Some students who do not speak English will work one-on-one with the ESL teacher. The teacher builds relationships so students feel comfortable and know she is there to help. She has labeled items from around the world in the classroom to help students learn. During instruction the teacher uses ESL educational websites and the Smart Board while working with the student.

Two part-time Gifted Resource Teachers work with classroom teachers to make lessons for gifted learners and collaborate on projects. Pull-out groups focus on higher-order thinking activities, open-ended questions, and content research. An example of the push-in method is the Stock Market Game for fifth grade gifted students which helps build a fundamental understanding of investing and provides practice in math, English language, and economics.

Our special education students are served in the regular classroom through the inclusion model. Special education teachers and aides work closely with the classroom teacher to design lessons to meet the needs of

IEP students. Once the classroom teacher has taught the lesson, the teacher or aide may explain the information to the student again or a special educator may pre-teach to build background knowledge and skill. Many activities and tests are modified for the special education students and teachers collaborate to identify and incorporate appropriate accommodations. For instance, a test of the standards may be modified to have fewer answer choices, an activity or test may be read to the student, or the student may read the test out loud for better understanding.

Some of our students are completely non-verbal or unable to walk. To best help students with extreme disabilities, our special education teachers have conducted research, attended conferences, and contacted experts in specific fields. With this knowledge and their own professional experiences, the teachers have assembled tailored programs for these students. For example, one non-verbal student is starting to use an iPad to talk. The student, with teacher help, selects a sentence that tells what to do or talk about. Knowing this student loves pets, a GLE parent who trains service dogs brought in her dog to work with the teacher and same student. The student responded immediately and now greets others around the school asking them to pet the “dog” using one word commands. Nothing brings a smile to our faces more than being told to pet a dog by a student who has never spoken before.

## **6. Professional Development:**

GLE’s faculty and staff participate in a variety of professional development activities including conferences, formal courses, division workshops, and school-based training. Professional development efforts are geared to district initiatives, student needs, and faculty growth. The majority of activities focus on reading, writing, and math. Other important topics are classroom management best practices, specialty areas, and engaging students at all levels. We use a 3T’s - Teachers Teaching Teachers approach to “leverage” knowledge gained at conferences, training, or workshops. When teachers return, newly learned strategies and information is shared with the entire faculty in a short presentation or faculty activity. We have fun with our 3T’s discussions and have found success passing along information in this way.

At the school level, recent professional development focus areas have been improving teaching skills for students with disabilities and those difficult to reach, and engaging high achieving students. GLE hosted Dr. John Almarode who presented, Working with Students with Learning Disabilities to the faculty. His presentation included ideas for quick hitting lessons, energizing activities, and brain breaks. In addition, Response to Intervention (RTI) training organized by the MCPS Special Education supervisors helped establish new intervention techniques and implement a process to better monitor progress to correct learning deficiencies. To better engage high achieving students several teachers attended, One Step Beyond: Best Practice Teaching Linked with Differentiation presented by William & Mary University. This session provided flexible techniques to better reach learners at their levels, either individually or in small groups.

The Fountas & Pinnell LLI reading intervention program is a district initiative and reading/classroom teachers attended a district-wide workshop to implement the system and discuss potential challenges. A school team attended the Olweus Bullying Prevention training and in turn trained all GLE faculty and staff. Our Guidance Counselor receives regular program updates that are also shared with the school. This program has greatly reduced the number of bullying incidences.

At GLE, we believe professional development is important to the education community and is a pillar for school excellence. These activities provoke staff thinking, stimulate creativity, and fuel continuous improvement.

## **7. School Leadership**

GLE has had 50 wonderful years of success due to the dedicated administrators, professional teachers, engaged families, motivated students, and a commitment to excellence! We take great pride in our school and it shows in a positive community image and stellar reputation. Each day we learn and grow in ways to keep our students eager learners and proud to be “Linkous Lizards!” Many GLE families have lived in the

attendance zone for years and their children cannot wait to be a part of GLE. We have adults visit our school and tell us they went to GLE years ago and would like their children to part of the GLE experience.

GLE's principal has been part of the community family for eleven years. She was an elementary/middle school self-contained classroom and computer exploratory teacher for eighteen years. She was also an Assistant Principal for three years in a large elementary school. These experiences helped her become an instructional leader who is passionate about students and a teacher advocate. Being a high quality teacher is not an easy job. Today's teachers must do many things that were not part of school years ago. In order for teachers to be successful there must be leadership through establishing procedures, planning, coaching, development, resources, and communications.

