

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 Mrs. Holly J. Coggin

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

Official School Name Hermitage Elementary School

(As it should appear in the official records)

School Mailing Address 1701 Pleasure House Road

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

City Virginia Beach State VA Zip Code+4 (9 digits total) 23455-4020

County Virginia Beach City State School Code Number* 128-0540

Telephone 757-648-2600 Fax 757-460-7138

Web site/URL http://www.hermitagees.vbschools.com E-mail hcoggin@vbschools.com

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

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

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

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

Date _____

(Superintendent's Signature)

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

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

Date _____

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

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

PART I – ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, 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):
- 56 Elementary schools (includes K-8)
 - 15 Middle/Junior high schools
 - 13 High schools
 - 0 K-12 schools
- 84 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. 8 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	4	8	12
K	61	52	113
1	70	64	134
2	56	57	113
3	59	63	122
4	44	45	89
5	36	53	89
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	330	342	672

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 13 % Black or African American
 - 15 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 59 % White
 - 10 % 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: 39%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	141
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	115
(3) Total of all transferred students [sum of rows (1) and (2)]	256
(4) Total number of students in the school as of October 1	658
(5) Total transferred students in row (3) divided by total students in row (4)	0.389
(6) Amount in row (5) multiplied by 100	39

7. English Language Learners (ELL) in the school: 2 %
14 Total number ELL
 Number of non-English languages represented: 7
 Specify non-English languages: Mandarin Chinese, Indonesian, Japanese, Russian, Spanish, Tagalog, Turkish
8. Students eligible for free/reduced-priced meals: 39 %
 Total number students who qualify: 250

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: 12 %
79 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.

8 Autism	0 Orthopedic Impairment
0 Deafness	11 Other Health Impaired
0 Deaf-Blindness	20 Specific Learning Disability
0 Emotional Disturbance	20 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
1 Multiple Disabilities	19 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	27
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	15
Paraprofessionals	16
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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	95%	96%	95%	95%	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

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

If yes, select the year in which your school received the award. 2005

PART III – SUMMARY

The mission of Hermitage Elementary School is to educate students to become responsible and productive members of a global community. This mission of global membership and responsibility is taken very seriously, as one-third of our student population annually enters or exits Hermitage. 60 percent of our student population consists of military-connected families, so most of our students travel from Hermitage out into the world before they reach the age of 12. Regardless of how long they are an Hermitage “Viking,” each Hermitage staff member works to ensure that students achieve and receive the best academic and developmental education possible.

Hermitage has a proud tradition of excellence and dedication, serving the Hermitage community of Virginia Beach since 1964. Located within 2 miles of Joint Expeditionary Base Little Creek/Fort Story, and the Chesapeake Bay, Hermitage has served thousands of student “Vikings” and families, who now live and work all over the world. Rebuilt in 2004, the new Hermitage proudly stands as the first school in the state of Virginia to be certified from the U.S. Green Building Council as a 2005 LEED, Leadership in Energy and Environmental Design, school. This distinction recognizes sustainable building design and performance standards. The school community enjoys the benefit of advanced technology capabilities while functioning in a building with more natural lighting, a high-efficiency heating and cooling system and recycled building materials.

To promote a sense of global responsibility in our students, Hermitage has dedicated this current school year, 2013-2014, as a year of service. Each month of this school year, the families of Hermitage have completed a service project. Our students have sewn and stuffed bears for our local children’s hospital, Children’s Hospital of the Kings Daughters, raked leaves in their communities, written letters of appreciation to local emergency personnel, and recycled thousands of pounds of materials through Virginia Beach Department of Waste Management Recycling Programs.

Academically, Hermitage continues to be recognized by the State of Virginia as a school with a distinguished record of student achievement. Hermitage has received the 2011 Virginia Board of Education Excellence Award for making significant progress toward goals for increased student achievement and the 2012 Virginia Board of Education Competence to Excellence Award for meeting all benchmarks for two consecutive years and making progress toward the goals of the Governor and the Board. Meeting all state criteria, Hermitage has also achieved full accreditation from the Virginia State Board of Education every year since the inception of the state’s Standards of Learning Program in 1998. Historically on the national level, Hermitage has received the 2005 No Child Left Behind Blue Ribbon Award, and has met the Elementary and Secondary Education Act (ESEA) accountability of annual measurable objectives (AMO) requirements approved by the U.S. Department of Education each year.

With enrollment that changes almost daily due to the mobility of our student population, Hermitage’s strength is also its biggest challenge. We are a school community that “accepts” all who enter, regardless of previous school experiences. That “acceptance” drives our staff preparation and instruction. It drives the involvement of our parent and business community, and their partnerships with us to improve the educational opportunities for our students. With an average attendance of approximately 640 students, more than 200 students enter and withdraw within one school year. Our classrooms are constantly changing due to the arrival of a new “Viking”. Our teachers immediately assess student abilities and begin the work of instruction. Our history of academic success for students is a testament to a staff that diligently “accepts” each new challenge and creates a motivating and instructional environment for all.

