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 [ ] Choice

Name of Principal Dr. Kelly L. Sheers
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Haycock Elementary School
(As it should appear in the official records)

School Mailing Address 6616 Haycock Road
(If address is P.O. Box, also include street address.)

City Falls Church State VA Zip Code+4 (9 digits total) 22043-1732

County Fairfax County State School Code Number* 0750

Telephone 703-531-4000 Fax 703-531-4097

Web site/URL http://www.fcps.edu/HaycockES/ E-mail klsheers@fcps.edu

Twitter Handle https://twitter.com/haycockcougar

Facebook Page https://www.facebook.com/haycock.cougar

Google+

YouTube/URL

Blog http://cougarcoffeetalk.edublogs.org/

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. Karen Garza E-mail: kkgarza@fcps.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fairfax County Public Schools Tel. 571-423-1010

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. Ilryong Moon
(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):
   139 Elementary schools (includes K-8)
   23 Middle/Junior high schools
   27 High schools
   0 K-12 schools

   189 TOTAL

SCHOOL (To be completed by all schools)

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

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

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

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	51	52	103
1	67	56	123
2	52	41	93
3	93	74	167
4	68	56	124
5	68	77	145
6	81	72	153
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	480	428	908

5. Racial/ethnic composition of the school:

1 % American Indian or Alaska Native
27 % Asian
1 % Black or African American
7 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
55 % White
9 % 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: 5%

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

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred ***to*** the school after October 1, 2012 until the end of the school year	18
(2) Number of students who transferred ***from*** the school after October 1, 2012 until the end of the 2012-2013 school year	23
(3) Total of all transferred students [sum of rows (1) and (2)]	41
(4) Total number of students in the school as of October 1	901
(5) Total transferred students in row (3) divided by total students in row (4)	0.046
(6) Amount in row (5) multiplied by 100	5

7. English Language Learners (ELL) in the school: 16 %
54 Total number ELL

Number of non-English languages represented: 46
Specify non-English languages: Afrikaans, Albanian, Arabic, Armenian, Azerbaijani, Bengali/Bangla, Bosnian, Bulgarian, Burmese, Cambodian/Khmer, Cantonese, Chinese/Mandarin, Creole, Farsi/Persian, Finnish, French, Georgian, German, Greek, Gujarati, Hindi, Hungarian, Indonesian (or Bahasa), Japanese, Kazakh, Korean, Lao, Malayalam, Nepali, Norwegian, Polish, Portuguese, Punjabi, Rumanian, Russian, Slovak, Spanish, Tagalog/Pilipino, Tamil, Telugu, Turkish, Urdu, Vietnamese, Visayan, World English

8. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 25

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 %
74 Total number of students served

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

14 Autism	0 Orthopedic Impairment
0 Deafness	8 Other Health Impaired
0 Deaf-Blindness	9 Specific Learning Disability
2 Emotional Disturbance	26 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
4 Mental Retardation	0 Visual Impairment Including Blindness
1 Multiple Disabilities	10 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	36
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	20
Paraprofessionals	13
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	13

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 25:1

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%	97%	97%	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

At Haycock Elementary School we have long believed in our vision of helping students meet high academic expectations and become responsible citizens. Our primary mission is to work together with families and our community to prepare each child for a successful present and future. We articulate our mission with the five points of a star, the individual child being the center of the star.

The first point of focus for each child is academic achievement and growth. We go beyond helping each child achieve success on the Virginia Standards of Learning (SOL) tests by enriching the curriculum and providing authentic experiences in this exceptional learning environment. All students at Haycock take part in grade level plays each year, some of which were written by a former teacher who was inducted into the National Teachers Hall of Fame.

The second point of the star is cultivating a love of learning. We want to help children enjoy learning and to want to learn outside of the school day or curriculum. The "Affinities Program" is one of the programs that make Haycock unique. It is an area of study where a child is most enthusiastic and passionate.

The third point is helping students to become better citizens and develop a sense of responsibility. Haycock does this in an exemplary manner. We nurture students' skills in being interdependent members of society. Haycock is rare among elementary schools in that each grade level raises and cares for live animals. We feel there is no better way to experience the cycle of life and the interdependence of creatures within our environment. Additionally, Haycock is unique in having every student choose and participate in a service learning activity.

The fourth point is developing a sense of community. We want to nurture in students a sense of community, in which each child feels they belong to their class, grade level, school, community, and a variety of other groups, and we do so through a number of special programs. While students may have skills to interact with others, we also want them to feel they belong and have opportunities to nurture those bonds. Haycock has two grants from the Sustainable Operations unit of the Forest Service. These funds are used in supporting environmental education and initiatives, encouraging adventure in the woods through curriculum and field trips, educating teachers so they will encourage outdoor activities, and developing educational spaces in the forests.

The fifth point is helping each student believe they can achieve academically as well as make a difference in their world. Service learning is a hallmark of our exceptional school. Students in every grade plan and follow through on projects which make connections between the school and community. Our students develop a sense of civic responsibility at a young age that will undoubtedly have a positive impact on their communities of the future. We set the foundation for our students to become active contributors of society.