Our school's leadership team formally meets monthly. The team includes the principal, guidance counselor, grade representatives, and department representatives who work collaboratively to plan the academic year, programmatically assess student needs, review school procedures, and address areas of concern. Together, the team selects a theme for each year and we build from there. We discuss student achievement needs, instructional ideas and materials, the calendar, events, and needed support. We talk about program changes, areas for improvement, and how to make good activities even better. Faculty representatives work on our School Improvement Plan throughout the school year. GLE faculty meetings are held at least twice a month. They consist of training opportunities, school matters, school board office news, and other items. All issues are dealt with respectfully and always in the best interests of students. Teachers sign up for the school committees and PTO events where they have interest.

It all circles back to an empowered team charged to guide our school every day to bring GLE's mission to life: Building a learning community that inspires individual growth.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**All Students Tested/Grade:** 3

**Publisher:** Pearson

**Test:** Virginia Standards of Learning

**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	93	89	98	98	88
% Advanced	33	36	75	68	61
Number of students tested	45	61	65	57	57
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	1	3	0	2
% of students tested with alternative assessment	0	1	4	0	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	60	69	100	92	45
% Advanced	0	15	88	42	9
Number of students tested	5	13	8	12	11
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced	100	100	100	100	90
% Advanced	57	55	91	80	80
Number of students tested	7	11	11	10	10
<b>7. American Indian or</b>					

<b>Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	94	87	98	100	90
% Advanced	27	33	69	69	60
Number of students tested	33	45	49	39	42
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** New Mathematics standards were administered for the first time in the 2011-2012 school year.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 4  
**Publisher:** Pearson

**Test:** Virginia Standards of Learning  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	93	88	97	98	85
% Advanced	31	26	73	56	49
Number of students tested	61	69	60	54	53
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	2	0	2	0
% of students tested with alternative assessment	0	2	0	3	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	73	100	85	86	30
% Advanced	18	38	54	14	0
Number of students tested	11	8	13	7	10
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced	100	92	100	100	100
% Advanced	45	50	64	75	100
Number of students tested	11	12	11	8	4
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	91	87	95	100	90
% Advanced	28	23	79	52	48
Number of students tested	46	52	42	42	42
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** New Mathematics standards were administered for the first time in the 2011-2012 school year.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 5  
**Publisher:** Pearson

**Test:** Virginia Standards of Learning  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	80	77	98	96	100
% Advanced	21	28	76	69	73
Number of students tested	66	57	58	49	59
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	1
% of students tested with alternative assessment	0	0	0	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	67	30	89	75	100
% Advanced	33	0	33	25	40
Number of students tested	9	10	9	8	5
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced	92	78	100	100	100
% Advanced	46	56	100	100	86
Number of students tested	13	9	7	4	7
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	80	78	98	98	100
% Advanced	16	24	71	73	73
Number of students tested	49	41	48	40	37
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** New Mathematics standards were administered for the first time in the 2011-2012 school year.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 3  
**Publisher:** Pearson

**Test:** Virginia Standards of Learning  
**Edition/Publication Year:** 2011

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	93	95	98	89	89
% Advanced	31	65	72	58	45
Number of students tested	45	60	64	55	55
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	1	3	0	2
% of students tested with alternative assessment	0	1	4	0	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	80	83	100	60	56
% Advanced	0	33	86	30	11
Number of students tested	5	12	7	10	9
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced	100	90	100	89	100
% Advanced	29	70	82	67	75
Number of students tested	7	10	11	9	8
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	94	96	98	92	90
% Advanced	33	69	69	62	40
Number of students tested	33	45	48	39	42
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** New English Reading standards were administered for the first time in the 2012-2013 school year.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 4  
**Publisher:** Pearson

**Test:** Virginia Standards of Learning  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	87	100	97	93	96
% Advanced	52	71	66	69	64
Number of students tested	60	68	59	55	53
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	2	0	2	0
% of students tested with alternative assessment	0	2	0	3	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	50	100	83	71	80
% Advanced	30	100	50	14	20
Number of students tested	10	7	12	7	10
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced	100	100	100	88	100
% Advanced	64	83	70	75	100
Number of students tested	11	12	10	8	4
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	84	100	95	93	100
% Advanced	49	69	64	67	67
Number of students tested	45	52	42	42	42
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** New English Reading standards were administered for the first time in the 2012-2013 school year.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 5  
**Publisher:** Pearson

**Test:** Virginia Standards of Learning  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	94	98	98	94	95
% Advanced	38	67	60	67	50
Number of students tested	65	57	58	52	60
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	1
% of students tested with alternative assessment	0	0	0	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	75	90	89	80	80
% Advanced	25	40	11	10	40
Number of students tested	8	10	9	10	5
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	33	78	71	100	57
Number of students tested	12	9	7	4	7
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	94	98	98	95	97
% Advanced	40	63	58	69	47
Number of students tested	50	41	48	42	38
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** New English Reading standards were administered for the first time in the 2012-2013 school year.