With a population of special needs students, gifted students and a growing community of learners that come with diverse backgrounds, the staff uses data analysis to quickly determine student strengths and needs, and prepares a plan for instruction that quickly envelopes students in our culture and academic requirements. A talented special education staff and a dedicated team of resource specialists continue to integrate curriculum and state academic standards to promote growth and educational experiences for all students, kindergarten through fifth grade.

As a Blue Ribbon Nominee, Hermitage exemplifies the diversity of American schools; demonstrates educational excellence locally, and on the state and national level; and holds itself responsible for the academic advancement and global responsibility of each student that passes through its hallways. An Hermitage parent says it best, “The students at Hermitage live every day in a rich and varied community, working daily to succeed and get along with children from all backgrounds. This real world experience is preparing them for a successful future. The strong commitment of the Hermitage staff and teachers to educate the students in the essential subjects and in the elements of citizenship has created a rich environment in which the students are learning to become responsible and productive members of the global community.”

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Hermitage students participate in the Virginia Standards of Learning (SOL) tests administered to students in grades three, four and five. Grade three students are assessed in reading, math, science and history; grade four students in reading and math; grade five students in writing, reading, math, science and Virginia Studies. These assessments have three score levels – Advanced Proficient (scaled score of 500-600), Proficient (scaled score of 400-499), and Fail (below 400). Schools are expected to meet or exceed the following state requirements in order to be accredited: 75 percent pass rate for reading and 70 percent pass rate for mathematics, science and history.

Hermitage sets high expectations for continuous improvement and increasing student performance. All faculty and staff take an active part in preparing students for successful test performance. Weekly grade level collaboration meetings are held to discuss assessment data, to monitor student progress, and to adjust instruction to meet the needs of our diverse and mobile population of students. Resource personnel on the staff also attend these meetings to discuss support of learning standards across all disciplines. Students and staff strive for success by increasing instructional and assessment rigor through the use of exemplars and performance tasks, and making meaningful, real world connections as a part of learning. While only third, fourth, and fifth grade students actually participate in SOL testing, it is a school-wide goal at Hermitage to ensure that students are prepared for success. The non-testing grades adopt the testing classes in grades three, four, and five and provide them with encouragement, such as signs and snacks as well as an organized pep rally the Friday before state testing begins. This helps all Hermitage students feel they have a role to play in the outcome of testing for our school.

b) On Virginia state assessments, Hermitage faces many challenges that are atypical to most elementary schools. Hermitage consistently performs above expectations on the Virginia Standards of Learning (SOL) tests, despite a 60 percent military-connected and mobile student population. This is remarkable considering the difficulties our students face with forward deployments by one or both parents and the ensuing transiency that accompanies a military community. Mobility at Hermitage ranks among the highest in the division at 79 out of 86 schools and centers. The 2012-13 school year saw 221 students either enrolling or withdrawing. With new students coming in throughout the school year with varying educational backgrounds and levels of knowledge, Hermitage teachers continually develop creative ways to prepare students to be successful in the statewide, school division and local school assessments.

When examining test performance over the last five years, two factors in particular are considered. In 2010, the SOL Reading test was administered online for the first time to grade five; followed by grades three and four the following year. The new test format resulted in significant decreases in scores those years, dropping scores more than seven percentage points. In 2012, scores recovered and were higher than all previous years. A consistent and well-defined curriculum utilized across grade levels as well as data-driven instruction resulted in that improved student performance. A drop in reading scores in 2013 reflected an increased rigor created by a revision of SOL standards and the introduction of technology enhanced items to the online test. While scores dropped considerably across the division in 2013, Hermitage performed in the top half of all Virginia Beach elementary schools.

Prior to 2012, students at Hermitage had a history of performing extremely well in math on the state assessment scoring 85 percent to 94 percent. The 2012 revised SOL math standards introduced a more rigorous and challenging online student assessment that included technology enhanced items and multi-step word problems, resulting in a dramatic decline in math scores across Virginia. Hermitage followed this trend with scores dropping to as low as 63 percent. However, in 2013, math scores had rebounded by an average of 10 percentage points in each grade level. A new math curriculum and mid-year math curriculum restructuring in 2012-13 made this recovery even more remarkable.

To address achievement gaps, Hermitage staff analyzes the data from the previous year and targets the areas with a decline in scores or an achievement gap within subgroups. In addition to reviewing the Student

Performance by Question data, the staff continuously assesses the students throughout the year using district benchmark testing, Developmental Reading Assessment, Scholastic Reading and Math Inventories, Phonological Awareness Literacy Screening and the Test of Phonological Awareness. Weekly collaborative team meetings with the math specialist and reading specialist provide strategies and resources to improve instruction and student performance. Remediation is provided to address the needs of under achieving students through READ-180, a Scholastic reading program; weekly tutoring; and small group instruction provided by the classroom teacher and resource personnel. Hermitage faculty has familiarized themselves with the revised SOL standards and have reviewed the resources available from the Virginia Department of Education in order to help decrease the gaps in subgroups.