Haycock Elementary is located in a Falls Church neighborhood in the Tyson's Corner area and services students from Kindergarten to sixth grade. Currently, 908 students are enrolled at Haycock. We service a diverse population that encompasses a wide range of learners. Haycock is an Advanced Academics Program (AAP) Level IV center for students in grades 3 through 6. Eligibility for Level IV services is determined through a Central Selection Committee (made up of administrators, teachers, counselors, school psychologists, and program specialists.) This committee looks at each student's ability test scores, gifted behavior rating scale score with commentary given by the local school, report cards, work samples, parent feedback, and commendations/awards that the child has received to determine eligibility. The AAP offers identified students a highly challenging instructional program differentiated in the depth, breadth, and pace of instruction to meet the needs of advanced learners with a strong emphasis on higher level thinking skills. Our center students participate with the entire student body in school-based activities.

Since its opening in 1955, Haycock has maintained a program of academic excellence in a child-centered environment. Haycock Elementary School has had a tradition of high achievement, a dedicated staff, and a

very active and supportive parent community. Staff members believe their role is to welcome every child and family into the school and work together to prepare each student for a successful present and future.

Further evidence of Haycock's rightful place as a Blue Ribbon school is its successful commitment to maintaining a program of academic excellence. Haycock has been the recipient of the highest award in education in the Commonwealth of Virginia. Haycock has received the Governor's Award for Educational Excellence every year since the inception of this award in 2008. In addition, Haycock has been recognized by Fairfax County Public School System with its highest award for wellness, the Golden Apple Award.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Since the inception of the Virginia Standards of Learning (SOL) testing, Haycock has performed at the highest levels of academic excellence. We are very proud of having received the Governor's Award for Educational Excellence each year since 2008. This is the highest award in the state, and is presented to schools which meet all state and federal achievement benchmarks for two consecutive years and achieve all applicable excellence goals. At the elementary level, the SOL describes the commonwealth's expectations for student learning and achievement in:

Grade 3—reading, math, science, and social studies
Grade 4—reading, math, and history
Grade 5—reading, math, science, and writing
Grade 6—reading, math, and history

Students take tests in these subjects and their performance is graded on a scale of 0-600 with scores of 400-499 being designated as Pass/Proficient and 500-600 as Pass/Advanced. (http://www.doe.virginia.gov).

In the past five years, over 93% of the students passed the reading SOL. On the 2013 reading SOL, we saw a slight drop in overall reading scores because it was the first year the new standards were fully implemented. Students did not have enough practice with an online reading test format. To ensure our students continue to show their full capabilities in reading, we have implemented more online testing practice during technology sessions as SOLs approach. Teachers have also begun formatting unit tests in a similar fashion to the SOL format. With limited multiple choice questions given, we can assess our students' critical thinking and problem solving skills while eliminating the students' chances of just guessing a correct answer.

In math, Haycock also continues to have excellent test scores; with passing scores over 91% during the past five years. To ensure a laser like focus on math and to develop finely honed math skills for our twenty first century leaders, the staff spent the previous three years concentrating on problem solving. In the area of math, we have had much success; however, for the year of 2012, some of our math scores were slightly lower than previous years. This change was due to the new technology enhanced items and increased rigor on SOL tests. The technology enhanced items allowed students to indicate their responses in ways other than multiple choice that may also demonstrate critical-thinking skills. With a better understanding of the new question format, increased professional development around math problem solving, we anticipate an upward trend in student performance this year. We used our past successes to help ensure continued improvement so that each and every one of our students succeeds at the highest academic level possible.

We are proud of the achievement in reading and math but we also have some areas where our students with disabilities and our English Language Learners (ELL) have not performed as well as the general population. The special education team now meets daily to discuss student success and areas for growth. As a school, we have implemented time in the school day for interventions to support all students, including our students with disabilities and our ELL students, and we have spent time and focused our efforts to learn how to differentiate to support all learners

Maintaining this high achievement can be viewed as a challenge, but at Haycock the staff welcomes the opportunity to scrutinize the data to determine the area for growth. We do this for each child because we believe learning is cumulative and we build on prior knowledge to enhance current learning. We also believe that working collaboratively on an academic focus will have a greater impact throughout our school.

As a school staff, we evaluate our SOL data, parent survey data, and staff survey data to identify our academic focus for our School Improvement Plan. This school year, staff members identified writing as the academic focus for the School Improvement Plan with a desire to improve student writing. The three

targeted areas are to improve organization, written expression, and conventions in student writing. We have also continued to focus on our math achievement, specifically math problem solving.

2. Using Assessment Results:

Collaborate—Learn-- Results (CLR) is the mantra for Haycock staff. It is how we operate. Collaborate: each of the highly qualified professional staff brings his/her expertise to each meeting. We Learn everything we can from the data which enables us to make decisions for each child by name and need. Results: the goal is to provide the individualized approach which results in student progress.

