

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 Ms. Gloria Cooper

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

Official School Name Winterpock Elementary School

(As it should appear in the official records)

School Mailing Address 9000 Elementary Way Loop

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

City Chesterfield State VA Zip Code+4 (9 digits total) 23832-2023

County Chesterfield County

State School Code Number* 0210860

Telephone 804-763-5051

Fax 804-763-5056

Web site/URL
http://www.winterpock.mychesterfieldschools.com/pages/Winterpock_ES

E-mail gloria_cooper@ccpsnet.net

Twitter Handle ___ Facebook Page _____ Google+ _____

Other Social Media

YouTube/URL ___ Blog _____

Link https://chesterfield.edmodo.com/home#/school/WinterpockElemVA92125

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.

(Principal's Signature) Date _____

Name of Superintendent*Dr. Marcus Newsome E-mail: mj_newsome@ccpsnet.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Chesterfield County Tel. 804-748-1497

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Dianne Smith
(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.

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

**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):
- 38 Elementary schools (includes K-8)
 - 12 Middle/Junior high schools
 - 12 High schools
 - 0 K-12 schools
- 62 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. 3 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	49	61	110
1	57	49	106
2	60	66	126
3	86	78	164
4	81	96	177
5	103	92	195
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	436	442	878

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 6 % Asian
 - 6 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 79 % White
 - 4 % 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: 3%

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	27
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	28
(4) Total number of students in the school as of October 1	834
(5) Total transferred students in row (3) divided by total students in row (4)	0.034
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 3%
25 Total number ELL
 Number of non-English languages represented: 7
 Specify non-English languages: German, Ukrainian, Spanish, Iranian, Korean, Hindi, Vietnamese
8. Students eligible for free/reduced-priced meals: 5%
 Total number students who qualify: 45

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 %
66 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.

6 Autism	0 Orthopedic Impairment
0 Deafness	9 Other Health Impaired
0 Deaf-Blindness	14 Specific Learning Disability
0 Emotional Disturbance	33 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	2 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	35
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	18
Paraprofessionals	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

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

Winterpock Elementary School's opening was unique, to say the least. With construction behind and the building not complete, Winterpock started the 2007-2008 academic year in a satellite location. Without a place to call home for the first half of the year, the faculty and administration worked doubly hard to foster a sense of community and shared vision without the benefit of a brick and mortar building. The hard work paid off when the school officially opened its doors in March 2008. In many respects, starting in a temporary location allowed Winterpock Elementary to focus on its mission without the distraction of a new and shiny building. Since day one, Winterpock Elementary has taken pride in its focus on excellence. Our vision and mission at Winterpock Elementary is to promote life- long learners who will make great contributions to society. Students enjoy a positive environment that reflects high expectations and support for good citizenship. Focusing on 21st Century Skills, students learn through problem-based learning and are challenged to work effectively and respectfully within diverse teams. Students also learn to exercise flexibility and a willingness to be helpful in making necessary compromises to accomplish a common goal. The end result is for students to assume shared responsibility for collaborative work, and value the individual contributions of each team member. Teachers collaborate, practice, and engage students using technology that promotes the attainment and refinement of their twenty-first century skills. Our school setting is in a suburban neighborhood; a warm welcome feeling permeates throughout the building. Students and visitors are greeted by the friendly faculty and staff members. The teachers greet their students at the classroom doors daily. Morning meetings are held to help students become vested members of their classroom community. Meeting time is used to promote positive behavior expectations, enhance listening skills, and develop trusting, caring relationships between students and teachers. Our students are engaged daily in rigorous standards based instruction. Best practices in teaching are used while helping students excel through lessons focused on making relevant connections and utilizing higher level thinking. The vision and goals we hold for teaching excellence are highlighted in the following ways:

- Strong collaborative environment
- PLC environments to advance student achievement;
- Professional Development for teachers and administrators;
- Data driven planning to ensure that standards, instructions, assessments and student needs are aligned;
- Positive school climate - the "Winterpock Way."