2. Using Assessment Results:

Analysis of student data is an on-going activity at Hermitage. During the summer, scores from the statewide SOL tests are disaggregated and analyzed by curriculum subject and strand, overall grade level performance, subgroup performance, gender, student proficiency by teacher and individual question results. The SOL test data is organized for each classroom by student, to assist teachers in developing plans for the school year. The data is placed in electronic folders and includes all data collected over a student's educational history at Hermitage. All of this data provides information to teachers, and in turn allows for instructional decisions to be made from the first day of school.

Prior to the start of school, the Data Support Specialist presents school data to the entire instructional staff, noting trends, achievement gaps and yearly score comparisons. This data is also the basis for preliminary discussions of our annual school strategic plan, the Plan for Continuous Improvement. The Hermitage School Planning Council, consisting of staff, parents and community members, meets in the fall to examine all data available and determine annual SMART goals the school will emphasize and address for the school year. By Oct. 31 of each school year, the SMART goals and strategies for improvement are identified along with the necessary resources and professional development that will be conducted to ensure progress and success of every annual goal. The School Planning Council meets throughout the year to receive updates on the progress of the SMART goals, with final results reported in June. The school's Leadership Team receives updates on goal progress during their monthly meeting.

With a strong sense of achievement identified by state assessments, the Hermitage staff begins the school year with a picture of student abilities and sets off to ensure mastery of learning objectives for each student. For students in kindergarten through second grade, standardized assessments are used to identify ability levels for students in language arts. Scheduled for administration in the fall, winter and spring, the Diagnostic Reading Assessment, Diagnostic Spelling Assessment, Test of Phonemic Awareness and the Phonemic Awareness Literacy Screening are used to identify areas of student growth. Formative and summative assessments for language arts, math, science and social studies are administered to measure student achievement according to the learning objectives in the Virginia Beach curriculum and the Virginia Standards of Learning.

Student in grades three through five are administered the Diagnostic Reading Assessment, the Scholastic Reading Inventory and the Diagnostic Spelling Assessment for measurement of student growth in language arts and in grade five, the Scholastic Math inventory for growth in math. Formative and summative assessments are administered in all core curriculum areas to measure student achievement according to local and state learning objectives.

Data from these various assessments are utilized by instructional staff to formulate teacher learning plans and flexible skills groups, and are reviewed during weekly grade level collaborative planning sessions. Student growth and progress demonstrated through these various assessments are articulated to parents during conferences, and if needed, during special education eligibility proceedings.

3. Sharing Lessons Learned:

Hermitage has taken many opportunities to share successful strategies with other teachers and schools in our division, and with educators throughout the state and in professional associations.

As a pilot school for the new standards-based grading initiative and report card, Hermitage has collaborated with other elementary schools to share successful strategies and ideas for implementing this new process. Hermitage teachers served on the division committee that developed the standards-based report card and collaborated on curriculum standards with members of other standards-based grading schools during the two-year pilot study. Instructional staff members and the school principal have hosted professional development training on standards-based grading for all elementary teachers in the school division. The principal presented at the division's annual Summer Administrator's Conference, consulted with other administrators to share standards-based grading lessons learned and has provided standards-based grading workshops for staff and School Planning Councils at other division schools.

Hermitage administrators and teachers regularly attend conferences in reading, math and technology. Information gleaned from these conferences is shared with staff during collaborative planning or staff meetings. At a recent Virginia Beach Reading Council Annual Conference, an Hermitage first-grade teacher presented a workshop on first grade poetry. The computer resource specialist and a fifth-grade teacher presented on the topic of Virtual Virginia with QR Codes at a state technology conference. The guidance counselor presents to counselors from Virginia regarding the needs of the military child and the P.E. specialists has shared her plans on an "Extra-ordinary" Field Day with state physical education teachers at their state conference.

Resource personnel collaborate with their peers from other division elementary schools on a regular basis. The Gifted Resource Specialist, Guidance Counselor, Reading Specialists, Computer Resource Specialist, Math Specialist, and Library Media Specialist all attend regular training and workshops with other specialists to share information, ideas and best practices. Technology SharePoint sites are utilized by instructional and specialists to share resources, learning plans, and other ideas for implementing curriculum and state standards. Hermitage resource personnel have also shared their expertise in curriculum, best practices and program implementation at various division workshops. To communicate the medical and family needs of our school community, the school nurse has made presentations to the local Lions and Rotary Clubs, which has resulted in various food, holiday gift and coat donations to the students at Hermitage.

4. Engaging Families and Community:

Positive community and family relationships are vital to Hermitage and student success. A variety of opportunities are available every school year to engage our school community in family friendly activities and educational programs. Each year the community is invited to the Annual Meet and Eat, an introductory evening where students come to Hermitage, bring their new school supplies, navigate the building and find their new classrooms. The Hermitage staff greets them, and the evening concludes with a hotdog picnic. The school's back lawn is filled with lawn chairs, blankets, and hundreds of happy children and parents, ready to begin a fun, exciting school year. This event is followed up several weeks later with an Open House, a time for parents to visit classrooms and parents to participate in a presentation from the classroom teacher. Classroom routines, procedures and the grade level curriculum are presented. One of the school procedures discussed at Open House is the Viking Communication Folder, which goes home weekly with students and includes important information about upcoming programs, and educational opportunities.