Collaborate—Learn—Results. (C) The school's master schedule provides for hour long weekly grade level meetings focused on student learning and strategies to improve instruction. (L) The staff uses a triad approach using SOL data, specific grade level data, and daily observations to inform their decisions. For example, in reading, kindergarten analyzes the Developmental Reading Assessment Word Analysis to determine foundational skills thus being able to create specific learning programs for children. The primary grades administer the Developmental Reading Assessment (DRA2) to guide instructional decisions and to ensure children are reading in appropriate leveled text that will challenge them and improve their reading skills. Upper grades use both the Upper Level DRA 2 and the Qualitative Reading Inventory. (R) This triad approach has resulted in students receiving immediate intervention to include Leveled Literacy Intervention, targeted instruction with the school's reading specialist, and a double dose of reading during each grade level's Cougar Time, time built in for daily and immediate additional support.

Collaborate—Learn—Results is also the foundation for our successful math program and continued high math scores. Teachers use Guided Math and ongoing formative assessments to evaluate student understanding and drive their instruction. At weekly CLR meetings, teachers and specialists work together to review collected data, to discuss student progress, and create common assessments. All grade levels flexibly group their students to provide differentiation to meet the needs of students needing extra support, as well as those needing extensions. Quarterly E-Cart district wide assessments are given in math to further evaluate where Haycock students need more support or enrichment.

The Math Exemplar Performance Assessment is given each quarter to assess student growth in authentic tasks. Exemplars encourage students to solve problems with pictures, manipulatives, and using logical reasoning. Through a teacher created rubric, we monitor student progress year to year. Haycock has developed a school-wide problem solving template for all students to use. Through this visual, students know to read, plan, solve, and check a math problem in a systematic sequence. Students at Haycock needing extension and enrichment are offered the opportunity to work with the Advanced Academic Resource teacher.

CLR is intense, comprehensive and it focuses child by child in our school. In reviewing our SOL testing data, it is the reason some of the students in the sub categories of Learning Disabilities and English Language Learners were identified so quickly and were able to receive the timely support needed thus making progress each year.

3. Sharing Lessons Learned:

Collaborate—Learn—Results is evident in all we do at Haycock ES. Collaborating and learning from each other is encouraged and modeled by our school and district leadership. We feel it is our responsibility, as educators, to share with others thus creating a stronger community of learners in our school and district.

The principal organized and led a Pyramid Math Collaboration day. Our school district is organized into pyramids, usually consisting of one high school, one middle school, and six elementary schools. The Collaboration day brought together teachers from each grade level in our pyramid elementary schools to focus on math strategies, practices, resources, problem solving, and assessments. Haycock teachers led each grade level discussion. As a result, connections were made and support systems for intra pyramid collaboration were established.

Haycock administration and teachers have hosted numerous teachers from other schools within the district to learn about Haycock's practices and programs. Outside of our school district, Haycock has hosted 4 city officials, 3 elementary school Principals, and 35 elementary school teachers from Incheon Metropolitan City Office of Education in South Korea. Their mission was to learn about the practices in place at Haycock so that they can apply them to their programs.

Staff members have presented at numerous conferences on the use of technology at Haycock:

Agrawal, J., & Kelley, A. (2013, May). Ipads in Action: Using iPads to increase the mathematical achievement of students at risk for math disabilities. Paper presented at the Innovation Institute Share Fair, Fairfax, VA.
Agrawal, J., & Wilson, A. (2012, May). Smartpens and Smart Kids: Oh My, Oh My. Paper presented at Teacher Researcher Conference, Fairfax, VA.
Agrawal, J. (2011, November). Smartpens to Increase Student Engagement in an Inclusive Classroom. Demonstration at the Real Assistive Technology for Everyone (R.A.T.E) Conference, Fairfax, VA.

Haycock teachers continually share their knowledge. For example, a sixth grade teacher and reading specialist are currently planning a poster presentation at the Teacher Researcher Conference in May 2014 related to their work on the social aspects of reading. Third grade teachers presented at a Fairfax Designated Monday Staff Development Presentation on Document Based Questioning, an Advanced Academic strategy. A fourth grade teacher recently shared on "Reading Up", a strategy all teachers could utilize. Lastly, the reading specialist and counselor presented their research on the school's Affinities Program at the Teacher Researcher Conference at George Mason University in May 2012.

4. Engaging Families and Community:

Frequent communication and engaging the family in school activities has its foundation in Collaborate—Learn—Results.

In the Fairfax County First Year Principal of the Year Nomination for the principal, the Parent Teacher Association wrote, "Because parental involvement and support are essential components for student achievement, Dr. Sheers maintains communication with parents in which she seeks input, shares goals and objectives, and provides parents with news and pictures of what is happening in the halls and classrooms at Haycock. Through parent coffees, newsletters, a blog, Twitter and Facebook page, attendance at school events and a visible presence throughout the building, Dr. Sheers has built a strong home/school partnership." In FCPS' annual Working Conditions Survey, 100% of the teachers agreed that the school does a good job of encouraging parent involvement and parents are well informed on what is going on in the school.