The Design for Excellence 2020 provides the strategic plan for our division emphasizing high student academic achievement, infusion of 21st Century Skills and promoting citizenship and core values through leadership development and service learning. Our school has embraced the division's strategic plan. Project-based learning and science, technology, engineering, art and mathematics activities provide opportunities for students to collaborate and hone their critical thinking skills through authentic problems based in real-world applications. Our teachers have leveraged technology in creative ways to promote and teach those critical 21st Century Skills. With the benefit of low mobility and high parental involvement, we have the ability to fully engage our students in strong leadership development. Additionally, strong community support gives our students the opportunity to participate in service learning projects that develop strong citizens and core values. As a traditionally high performing school, we have not rested on past performance but strive to move all our students to the next level. With consistently strong instruction, student performance over the last five years has yielded an average advanced pass rate of over 60% in math and reading. Students with disabilities have received focused attention. As a result, the pass rate for students with disabilities rose 6% in math and 4% in reading over the past year. Even though Economically Disadvantaged and Limited English Proficiency subgroups are not large enough to be included in federal accountability calculations, these subgroups have yielded a pass rate of over 80% in 2012-2013. Winterpock's success is not a recent phenomenon. We have received the Governor's Award of Excellence for the past two years and a member of our faculty was recognized as the division's 2012 Teacher of the Year. Though a small faculty in number, we have two National Board Certified Teachers on our staff. Our academic success is mirrored in our level of community engagement; we have 100% PTA membership. We focus on building relationships and strive to develop parent's sense of trust for our school and education as a

whole. We call this the “Winterpock Way,” combining a strong sense of academic excellence coupled with a high value placed on positive contributions to the community. The “Winterpock Way” is the foundation of our school culture, where we recognize every student for being a productive citizen and achieving to the very best of their ability. All other recognitions and awards aside, the “Winterpock Way” is perhaps our most outstanding accomplishment that makes us worthy of National Blue Ribbon status.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A consistent three-year trend on the Virginia Standards of Learning Assessment reflect that students at Winterpock Elementary in all testing grades surpass the state and the division average with passing scores that range from the 90-100th percentile in all subject areas. Winterpock Elementary has consistently met state accreditation and state benchmarks requirements. Winterpock has also met increasing targets of the Annual Measurable Objectives (AMOs) in reading and mathematics for all Proficiency Gap Groups to meet federal accountability requirements. An overview of the standardized assessment history reflects that Winterpock's pass-advanced scores have exceeded the division and the state averages in reading, science, and social studies for the past two years. Significantly, students in the Gap Group for math presented with an achievement gap of only 14 percentage points between the test scores of all students and subgroups. To close this achievement gap, these students are being instructionally served with focused instructional strategies crafted by analyzing Students Performance By Questions (SPBQ) data during ongoing grade level PLC sessions with support from county instructional specialists.

The consistently strong performance of Winterpock's students on standardized testing is a direct reflection of consistent implementation of effective instructional practices, the value we place on a strong home and school partnership, and continued professional development of the staff and faculty. This strong collaboration is the recipe for our success.

The performance trends over the past five years have indicated that Winterpock's assessment scores have been in the highest levels in the county and state. One of our goals is to increase the number of student scoring in the pass advanced range.

Assessment results are used systematically to review instructional practices resulting in student achievement. We use results from the Phonological Awareness Literacy Screen (PALS) as an effective tool to guide literacy instruction and to prevent future reading problems. The screening provides a comprehensive assessment of student's knowledge of important literacy fundamentals that are predictive of future and continued reading success. Chesterfield County Public Schools Benchmark assessment data is another tool that is implemented to determine the higher level thinking skills of students. The students at Winterpock continually perform and demonstrate high proficiency in the assessments. Based on the assessment results, teachers construct their lessons to reflect higher level thinking and achievement skills to embrace 21st century skills. The results of these assessments are shared with parents at conferences to provide insight for student learning and areas of student success and need. One-to-one conferences with students provide the opportunity for them to reflect on their own knowledge and test taking practices. The opportunity for students to reflect on their own strengths and weaknesses encourages them to take ownership of their own learning. Periodic assessment data is one of the many tools for teachers to use to measure progress throughout the school year. Teachers explicitly teach retelling, making connections, visualizing, questioning, making inferences, determining important ideas, understanding text and number structure, summarizing, and synthesizing. Teachers and the administration provide opportunities for peer collaboration. The English Language Learners (ELL) students are immersed into the classroom, and receive services through an ELL teacher and tutor. These students demonstrate growth and progress academically and socially based on the collaborative relationships between the ELL teacher, classroom teacher and parents. A visit to Winterpock Elementary will bring witness to students fully engaged in meaningful, purposefully designed lessons in which students are engaged with teachers, volunteers and peers.