Throughout the year, social and educational activities are offered at Hermitage. Many of these activities are jointly sponsored with the Hermitage PTA and are very successful in promoting a positive school culture and a better understanding of school programs. To address health concerns, an annual Family Fitness Night invites area health resources who provide valuable information in a fun atmosphere of games and physical activities for the entire family. A variety of interesting chili concoctions have been discovered during the

annual Chili Cook-off. Students have created many unusual culinary masterpieces, all in an attempt to be awarded the “Fan Favorite” Chili.

As part of Hermitage’s ongoing desire to educate parents, annual Reading and Math Nights are held to showcase curriculum standards and ways parents can promote student achievement in their homes. The largest event of the school year is Hermitage Success Night, held at the end of the school year. Every Hermitage student has a learning product on display for parents and community members to view. School buses provide transportation to Hermitage as there is not enough parking to hold the over 600 attendees. The evening concludes with a concert on the lawn showcasing “Viking Voices,” the Hermitage fifth grade chorus and strings students. It is a powerful ending to the school year, highlighting the many accomplishments of each and every Hermitage student.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Hermitage utilizes the curriculum developed by Virginia Beach City Public Schools and encompasses the Virginia Standards of Learning. The core curriculums for kindergarten through fifth grade are rigorous and detailed and promote the skills of critical thinking and problem-solving. Virginia Beach Instructional Planning Guides and the state’s Curriculum Framework serve as the guiding resources for instructional planning and are utilized to facilitate the learning activities taught in Hermitage classrooms daily. The language arts curriculum contains learning standards and objectives in the areas of Communication: Speaking, Listening and Media Literacy; Reading and Responding to Literature; and Written Communication. The goal of the language arts program is to equip students with literacy tools needed to become independent readers, writers and thinkers. At every grade level, standards and objectives are addressed in quarterly increments, providing goals that focus instruction and ensure the independent transfer of learning across all curriculum areas.

In math, the curriculum is divided into 6 strands: Number and Number Sense; Computation and Estimation; Measurement, Geometry, Patterns, Function and Algebra; and Probability and Statistics. This concept-based curriculum builds increasing levels of math understanding. Instructional attention is given to the relevance of math in student lives and to the ability of students to communicate their understanding of math in a variety of ways. The curriculum also addresses the need to differentiate instruction according to student levels of readiness and interest. Allowing for students to develop math concepts in a variety of modalities serves the students well and promotes the overall mastery of objectives and standards.

In the past, present and future, understanding the changing relationships within our environment drives the philosophy of the social studies curriculum. Following the strands organized by the state in the Virginia Standards of Learning, the social studies curriculum provides students with opportunities to discover, investigate and experience the world and its history. Standards and objectives are based on civics, economics, geography and history. The curriculum places strong importance on research, projects, field trips and presentations, which enable students to experience historical cultures that have a considerable influence on modern society.

To examine and understand the natural world, the science curriculum introduces and expands the process of scientific inquiry and scientific concepts and content knowledge. To cultivate this understanding, science objectives and standards are organized in the following strands: Scientific Investigation; Reasoning and Logic, Force, Motion, Energy and Matter; Life Processes and Living Systems; and Earth/Space Systems and Cycles. Within these strands, individual units of study promote the observation, understanding, adaption and application of patterns occurring in the environment and how these patterns affect life. Students participate in a variety of inquiry-based activities to extend their understanding of scientific concepts and their applications to daily life.

Ensuring that students expand their appreciation of visual and performing arts, weekly instruction in art and music is available to students in grades one through five. Kindergarten students receive art instruction in their classroom, while receiving weekly music instruction from a music specialist. The art curriculum presents students with opportunities to develop creativity, perceptual awareness and visual literacy. The music curriculum is concept-based and strives to provide each student with the musical foundations for understanding and appreciating the role of music in our society today and in the past.

Promoting a health-related lifestyle is what drives the physical education curriculum. Over the last several years, health and nutrition have become an important component of the physical education program. The goal of daily physical education instruction is to develop positive attitudes and behaviors, as well as the development of efficient motor skills needed to perform a variety of physical activities. The curriculum strives to ensure that students have the knowledge, process and skills necessary to be considered a “physically educated person.”

The use of technology is ingrained in every aspect of the Hermitage curriculum. Through a variety of devices, Hermitage students travel the world, engage in research, share their thoughts and create new paths to learning. Devices such as classroom interactive whiteboards, laptop computers, digital cameras, MP3 players, and tablets are utilized across the curriculum. All instructional staff are state certified in the Technology Standards for Instructional Personnel and ensure that students master technology according to the state's Technology Standards.