Unique to Haycock is the annual school wide field trip. In the past five years we have visited the National Zoo, the Washington Mall museums, and the Steven F. Udvar-Hazy Center. The support of parents through PTA funding, and providing chaperones needed for this undertaking for the entire school are essential. The 2013 Udvar-Hazy Science Center field trip was featured on the Fairfax County Public Schools news program and aired on Red Apple 21 during SchoolScene #14, April 29-May 19, 2013. The link to the video is at http://www.ebmcdn.net/fcps/fcps_video_viewer.php?viewnode=a0db3ea31e3e6.

Haycock welcomes families and engages them in the school community prior to their child beginning in kindergarten. At the spring kindergarten orientation we welcome new families, provide school tours, and let families meet the staff. Organized summer play dates at the Haycock playground facilitate students and parents getting to know one another. Additionally, new families are partnered with current Haycock families to help parents acclimate to being in a public school.

We welcome community involvement in our school. Parent volunteers are the backbone of the Junior Great Books program, Junior Achievement program and Art Appreciation lessons in each classroom. Many STEM programs (Odyssey of the Mind, Science Olympiad, Knowledge Master's, Rubik's Cube, etc.) are parent led

that provides mentoring in STEM and conversely student achievement. The reading specialist trains approximately 40 volunteers to participate in the first grade fluency program. Parents are welcome to view a lesson and talk about strategies to support their child with reading and writing at home. These programs help build a stronger home relationship that positively impacts student learning as well.

An annual Family Math Night and a Science Night are held helping to promote STEM (Science Technology Engineering and Math) education. During Math Night, students attend with their parents and have the opportunity to participate in various math activities which promote higher level thinking. At Science Night, students share their STEM projects with the school and the community.

Our PTA also provides a number of school enrichment programs which provide students opportunities to expand their academic horizon through the arts, foreign language, robotics, innovation sports and dance.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Language Arts:
Fairfax County mandates language arts instruction for two hours daily, including uninterrupted periods of one hour and 30 minutes for primary grades and one hour and 15 minutes for upper grades. Haycock takes a balanced approach to literacy which includes time for reading, writing, speaking, and listening. During this time the focus is on skills and reading real text from trade books, leveled texts, novel series or informational text such as National Geographic for Kids, etc. Skill work includes direct teaching of comprehension and Word Study which addresses vocabulary at all levels, particularly with Latin and Greek roots, phonological awareness for explicit decoding strategies, fluency, and guided oral reading. Students in the upper grades participate in Junior Great Books, Socratic Seminars, Literature Circles, and Word Master Challenges.

Math:
The key word in math instruction is flexible grouping. Students in grades 1-6 are pre-assessed and grouped based on their conceptual and background knowledge. Students may be pre-assessed before each new unit and grouped based on knowledge of that specific content. Students are flexibly grouped across the grade and switch teachers. Based on need and demonstrating understanding with the pre-assessment, they are able to be instructed in the group that best fits their learning. For students in advanced math groups, Advanced Academic Program resources such as Project M2 or Project M3 are used in addition to the grade level curriculum to enhance mathematical communication.

Haycock has put an emphasis on problem solving to help students be 21st century learners. The SOLs have become more rigorous and are now requiring students to apply their knowledge. In the past the emphasis was mainly on computational skills. We have made changes to math instruction and students now focus on applying their knowledge in everyday situations. Through Electronic -Curriculum Assessment Resource Tool (E-Cart), Math Reasoning Assessments, Exemplars, and weekly assessments, we continually track our students' progress.

Social Studies:
Kindergarten through third grade students are introduced to the topics of history, geography, civics, and economics. Fourth grade focuses on Virginia History. Collaboration between the teachers and the supportive parents turn areas of the school into a mini Williamsburg, Virginia complete with colonial era crafts, foods, and dances. Fifth grade celebrates its focus on World History with medieval play presentations. Learning and doing go hand in hand as students learn their roles, and create costumes and sets for the plays. Sixth grade concentrates on United States History to 1865.

Physical Education, Health and Nutrition:
Instruction in these areas is provided for all students. To enhance the county curriculum, students may participate in Cougar Cardio which is two days a week for 25 minutes before school. The Jump Rope for Heart program typically has over 30% of the students participate. Food and Nutrition Services works with fourth grade to create and learn about healthy snacks. The PTA works with the school each year to put on a 5K Fun Run.

Visual and Performing Arts:
All students participate in weekly visual arts and music programs led by teacher specialists. Every grade level performs plays once a year. These plays are written by staff and students. Students in grades 3 to 6 have the opportunity for instruction in strings and/or band instruments showcasing their talent twice yearly. Haycock students' art work is displayed four times a year at different venues in the McLean community. Chorus, Strings and Band are offered to students in the upper grades.

Technology:
Technology is integrated into everyday instruction in the classroom. Each classroom is equipped with a projector and SMART Board. Teachers use these tools in conjunction with their laptops and document

cameras to provide visual and tactile aspects to their instruction, reaching and engaging students who may not be primarily auditory learners. Students also have 55 minutes in the computer lab every other week where they use a variety of applications to complete projects related to the curriculum.

The school's librarian and school based technology specialist collaborate with fifth grade teachers and students to facilitate the Global Awareness Technology Project, a project designed to promote 21st century skills and enhance students' understanding of the larger, interconnected world in which we live.