2. Using Assessment Results:

Winterpock Elementary School teachers are data driven, forward moving practitioners. Data analysis begins before the students even enter the building in September. In the summer, teacher work days are used to work collaboratively with administrators, teachers, and specialists to pour over SOL data captured by the IDS (Information Data System) looking for strengths and weakness specifically in the areas of reading and math in order to plan instruction and target areas for intervention. Student Performance by Question (SPBQ)

information is used to pinpoint specific weaknesses in our students' mastery of the curriculum, and used to guide the planning of instruction for the year. Starting from the first few weeks of school, students are assessed in math and reading, to determine each student's present level of performance. Results are used to implement guided reading instruction, word study groups, and to form math rotations. The Reading Specialist also uses the reading data collected for intervention groups and provides resources to support classroom instruction. Our county math coach meets with teachers to analyze student achievement and provide professional development for teachers in the areas of need.

Assessment practices are implemented to closely monitor student learning. We constantly ask ourselves the driving question, "What do we do if students do not learn the material, and what do we do if they learn the material?" This question helps construct the small group settings that teachers implement to address instructional needs. For students who continue to struggle, Safety Net funding is used to provide support from additional staff for remediation practices. The remediation groups are based on student data and focused on areas of need. The remediation practices take place during the course of the school day in a collaborative model.

After the first quarter, teachers conference with parents to share information about their child's transition to the new grade level. Teachers explain the results of formative and summative assessment data, as well as strategies that parents may use at home to support instruction. Communicating students' progress with parents is a priority for our teachers and administration. Follow up meetings are scheduled if necessary. Graded papers are sent home for parents to review, report cards are sent every nine weeks, and grades third, fourth and fifth send home interims halfway through the nine weeks. Parents with students who receive special education services receive quarterly progress reports from the student's case manager. Revisions are made to the Individualized Education Plans (IEPs) annually or if the need arises.

3. Sharing Lessons Learned:

Winterpock Elementary has shared successful strategies and practices with other schools in the district and out of the district. Teachers from a surrounding county have visited our classrooms to gain insight about language arts balanced literacy components. Teachers host practicum and student teachers from the local colleges to support the growth and development of preservice teachers. Several teachers have been trained as Clinical Faculty through Virginia Commonwealth University to promote and share best practices with the preservice teachers and colleagues.

Additionally, our teachers have presented at district in-service sessions for math, social studies, and reading. Our social studies lead teacher presented at the Virginia Council for Social Studies Educator's conference and at a county in-service workshop. Because STEAM is a strong focus in our classrooms two teachers with a passion for STEAM, were asked to present in a local two day workshop for teachers from around Virginia. Kindergarten and first grade teachers have been recorded by our county reading specialist to use as an example of a model classroom, as well as presented in-service sessions for county professional development. Every grade level led a session on Reading Workshop after the county's adoption of the balanced literacy model. The lead math teacher also led math workshops for fellow Chesterfield County teachers.

Our Spanish teacher led workshops for colleagues in other schools in the district on classroom management and blended learning strategies. Administration and a faculty member presented aspects of the Design for Excellence in a public forum. This teacher supported Spanish curriculum development for all elementary world language teachers in Chesterfield County Schools. In addition, he advocated for vertical integration with the middle world language program to streamline world language through the upper grades. Our health and physical education teacher led workshops on the summative evaluation schedule and best practices in physical education. Our school guidance counselors met with parents in the preschool community to promote school readiness. The school counselor and psychologist participated and led workshop training sessions for community mental health services in Chesterfield County. By reaching out and engaging with other library media specialists in the county, our school librarian coordinates the forum for Battle of the Books to promote student teamwork and literacy. Our teachers also shared best instructional practices with

other teachers in the school and district using the social learning platform Edmodo to embrace technology and virtual professional development.