2. Reading/English:

a) Hermitage believes in a strong foundation of reading to ensure success in an ever changing, technological world. The instructional model for reading is based on a Reader's and Writer's Workshop, which includes: student selected reading material, guided reading instruction, developmental word study and written communication instruction. Incorporating a classroom managerial process entitled The Daily Five; language arts instruction includes model, practice, and independent application. This allows classroom teachers to develop a comprehensive plan of instruction based on formative and standardized student assessments. The Hermitage Reading Specialist provides biweekly collaborative planning to each grade level. Curriculum review, planning of learning activities and review of student assessments are incorporated into each collaborative planning session.

A variety of resources are incorporated into all areas of language arts instruction. The daily reading routine includes the use of classroom Independent Developmental Reading libraries, student leveled readers, guided reading book sets and science leveled readers and technology resources housed in grade level classrooms. Hermitage is fortunate to have two reading closets, filled with several thousand leveled readers to ensure teaching instruction on students' instructional level. Since Hermitage considers reading and writing as reciprocal, writing resources are available on every grade level, along with classroom word walls to reinforce vocabulary development and spelling. Cross-Curricular language arts instruction involves library media lessons and Scholastic Book Fairs, literature integration in art and music, and functional text utilized in physical education classes.

To ensure reading success for all of its students, Hermitage provides additional support through the use of paraprofessionals who instruct small reading groups under the direction of the reading specialist. The reading specialist meets with students and instructs a Scholastic reading program, Read 180, to those who qualify using lexile levels gained from computerized test assessments. Phonological Awareness Literacy Screening, a state funded program, provides personnel to assist with small groups of students who qualify for additional reading support during the school day. For students reading above grade level, teachers utilize novel studies and the Junior Great Books program to promote accelerated reading strategies.

The local Society for the Prevention of Cruelty to Animals Listening Ears Reading Program allows Hermitage students to read to animals from the local shelter. Community volunteers, including military mentors read with students at all grade levels. Hermitage also promotes students helping students by partnering upper grade classes with lower grade classes as "reading buddies." Hermitage strives to develop strong independent readers for their lifetime.

3. Mathematics:

The faculty and staff at Hermitage have the responsibility to prepare students for their future. Students are immersed in a cross-curriculum, hands on learning environment while creating activities inside and outside the classroom that focus on real world mathematical challenges and solutions. Mathematics is everywhere, and it is Hermitage's philosophy that it should be everywhere within our curriculum as well.

At Hermitage, the mathematics curriculum is aligned with the Virginia Standards of Learning and combines Virginia Beach objectives with resource materials and is organized around the concept of exploration across disciplines. This integration helps students form a deeper understanding of their world by discovering patterns and links between knowledge and ideas that transfer through time, across cultures, and across situations. Students are actively engaged in mathematics sixty to seventy-five minutes daily in addition to

integrated activities. Whole class instruction and small guided mathematics groups provide appropriate opportunities for students to practice and master objectives and to construct their mathematical knowledge for easier transfer to real life situations.

Teachers prepare for student learning by attending bi-weekly collaborative planning meetings. During these meetings, teachers plan with the mathematics specialist. Collaborative planning meetings allow teachers time to analyze student work, data, and assessments, plan units that are aligned to the Virginia Standards of Learning, and Virginia Beach objectives, and choose appropriate resource materials necessary to differentiate for the needs of all learners.

Assessments are a driving force at Hermitage as the school has implemented a standards-based report card. Formative and summative assessments are ongoing instructional tools used to guide mathematical instruction along with district created quarterly benchmark assessments and the Scholastic Mathematics Inventory. Based on the results of assessments, teachers have numerous avenues in which to place students in need of additional support through a variety of small and whole group programs, as well as available technology applications. Basing mathematics on real-life problem solving, the mathematics specialist and gifted resource teacher also use assessment data to plan and deliver differentiated lessons using Exemplars and Mathematics Congresses.

By immersing students into a cross-curriculum, hands-on learning environment and creating activities that focus on real world mathematical challenges, Hermitage is preparing students to become the next generation's problem solvers. In each and every classroom live future engineers, chemists, doctors, architects, military commanders, philosophers, and business CEOs. The future success of Hermitage students is a responsibility all staff members work to ensure.

4. Additional Curriculum Area:

The nationally increased focus on Science, Technology Engineering and Mathematics (STEM) education has modernized the science curriculum at Hermitage. As the Virginia Science Standards of Learning and the Virginia Beach science curriculum have undergone revision, science instruction takes on a new look and approach in each classroom. Science standards drive students toward broad ideas, while recognizing that all students do not respond at the same level of understanding. The key to each unit of study included in the science curriculum is the exposure to scientific concepts and the opportunity to explore and clarify student learning. Each unit of study includes enduring understandings, the broad ideas to be explored, and essential questions that are embedded into instructional activities. Concept maps are utilized to provide relationships among the major concepts in each unit. This visual representation provides support for the development of student conceptual understandings.

The materials and resources utilized in science units of study are varied and cross all disciplines and technologies. Leveled student readers provide opportunities for students to read and explore scientific material in print. This integration of cross-curricular disciplines allows for efficient use of instructional minutes within the school day. Technology programs and applications are an important component in effectively displaying scientific material and promoting student research of concepts and investigations. Because of a recent grant, the grounds at Hermitage include teaching gardens, that are used in many science units, as well as rain collection and composting barrels for further plant growth studies. The interior courtyard at Hermitage has specific plantings to attract species of insects for living things research. To promote the study of the Earth, a local business visits Hermitage and provides upper level students the opportunity to mine for a variety of rock samples. The recent addition of a Robotics club for fourth and fifth grade students and a Lego club for first through third grade students extends science concepts outside of the regular science curriculum.