2. Reading/English:

In the primary grades, teachers use flexible within-class groupings for daily guided reading, fluency, and paired reading. Guided Reading and Literature Circles may be used for novel study in upper grades. Direct teaching of comprehension strategies through the gradual release of responsibility model (explicit teaching, modeling, guided practice, etc.) is prominent and consistent in all grades. These strategies are utilized during social studies content reading as well. Primary grades utilize the Developmental Reading Assessment (DRA2) and focus highly on retelling and summarizing strategies, as interpretive and reflective thinking. Children learn strategies to preview both fiction and nonfiction text to activate background knowledge.

Third and fourth grade classes utilize the Junior Great Books program for part of the year. Socratic Seminars or other strategy/conversation response is used for articles and short stories. Graphic organizers as responses to literature are frequent and are completed individually or in pairs as guided practice. Upper grades tend to use flexible same grade regrouping especially with word study and frequently for expanded student choice of novel units. Students in grades 3-6 who are in the Advanced Academics Program participate in units of study produced by The College of William and Mary and The University of Connecticut aimed at gifted learners.

We firmly believe in "catching students before they fall" and work closely with the reading specialist to intervene early. This plan, coupled with renewed impetus on word study, phonological awareness and fluency in early grades, has supported student learning. Kindergarten intervention occurs early and by January includes Leveled Literacy Intervention. Small group and individual support with phonological awareness, alphabet, and concept of word is provided by trained instructional assistants and the reading teacher. Students who are below benchmark or not progressing receive intervention by the reading teacher to provide extra small group guided reading or Leveled Literacy Intervention. Primary students consistently receive a "bag of books" to bring home nightly to read with their parents. Second and third graders at risk also receive additional supports with Leveled Literacy Intervention. Based on the student's Individualize Education Program we ensure growth in reading by using Language!, Read Well, Read Naturally, and Edmark.

Students who are at risk for reading could be selected to attend a program called Project LIFT, which offers books to read during the summer. Again, focus is on continuing to read as much as possible at an appropriate level.

3. Mathematics:

Mathematics instruction at Haycock Elementary is based on Virginia State Standards and the Elementary Mathematics Instructional Sequence for Fairfax County Public Schools. Teachers are required to have mathematics instruction for forty five to seventy five minutes daily. Haycock uses Pearson's enVision and Investigations series in kindergarten through sixth grade, as well as Project M2/M3 to differentiate instruction for our students performing above grade level. Our sixth grade also uses Big Ideas Math and Human Endeavors to accelerate instruction and prepare students for middle school.

Teachers use Guided Math and ongoing formative assessments to evaluate student understanding and drive their instruction. Through weekly Collaborate--Learn--Results meetings, teachers and specialists review collected data to discuss student progress and create common assessments. All grade levels flexibly group

their students to provide differentiation to meet the needs of students needing extra support, as well as those needing extensions. Quarterly E-Cart district wide assessments are given in math to further evaluate where Haycock students need more support or enrichment.

Haycock has chosen problem solving as a school-wide focus over the past three years to ensure our students are 21st century learners. We use Math Exemplar Performance Assessments each quarter to assess student growth in authentic tasks. Exemplars encourage students to solve problems with pictures, manipulatives, and using logical reasoning. Through a teacher created rubric, we monitor student progress year to year. Haycock also developed a school-wide problem solving template for all students to use. Through this visual, students know to read, plan, solve, and check a math problem in a systematic sequence.

Students at Haycock needing extension and enrichment are offered the opportunity to work with the Advanced Academic Resource teacher who uses resources aimed at gifted learners. The strategies lab is also a way for students to learn lifelong problem solving skills. Teachers are expected to use the critical and creative thinking strategies in all academic areas to promote higher level thinking. All students in grades two through six participate in the Continental Math Leagues challenges. Students in grades five and six also participate in Math Olympiad challenges and the Virginia Math League challenge. Before school hours, fifth and sixth graders are offered the opportunity to participate in the American Mathematics Competition. Sixth graders also take part in Math Counts each week.

4. Additional Curriculum Area:

While the foundation of our science program is the nationally recognized Fairfax County science curriculum, we extend and enrich it to develop strong academic skills and understanding. A science specialist on staff supports teachers and students. We use an inquiry approach and provide professional development for our teachers. With a US Forest Service grant and PTA funding, we provide technology and materials that enhance learning and understanding.

A fundamental principle is to foster a love of learning. Having live animals to study is incredibly motivating for elementary students. We hatch ducks and chicks, have freshwater aquariums, rotate different animals weekly through primary classrooms, raise and release tadpoles and Monarch butterflies, and raise brook trout and shad, learning firsthand how environmental and societal factors have affected them. Fifth grade classrooms have a saltwater aquarium so students can demonstrate understanding of concepts such as density, water chemistry and food webs. We provide extracurricular opportunities such as Science Olympiad, First Lego League and MathCounts. After school programs include Girls Excelling in Math and Science, Hands-On Science, Robotics, and Boys Science and Engineering Challenge. Students may be part of our Animal Care Team or join the Outdoor Patrol to maintain our schoolyard habitat.