4. Engaging Families and Community:

Winterpock Elementary has a strong commitment and engagement with our school community as shown in our 100% staff PTA membership. Our strong commitment to students, families, and the school community is supported by promoting respect in “The Winterpock Way” with publications in the PTA Newsletter and Core Value Assemblies sponsored by the PTA. Our community members are always welcome to visit classrooms to support instruction and to share their areas of expertise. Parents are invited to review the school improvement plan that outlines the goals and objectives of the school’s mission for student achievement. The PTA holds monthly programs to inform the community of special enrichment programs being offered and sponsored by the PTA, such as Father/Daughter Dance, Mother/Son Night, and Spring Carnival. Healthy and Safety Night promotes participation from the local first responders, surrounding hospitals, and community wellness businesses. The After-School Enrichment sessions that are offered twice a year are the result of the collaborative efforts of parents, business partners, and teachers.

Winterpock Elementary provides annual evening learning activities and programs to inform parents about state assessments and special programs to enhance instruction through our SOL Baseball Night and Family Math Night. A specialist for gifted education hosted a coffee chat to highlight the gifted education profile for parents’ awareness and identification. An annual informational open house session is held for prospective students to provide families with the information needed in the decision-making process to attend the Center Based Gifted program at Winterpock. Hands-on workshops and trainings are on-going to provide the stakeholders with instructional strategies to support their child’s learning. Last year, for example, the exceptional education team of teachers provided training for parents on multi-sensory strategies to support learning for students with disabilities. The workshop was extremely well received and helped to build parent understanding of how our school differentiates instruction to match the needs of students. The training was also presented to the faculty so the teachers and staff could obtain the strategies to better understand and serve students with disabilities. Administration can be spotted scooping flavored ice at Rita’s Night. While faculty, and administration can be seen working stations on family fun nights, running beside students at our annual 5K and helping students choose book at Barnes and Noble Night. Establishing and maintaining a physical presence in our school community is a key to the strong relationships built between all stakeholders, and contributes to student success.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

At Winterpock Elementary, our teachers and students engage in a dynamic hands-on, problem based approach to science. Continuous questioning and exploration of our natural world is encouraged from the kindergarten level through 5th grade. Our number one priority is to emphasize and support high levels of achievement, balanced with many opportunities to meet the diverse needs and interests of our individual students. Right from the start in kindergarten, students are exposed to problem-based learning by tracking a ladybug through the use of various means of exploration and technology. First graders become designers and builders of model boats and learn about being good global citizens with a recycling project that combines engineering skills with their own imagination. Second graders design an invention that will protect themselves from the elements and connect with real-world applications by advertising their product. The upper elementary continue the process with activities that include designing a new product through the use of simple machines, and mini terrariums are established starting with soil analysis and ending with reptile habitation. Fifth graders present “project runway” where the five kingdoms are researched and costumes designed to represent each one. Emphasized in all grade levels is student collaboration and cooperation, along the development of 21st skills critical for future success. One dynamic program that our teachers and students have both embraced is STEAM. This approach utilizes math and science, with creativity, imagination, and above all, innovation. It brings together all the facets of the things students find interesting in the world in a way that’s tactile and packs an educational punch. Our teachers have participated in numerous professional development opportunities from building bridges to designing skyscrapers. These teachers have shared their experiences and knowledge with staff members and the community. Many of our teachers are presenters and an integral part of the Children’s Engineering Convention in our county and lead student teams in state competition. STEAM enrichment classes are offered to upper elementary students, while our fourth grade participates in an all STEAM day, where collaborative groups are given numerous challenges to complete. Throughout Winterpock Elementary, teachers and staff are dedicated to make science meaningful, relevant, and fun to our students, while preparing them to be successful in an ever changing natural world. Social Studies: Winterpock Elementary school community supports students in reaching high levels of academic achievement as they explore their world. The diverse needs and interests of students are met through a variety of blended learning strategies, field trips, visits from guest speakers, community service projects, and multi-disciplinary project based learning opportunities which center around social studies and historical concepts. Students collaborate with their peers to critically analyze information, develop their communication skills, and create a variety of products. Social studies and history experiences for Winterpock Elementary students are not only educational, but lots of fun! Beginning with our primary grades, students develop their cooperative learning and communication skills through quality project based learning opportunities. Starting in kindergarten, children collaborate with their peers to create a famous Americans book. Primary students participate in a variety of meaningful activities such as taking on the role of a map maker and museum curator. They explore international holidays, Native Americans civilizations, ancient cultures during an “Ancient Civilizations Day,” and delve into economic principles and math concepts by creating products and “selling” them to their friends. In the intermediate grades, students continue to expand their knowledge of social studies concepts by delving further into Virginia history and world cultures. Living in a state with such a rich history makes exploring Virginia an important experience for our students through a variety of field trips. Blended learning opportunities are crucial as students develop skills necessary for the 21st century. From developing background knowledge, to product creation and presentation, technology is an essential component of social studies and history instruction. Intermediate grade students participate in a variety of social studies activities such as independent study projects, writing letters and collecting donations for soldiers overseas, participating in a “mini-economy” day, and develop a Medieval Faire with student-created learning activities. Our teachers and staff are dedicated to providing educational and exciting opportunities for our students, and have even shared information with other teachers at school and county inservices, as well as at the state level at the Virginia Council for Social Studies Educator’s conference. Winterpock Elementary School teachers and staff members value their partnership with students and school community members to support high levels of achievement, and strive to make social studies and history come alive for our children!