Project-based learning activities and pre- and post-assessments provide evidence of student mastery of unit objectives. Performance tasks are included in units to promote collaboration among students and increased problem solving strategies. The ultimate success of science instruction at Hermitage is seeing students

questioning and creating opportunities for scientific inquiry in other curriculum areas while at school or in their own community.

5. Instructional Methods:

In order to meet the needs of all students, particularly the large number of students who enter Hermitage after the beginning of the school year, teachers develop learning activities using data from assessments and classroom observations to formulate the most appropriate setting for student achievement. Data gathered from state assessments provides valuable information regarding ethnic, gender, and disadvantaged subgroup populations within the Hermitage student body. All student subgroups benefit academically from the use of assessment data, including those students identified with special needs and identified gifted and talented students. But while this subgroup data provides valuable achievement data, the large student mobility percentage poses a unique difficulty for use of subgroup data in instruction. The instructional program concentrates, therefore, on identification of student academic ability groups as its primary focus, with secondary attention given to state-recognized subgroup categories.

Language Arts instruction, particularly in reading and word study, is facilitated by small group sessions within a 120 to 160 minute block of the instructional day. Reading assessments provide a reading level for all students and gives the classroom teacher the instructional level in which to base the small group reading instruction. A word study assessment is given and provides data for small group phonics, spelling and vocabulary differentiation. As written communication is an integral part of language arts instruction, the concept of individualized instruction in writing is promoted by the use of a Writer's Workshop format, writing checklists and rubrics, using student created pieces of writing and conferencing with classroom teachers. Materials and resources used during language arts instruction are diverse to recognize the contributions of various cultures and address the various levels of background knowledge and experience brought to the educational environment by students.

Using data gathered from preassessments, math instruction is facilitated through whole class and small group instruction. Real-life math experiences for all objectives are infused into daily instruction, connecting math concepts to the student's world. Extension activities are developed to ensure expansion beyond objective mastery levels when needed.

Because content instruction is integrated into language arts, math instruction and stand-alone disciplines, classroom teachers rely on student performance in all core curriculum areas to secure mastery of science and social studies objectives. Content reading, experiments, lab activities, and research using technology are examples of the many methods used to secure student understanding of content area objectives.

6. Professional Development:

The teachers and administrators at Hermitage are involved in many different types of professional development activities throughout the school year and summer. As a contractual obligation, each instructional personnel is responsible for accumulating at least twenty-two hours of professional development per year. These hours are divided into two categories: site-based professional development and division required activities. The site-based hours are designated to meet the needs of each individual school and their unique school community. The site-based professional development hours are identified by student achievement data, new curriculum requirements or interest from the staff and planned at the local school level. As a part of the Hermitage annual strategic plan, the Plan for Continuous Improvement, workshop activities have encompassed reading strategies and activities, STEM-related topics, standards-based grading collaboration, small group guided math initiation and topics related to understanding and working with the military-connected student. Administrators attend professional development activities at a national, state or division level that expand their leadership role and understanding of curriculum impact on student achievement.

The Virginia Beach City Public School division values the professional growth of all of its employees and has therefore developed a comprehensive professional development system for all employee categories.

Classroom teachers, specialists and paraprofessionals at Hermitage attend a variety of workshops and in-services aimed at improving instruction and promoting school improvement. Because of the size of the division, many talented, educational professionals share their expertise in academic areas as part of a division staff development program during the summer and after-school hours. Curriculum updates, new strategies and techniques, new materials and resources and use of assessment data are an example of the professional development available to division employees. The division also sponsors a national speaker's series, where nationally recognized educational experts are invited to present in an engaging forum event. At the local school level, annual designated funds are included in school budgets to allow personnel to attend conferences and workshops, as well as securing consultants to work with staff on needs identified within school communities.

Because of the caliber of the instructional personnel at Hermitage, the staff works together weekly in grade level learning communities during collaborative team planning and shares resources and standards and objectives ideas with colleagues. While not as formal as other professional development activities, the results of these weekly planning sessions remains the backbone of instructional success at Hermitage.

7. School Leadership

Effective leadership is the key to assuring student success at Hermitage, where meeting student needs is the top priority. The Hermitage school principal, a veteran administrator, employs strong leadership skills in collaboration with a highly qualified instructional staff to build and deliver a comprehensive academic program driven by the school's strategic plan, the Plan for Continuous Improvement, which is reviewed, analyzed, and revised annually. It is the philosophy of the school principal to ensure Hermitage promotes an atmosphere of academic success, while ensuring students participate in developmentally appropriate activities that promote a positive school culture. The initial Meet and Eat event and culminating year-end Success Night were initiated by the school principal to welcome and showcase student achievement. Another successful program for students initiated by the school principal is Desk-free Fridays, conducted twice each school year. Classrooms are transformed into activities centers, where students investigate, research, create and participate in standards-based learning activities away from the traditional desk and chair routines. The assistant principal plays a vital role in the promotion of student achievement and facilitates several teams of educators and resource personnel to identify and coordinate services for students with special needs, as well as the coordination of the testing program at Hermitage.