We encourage a sense of community with Family Science Night where students share STEM (Science, technology, engineering, math) projects and participate in hands-on activities run by middle and high school students. We have also developed a strong sense of community by creating and maintaining our National Wildlife Federation certified schoolyard habitat and gardens.

Students develop citizenship skills by participating in citizen science projects including Journey North, Trout in the Classroom, Shad Restoration Project, Monarch School Network, and Zooinverse. Students learn environmental stewardship by participating on our Green Team or as an Eco-Patrol. They have also decreased cafeteria waste from seventeen bags of trash to two bags each of trash, recycling, and lunch trays. We are a National Wildlife Federation Bronze level Eco-School.

Our science program develops a sense of hope by helping students recognize they can make a difference. Watching ducks and chicks hatch from eggs they have incubated, students experience hope coming to fruition. By releasing animals they have raised into the wild, students know they are making a difference. By experiencing "Engineering is Elementary" curricula at each grade level, students learn problem solving skills and are equipped with the tools to turn hopes into reality.

5. Instructional Methods:

Being a designated Advanced Academic Program (AAP) center school for grades 3-6 places Haycock in a unique position which we capitalize on for instruction. Our goal is to implement the AAP curriculum into our general education (GE) classrooms thus raising the learning bar for all students. We are using AAP resources with our general education students to promote their thinking critically and at higher levels. Students in grades 5-6 are learning Caesar's English. Word Study is done to differentiate students spelling levels. Junior Great Books are used in both AAP and GE classes. Science and social studies classes use the units of study produced by The College of William and Mary and The University of Connecticut aimed at gifted learners. We pride ourselves in our ability to support each child individually. Not only do we strive to help each child pass the SOL tests or other measures of that year's grade level curriculum, but we help each individual child grow a great deal during the year from where s/he started. To do this, a teacher then is striving to challenge and support students at a variety of levels in each of the curriculum areas throughout the year.

In grades 1-6 we have Level II and III enrichment services which help differentiate learning for students identified as needing more academic challenges. The Advanced Academic Resource Teacher works with the classroom teachers or pulls out small groups of students to enhance the current curriculum and meet the higher needs of these students.

The master schedule includes up to 30 minutes for Cougar Time daily. This provides additional time for students who may need additional support. It is also the time for students who have demonstrated proficiency to be enriched in different areas. This type of additional learning time each day truly provides a differentiated approach for support and enrichment.

Haycock utilizes Collaborative Learning Visits (CLV) twice yearly to gather information on best practices and/or information on a content area in the classroom. We determine a shared understanding of what we are looking for and how to collect data. Post CLV we debrief and the feedback is used to determine future instructional goals and staff development.

To enhance and support student learning, we utilize a variety of technology tools. Our students and teachers utilize SmartBoards, Smart Response assessment tools, Google Apps, iPads, Blackboard accounts and laptops to enhance instruction within the classroom. Online programs such as Read Naturally and MyOn are used to help students reading fluency, comprehension and tracks student progress.

6. Professional Development:

Haycock is a learning community with diverse opportunities for professional development. As with student learning, our adult learning is differentiated. Professional development at Haycock often utilizes a "triple track agenda" where first, teachers use strategies that support their own learning in their staff development; second, teachers examine these same strategies to see how they might promote their students' engagement in learning; and third, look to see how they can transfer to other learning opportunities with adults.

The "triple track agenda" is in line with our district's and school's goal of developing responsible, respectful, self-directed learners using the Responsive Classroom approach. First, Haycock has had teachers trained in the Responsive Classroom method. Second, these teachers conduct turn around training within the school, and third, a Responsive Classroom committee has been created for continued reflection and ongoing staff development within our school.

Haycock staff development is also using the "triple track agenda" to promote the work of Adaptive Schools. This approach aims to develop the capacity of the staff to respond to the changing needs of students and society. A core group of teachers were initially trained by the school's instructional coach. These teachers utilize their learning within their grade level groups and continue their professional growth as they lead monthly Vertical Articulation meetings for the entire staff. Vertical Meetings allow staff to meet with teachers in a grade level above or below to discuss student learning and achievement.

All teachers are trained in the Collaborative Learning Visits (CLV) structure (walk through) and participate in these twice a year to observe their peers. The CLV's are a useful tool to provide information for professional development topics as well as for teachers to learn from each other.

To offer choice across many disciplines and topics, Haycock has "book studies" each year where teachers have the opportunity to read and discuss books in an area of academic interest. These book studies are facilitated by teachers and provide staff members the opportunity to learn with other staff members.

This year, writing has been one of the academic areas for school focus. Teachers have had an opportunity to immerse themselves in professional dialogue with peers regarding writing, share and learn best practices in writing techniques and strategies. The impact of the professional development and purposeful conversations surrounding writing is evident through student centered writing workshops, common language across grade levels and instructional practices that supports student writing.

Teachers and specialists receive training and support from the School Based Technology Specialist, usually in grade level teams or small groups, on specific applications and district level technology initiatives. Teachers can also participate in "Technology Toolboxes" to enhance their knowledge and skills to integrate technology in their instruction to their teaching 'toolbox'.