2. Reading/English:

Winterpock Elementary is an outstanding example of a school with an exemplary balanced literacy reading program. The true strength of Winterpock's reading program comes from our Professional Learning Communities (PLC). Teachers meet formally and informally to discuss the progress of our students. Teachers meet to discuss and reflect on professional books. We have read the following: *The Book Whisperer*, *Teaching with Intention* and *Hidden Gems*. The power of these groups is the ability to change the whole school's approach to teaching reading, based on the most current research and the best comprehension strategy instruction.

Winterpock's reading program promotes the development of students' higher level, critical thinking skills in comprehension. Our literacy program encompasses all aspects of listening, speaking, reading, viewing, and writing across the curriculum. The use of programs, such as *Making Meaning*, encourages students to articulate their thinking. Children share their schema/connections, make predictions orally and reflect on their reading through writing. Teachers explicitly teach retelling, making connections, visualizing, questioning (wondering), making inferences, determining important ideas, understanding text structure, summarizing, and synthesizing. Teachers provide opportunities for peer collaboration. A visit to Winterpock would reveal children fully engaged in meaningful dialogue with peers as they predict and think, analyze their questions, and reflect on what they have learned.

Our reading program is divided into three parts: reading workshop, writing workshop, and words workshop. The reading workshop is then divided into shared reading, guided reading, and independent reading. During shared reading, teachers provide explicit comprehension instruction. Through modeling and guided practice, teachers demonstrate and assist students as they learn how proficient readers make sense of text before, during, and after reading. Guided reading enables the teacher to observe, teach and support a small group of students as they develop an understanding of the reading process and practice their literacy skills. Independent reading provides students with an opportunity to apply reading strategies in a text of personal interest. Winterpock believes in time being devoted daily for independent reading. The staff uses ideas from *The Book Whisperer* to promote independent reading. The writing workshop is also a daily activity. Students have the opportunity to apply phonetic principles, understand the basics of written communication, and learn about the writing process. The workshop begins with a teacher-directed lesson, followed by time for students to write as the teacher confers with students and guides their writing development. The writing workshop ends with students sharing their writing and responding to the writing of others. Finally, the word workshop is designed to guide students in building word knowledge that will enable them to read and write fluently. Students will identify patterns within our written language system. Young students will recognize phonemic awareness, letter relationships, and high frequency words. Older students will extend their vocabulary. All students will use this knowledge in the context of reading and writing.