The principal, assistant principal and the school Leadership Team, consisting of learning team leaders and resource specialists, meets monthly to discuss academics, concerns, training needs, current data and to monitor students' progress. Administrative data meetings are held monthly with each classroom teacher to discuss individual student progress.

Another important leadership component is the guidance department. The Hermitage Guidance Department consists of two school counselors, one full time and one part-time, a Military-Connected Counselor provided by a federal grant, and a full time, federally funded Military Family and Child Counselor, all committed to student well-being and academic progress.

Both principal and assistant principal have the reputations of being highly visible and approachable, creating a welcoming atmosphere conducive to learning. They conduct informal classroom walk-throughs, formal observations, and host visits from other administrative personnel. The principal attends weekly collaborative planning sessions for each grade level and consults with the reading specialist, math specialist, gifted resource specialist and special education department. Data is evaluated, concerns discussed, and strategies chosen to improve or enhance instruction, thus ultimately improving student achievement. The collaboration of all Hermitage leaders ensures a concentration of efforts, leading students to academic success.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Virginia Standards of Learning Grade 3 Mathematics

All Students Tested/Grade: 3

Edition/Publication Year: 2009

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	74	63	88	93	91
% Advanced	22	7	43	47	42
Number of students tested	93	94	90	104	85
Percent of total students tested	100	100	98	100	100
Number of students tested with alternative assessment	0	0	1	1	0
% of students tested with alternative assessment	0	0	1	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	64	47	90	87	87
% Advanced	17	5	29	40	37
Number of students tested	34	34	41	40	40
2. Students receiving Special Education					
% Proficient plus % Advanced			70	84	90
% Advanced			50	7	30
Number of students tested	9	8	10	13	10
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	50		71	91	
% Advanced	10		35	50	
Number of students tested	10	8	14	12	6
5. African- American Students					
% Proficient plus % Advanced	60	50	90	85	85
% Advanced	13	8	23	33	33
Number of students tested	15	12	21	21	21
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

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	81	69	93	96	95
% Advanced	24	8	53	54	52
Number of students tested	58	68	47	61	46
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	8	4	5		
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:

*In spring 2011 the Virginia Standards of Learning grade 3 mathematics test moved to an online format. This change in format resulted in lower overall scores as well as in most sub-categories.

*In spring 2012 the new 2009 standards were assessed. This more challenging and rigorous assessment resulted in dramatic drops in overall and sub-category scores across Virginia.

*The 2008-2011 assessments are based on 2001 Virginia standards.

*Masked indicates data were not made public because fewer than 10 students were tested.

*Sub-category Two or More Races was not defined until the 2010-2011 school year.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Virginia Standards of Learning Grade 4 Mathematics

All Students Tested/Grade: 4

Edition/Publication Year: 2009

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	88	77	93	92	94
% Advanced	32	14	57	62	67
Number of students tested	104	85	96	83	91
Percent of total students tested	100	100	100	98	100
Number of students tested with alternative assessment	0	1	0		0
% of students tested with alternative assessment	0	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	81	75	87	90	97
% Advanced	18	10	43	50	55
Number of students tested	38	40	32	32	34
2. Students receiving Special Education					
% Proficient plus % Advanced			78	63	90
% Advanced			21	45	40
Number of students tested	6	6	14	11	10
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced		72	90		100
% Advanced		18	45		81
Number of students tested	8	11	11	8	11
5. African- American Students					
% Proficient plus % Advanced	66	66	93	88	86
% Advanced	20	0	25	50	33
Number of students tested	15	18	16	18	15
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	92	85	94	95	95
% Advanced	38	17	64	64	72
Number of students tested	75	47	59	45	62
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	6	7		
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:

*In spring 2011 the Virginia Standards of Learning grade 4 mathematics test moved to an online format. This change in format resulted in lower scores in some sub-categories.

*In spring 2012 the new 2009 standards were assessed. This more challenging and rigorous assessment resulted in dramatic drops in overall and sub-category scores across Virginia.

*The 2008-2011 assessments are based on 2001 Virginia standards.

*Masked indicates data were not made public because fewer than 10 students were tested.

*Sub-category Two or More Races was not defined until the 2010-2011 school year.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Virginia Standards of Learning Grade 5 Mathematics

All Students Tested/Grade: 5

Edition/Publication Year: 2009

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	77	68	90	85	93
% Advanced	16	6	48	57	59
Number of students tested	85	95	76	95	82
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	78	53	85	87	93
% Advanced	6	0	33	40	50
Number of students tested	33	41	27	32	30
2. Students receiving Special Education					
% Proficient plus % Advanced		40	63	61	85
% Advanced		0	27	15	42
Number of students tested	6	10	11	13	14
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	85	54	75	90	
% Advanced	21	0	33	70	
Number of students tested	14	11	12	10	7
5. African- American Students					
% Proficient plus % Advanced	80	55	81	72	95
% Advanced	4	0	45	33	41
Number of students tested	21	18	11	18	24
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	76	80	95	86	93
% Advanced	23	10	55	63	70
Number of students tested	39	56	47	61	44
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	8	7	3		
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:

*In spring 2010 the Virginia Standards of Learning grade 5 mathematics test moved to an online format. This change in format resulted in lower overall scores as well as in most sub-categories.