7. School Leadership

Administration focuses on Collaborate—Learn—Results and does so by building trust, leadership capacity and sustainability. The Student Achievement Leadership Team (SALT) is comprised of staff from each grade level and specialist areas within the school. The principal sets the agenda for the monthly meetings based on input from the staff. The focus may be on student achievement, staff development, or a building decision that will impact the entire school. The members learn from each other through collaboration and discussion, with the results being decisions made by a group representing all areas of the school. The members of SALT are trusted by their colleagues. The trust begins with the principal as she values and supports the decisions made by this committee; leadership capacity is grown as these members share learning and results with their teams. Teachers report through the county's Working Conditions Survey that they feel supported, valued and they have opportunities to assume leadership roles in the school. Specifically 100% of teachers reported that the school leadership is available to staff and staff report that the principal creates an atmosphere of trust and respect. Teachers are encouraged to take risks and to reflect upon and refine their instructional techniques to support student learning. Just as teachers strive to provide a safe, caring learning environment for students, the principal strives to create a professional environment that empowers teachers and staff to be lifelong learners where they supported and cared for.

The administrators at Haycock know that the hard work of defining instructional goals for students, selecting appropriate resources and strategies to use to help students meet those goals, and reflecting on student progress is done daily at the grade/team level. It is essential to develop the capacity of team members to work effectively and collaboratively. Over the past three years, more than twenty-five staff members have had training in leadership and facilitation skills, creating collaborative meeting environments and learning principles and best practices of meetings, through the Adaptive Schools Foundation Seminar. School leaders work with their teams to develop agendas with clear outcomes for their meetings focused on student achievement.

The school principal anonymously surveys the staff at the end of the school year and asks for feedback and input on the school year including professional development. The data is shared with the leadership team over the summer and used to shape the School Improvement Plan, overall school activities, and professional development for the next school year.

The school principal is very clear that each staff member's daily calling is to make Haycock better today than it was yesterday, so our students find their place in the world, see possibility and hope for tomorrow, and become productive citizens. With this as the staff members' guide for what they do every day each of our students will be nurtured, supported, challenged and cherished at Haycock ES.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math
Test: 3rd Grade Math
All Students Tested/Grade: 3
Edition/Publication Year: 2012
Publisher: Pearson (2006-2012)

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	94	98	98	93
% Advanced	44	29	75	70	61
Number of students tested	167	157	127	124	109
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	1	1	1	3
% of students tested with alternative assessment	1	2	1	1	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	96	96	100	100	96
% Advanced	48	45	96	88	78
Number of students tested	48	49	26	25	23
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	94	91	98	96	94
% Advanced	39	21	73	69	60
Number of students tested	94	86	80	75	72
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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: 1. Percentage of student alternatively assessed in 2008-2009 was 3%, based on students' Individualized Education Programs which allowed them to take the Virginia Grade Level Assessment instead of the Virginia Standards of Learning test.
2. While the total population of ELL is 16%, the total tested is fewer than 10% so no data is provided.
2. Subgroups with no data represent less than 10% of the school's total enrollment.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: Pearson (2006-2012)

Test: 4th Grade Math
Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	97	94	99	97	92
% Advanced	54	52	89	75	72
Number of students tested	181	144	129	119	137
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	1	2	7	0
% of students tested with alternative assessment	0	1	2	6	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	100	97	100	100	100
% Advanced	77	69	92	90	91
Number of students tested	65	35	25	30	23
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	96	94	99	97	91
% Advanced	36	46	88	71	70
Number of students tested	92	83	83	76	97
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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: 1. Percentage of student alternatively assessed in 2009-2010 was 6%, based on students' Individualized Education Programs which allowed them to take the Virginia Grade Level Assessment instead of the Virginia Standards of Learning test.
2. Subgroups with no data represent less than 10% of the school's total enrollment or enrollment in grades 3-6.
2. Subgroups with no data represent less than 10% of the school's total enrollment.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: Pearson (2006-2012)

Test: 5th Grade Math
Edition/Publication Year: 2012

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	96	99
% Advanced	49	38	87	84	89
Number of students tested	145	146	128	148	163
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	1	6	4	3
% of students tested with alternative assessment	1	1	5	3	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	94	94	100	100	100
% Advanced	72	48	97	97	100
Number of students tested	36	31	30	31	27
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	96	91	98	94	100
% Advanced	45	36	85	79	90
Number of students tested	83	94	84	102	108
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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: 1. Percentage of student alternatively assessed in 2010-2011 was 5% and in 2009-2010 was 3%, based on students' Individualized Education Programs which allowed them to take the Virginia Grade Level Assessment instead of the Virginia Standards of Learning test.
2. While the total population of ELL is 16%, the total tested is fewer than 10% so no data is provided.
2. Subgroups with no data represent less than 10% of the school's total enrollment.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 6
Publisher: Pearson (2006-2012)

Test: 6th Grade Math
Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	96	97	99	98	97
% Advanced	47	60	86	79	86
Number of students tested	150	139	146	178	152
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment	0	1	4	3	6
% of students tested with alternative assessment	0	1	3	2	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	97	97	100	100	100
% Advanced	74	73	95	92	88
Number of students tested	35	37	37	37	25
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	96	98	98	98	98
% Advanced	38	55	82	78	92
Number of students tested	93	88	93	112	97
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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: 1. Percentage of student alternatively assessed in 2010-2011 was 3% and in 2008-2009 was 4%, based on students' Individualized Education Programs which allowed them to take the Virginia Grade Level Assessment instead of the Virginia Standards of Learning test.
2. Subgroups with no data represent less than 10% of the school's total enrollment or enrollment in grades 3-6.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 7
Publisher: Pearson (2006-2012)

Test: 7th Grade Math
Edition/Publication Year: 2012

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	100	100	98	100
% Advanced	56	71	90	70	76
Number of students tested	125	108	117	44	33
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					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	78	77	94	78	60
Number of students tested	32	30	35	9	5
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	97	100	100	100	100
% Advanced	47	71	89	91	90
Number of students tested	75	66	71	66	21
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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: 1. 6th Grade students in the Advanced Academic Program take the 7th Grade Math Virginia Standards of Learning test.
2. Subgroups with no data represent less than 10% of the school's total enrollment.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 8
Publisher: Pearson (2006-2012)

Test: 8th Grade Math
Edition/Publication Year: 2010

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced				100	100
% Advanced				94	97
Number of students tested				108	99
Percent of total students tested				100	100
Number of students tested with alternative assessment				0	0
% of students tested with alternative assessment				0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced				100	100
% Advanced				96	95
Number of students tested				28	20
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced				100	100
% Advanced				91	100
Number of students tested				66	62
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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: 1. Math 8 was only administered through 2009-2010.
2. Subgroups with no data represent less than 10% of the school's total enrollment.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: Pearson (2006-2012)

Test: Grade 3 Reading
Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	93	99	97	94	96
% Advanced	35	78	71	72	61
Number of students tested	167	156	126	123	107
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	3	1	5	1	7
% of students tested with alternative assessment	2	1	4	1	7
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	94	98	100	96	100
% Advanced	38	83	85	79	86
Number of students tested	48	48	26	24	21
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	95	100	99	95	97
% Advanced	32	78	69	73	58
Number of students tested	94	86	80	75	72
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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: 1. Percentage of student alternatively assessed in 2010-2011 was 4% and in 2008-2009 was 7%, based on students' Individualized Education Programs which allowed them to take the Virginia Grade Level Assessment instead of the Virginia Standards of Learning test.
2. Subgroups with no data represent less than 10% of the school's total enrollment.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: Pearson (2006-2012)

Test: 4th Grade Reading
Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	96	100	99	97	100
% Advanced	53	85	88	82	79
Number of students tested	179	142	129	118	136
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	3	3	6	1
% of students tested with alternative assessment	2	2	2	5	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	95	100	96	93	100
% Advanced	49	91	88	79	86
Number of students tested	63	33	25	29	22
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	96	100	100	97	100
% Advanced	56	87	92	82	76
Number of students tested	91	83	83	76	97
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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: 1. Percentage of student alternatively assessed in 2009-2010 was 5%, based on students' Individualized Education Programs which allowed them to take the Virginia Grade Level Assessment instead of the Virginia Standards of Learning test.
2. While the total population of ELL is 16%, the total tested is fewer than 10% so no data is provided.
2. Subgroups with no data represent less than 10% of the school's total enrollment.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: Pearson (2006-2012)

Test: 5th Grade Reading
Edition/Publication Year: 2012

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	99	99	97	98
% Advanced	47	79	78	63	84
Number of students tested	145	145	127	147	163
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	4	6	0	1
% of students tested with alternative assessment	1	3	5	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	94	100	100	100	100
% Advanced	39	93	67	67	96
Number of students tested	36	30	30	30	27
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	98	100	99	97	99
% Advanced	57	75	82	62	84
Number of students tested	83	94	83	102	108
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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: 1. Percentage of student alternatively assessed in 2011-2012 was 4%, and in 2010-2011 was 6%, based on students' Individualized Education Programs which allowed them to take the Virginia Grade Level Assessment instead of the Virginia Standards of Learning test.
2. While the total population of ELL is 16%, the total tested is fewer than 10% so no data is provided.
2. Subgroups with no data represent less than 10% of the school's total enrollment.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 6
Publisher: Pearson (2006-2012)

Test: 6th Grade Reading
Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	97	100	99	99	96
% Advanced	62	86	87	87	78
Number of students tested	150	139	145	178	152
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	6	1	5	3
% of students tested with alternative assessment	0	4	1	3	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	77	89	86	92	76
Number of students tested	35	37	35	36	25
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	97	100	99	100	98
% Advanced	57	83	81	87	81
Number of students tested	93	88	94	113	97
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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: 1. Percentage of student alternatively assessed in 2011-2012 was 4%, and in 2009-2010 was 3% based on students' Individualized Education Programs which allowed them to take the Virginia Grade Level Assessment instead of the Virginia Standards of Learning test.
2. Subgroups with no data represent less than 10% of the school's total enrollment or enrollment in grades 3-6.
2. Subgroups with no data represent less than 10% of the school's total enrollment.