*In spring 2012 the new 2009 standards were assessed. This more challenging and rigorous assessment resulted in dramatic drops in overall and sub-category scores across Virginia.

*The 2008-2011 assessments are based on 2001 Virginia standards.

*Masked indicates data were not made public because fewer than 10 students were tested.

*Sub-category Two or More Races was not defined until the 2010-2011 school year.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Virginia Standards of Learning Grade 3 Reading

All Students Tested/Grade: 3

Edition/Publication Year: 2010

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	89	90	80	87	85
% Advanced	23	34	34	45	28
Number of students tested	91	94	90	104	85
Percent of total students tested	97	100	98	100	100
Number of students tested with alternative assessment	0	0	1	1	0
% of students tested with alternative assessment	0	0	1	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	82	79	80	82	87
% Advanced	14	20	31	30	25
Number of students tested	34	34	41	40	40
2. Students receiving Special Education					
% Proficient plus % Advanced			70	76	80
% Advanced			20	15	0
Number of students tested	9	8	10	13	10
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced			57	75	
% Advanced			35	50	
Number of students tested	8	8	14	12	6
5. African- American Students					
% Proficient plus % Advanced	93	83	71	76	80
% Advanced	20	33	23	23	19
Number of students tested	15	12	21	21	21
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	89	94	91	93	93
% Advanced	24	36	44	52	34
Number of students tested	58	68	47	61	46
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	8	4	5		
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:

*In spring 2011, the Virginia Standards of Learning grade 3 reading test moved to an online format. This change in format resulted in lower overall scores as well as in most sub-categories.

*The 2008-2012 assessments are based on 2002 Virginia standards. The new 2010 standards were assessed beginning in spring 2013.

*Masked indicates data were not made public because fewer than 10 students were tested.

*Sub-category Two or More Races was not defined until the 2010-2011 school year.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Virginia Standards of Learning Grade 4 Reading

All Students Tested/Grade: 4

Edition/Publication Year: 2010

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	84	98	91	97	95
% Advanced	30	40	44	58	61
Number of students tested	102	85	94	84	91
Percent of total students tested	98	100	97	100	100
Number of students tested with alternative assessment	0	1	0	0	0
% of students tested with alternative assessment	0	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	76	97	84	96	91
% Advanced	26	27	25	43	47
Number of students tested	38	40	32	32	34
2. Students receiving Special Education					
% Proficient plus % Advanced			69	90	90
% Advanced			23	27	20
Number of students tested	6	6	13	11	10
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced		100	80		100
% Advanced		36	40		54
Number of students tested	7	11	10	8	11
5. African- American Students					
% Proficient plus % Advanced	53	100	87	94	86
% Advanced	20	11	37	38	40
Number of students tested	15	18	16	18	15
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	90	100	94	97	96
% Advanced	35	53	48	65	66
Number of students tested	74	47	58	46	62
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	6	7		
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:

*In spring 2011, the Virginia Standards of Learning grade 4 reading test moved to an online format. This change in format resulted in lower overall scores as well as in most sub-categories.

*The 2008-2012 assessments are based on 2002 Virginia standards. The new 2010 standards were assessed beginning in spring 2013.

*Masked indicates data were not made public because fewer than 10 students were tested.

*Sub-category Two or More Races was not defined until the 2010-2011 school year.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Virginia Standards of Learning Grade 5 Reading

All Students Tested/Grade: 5

Edition/Publication Year: 2010

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	74	97	96	88	95
% Advanced	20	45	40	41	29
Number of students tested	85	95	76	95	82
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	66	97	96	81	90
% Advanced	12	29	29	28	23
Number of students tested	33	41	27	32	30
2. Students receiving Special Education					
% Proficient plus % Advanced		100	81	69	78
% Advanced		30	9	23	7
Number of students tested	6	10	11	13	14
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	78	100	91	80	
% Advanced	28	41	33	50	
Number of students tested	14	12	12	10	7
5. African- American Students					
% Proficient plus % Advanced	52	88	90	88	95
% Advanced	4	22	27	11	20
Number of students tested	21	18	11	18	24
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	87	100	97	90	97
% Advanced	30	50	46	47	34
Number of students tested	39	56	47	61	44
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	8	6	3		
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:

*In spring 2010, the Virginia Standards of Learning grade 5 reading test moved to an online format. This change in format resulted in lower overall scores as well as in most sub-categories.

*The 2008-2012 assessments are based on 2002 Virginia standards. The new 2010 standards were assessed beginning in spring 2013.

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