3. Mathematics:

Our teachers use the Virginia Standards of Learning and Chesterfield County Public School's curriculum framework to plan and guide all instruction. The standards are implemented in student centered classrooms where teachers act as facilitators by providing opportunities for students to question, explain and justify their reasoning while also building upon pre-existing math concepts. The teachers guide students through developing a conceptual understanding to a procedural understanding. The goals are for students to develop number sense, become flexible problem solvers and mathematical thinkers. Sixty to seventy-five minutes of instructional time is devoted to math each day.

During this time period, five to fifteen minute Number Talks are completed multiple times a week across all grade levels to promote student's mental math skills, flexible use of strategies, and enhance fact fluency. This time also provides an opportunity for students to collaborate and learn from one another while taking risks in a safe learning environment. In addition to whole group mini-lessons, math tubs are an integral part of the K-1 math classrooms. These stations are inspired by Kathy Richardson's *Developing Number Concepts*, and *Understanding Number Concept* series. Kindergarten and first grade students are able to work in stations at their level of math development, while the classroom teacher pulls small groups or works with

students individually. The tubs provide hands on learning through the use of a variety of math manipulatives and math games. Teachers assign and design the tubs based upon the students' need by analyzing number concept assessments, benchmark assessments, and classroom observations.

In the upper elementary classroom, students are provided with many opportunities to make connections and build up on their mathematical knowledge by emphasizing the conceptual understanding and bridging to the procedural. Rotations, small group, and partner activities are used to help differentiate and build a collaborative learning environment. Problem solving activities are tied into lessons weekly, providing students with the opportunity to develop and enhance higher level thinking skills. Interactive math notebooks or journals are used as an avenue for students to share their thinking in words, picture and/or symbols. Teachers use a variety of websites to enhance concepts like the resources available through the National Council of Teachers of Mathematics.

Our teachers use a variety of resources in addition to the daily math block to promote mathematical understanding for our students. Part time math teachers are available to pull small groups or individual students for enrichment and remediation. Technology, such as Edmodo, is used to provide a library of available online math resources and lessons for students to review at home. Many teachers provide study hall and "lunch and learn" opportunities to assist struggling students. Winterpock also hosted a family Math Night for grades 3-5, so that families could have fun while learning how to support their child's math understanding.

4. Additional Curriculum Area:

Winterpock Elementary offers all of its students the unique opportunity to participate in a world language resource—Spanish. Early language learning is crucial for brain development, and studies have linked learning a second language for children to academic progress in other subjects, improved higher order thinking and cognitive development, higher standardized test scores, better cultural awareness, more career opportunities, and benefits to society and the community at large. Starting as early as kindergarten, students use authentic language experience to become familiar with the language and to apply it in real life situations.

In the program at Winterpock, students interact with Spanish artists, music, and culture. The target language is spoken almost exclusively enabling students to get comprehensible input that they can later apply. Basic directions are given in Spanish which simulates an immersion experience and allows them to hear the language enough to respond to classroom rules and procedures. They also gain authentic experience with real cultural interactions including immigration, architecture, and colonialism. Historical processes are acted out so that the students will experience the language in a way that is true to life. They use the language to act out real life scenarios that apply to these cultural areas.

Moreover, the program supports interdisciplinary learning by reinforcing science, math, and decoding skills—many of which carry cultural significance as well. For example, students have to use money in the target language to buy things in a market—just like the bargaining that takes place in markets in Latin America. They learn to tell time, do math problems, and explain scientific phenomena in the target language.

The International Languages program offers world language enrichment to the 5th grade Center Based Gifted classes. In weekly lessons, the children are introduced to Latin, French, German and Chinese, focusing on a different language every nine weeks. Lessons are activity-based, including role-play, music, crafts, group work, thinking games, and more. Students are encouraged to read, write, listen and speak in the target language from day one. In addition to language study, we also explore the geography, history and cultures of the people who speak these languages. Native speakers are invited to visit our classes, so that the students may learn first-hand about the languages and cultures we study.

5. Instructional Methods:

Classroom organization and management for Winterpock Elementary is one that provides the best approach to differentiated instruction, that we as a school can equip our students whether they are a member of the general or exceptional education population. Our goal at Winterpock is to maintain a push-in, collaborative model of instruction that allows for a dynamic and engaging learning setting. At times, students are pulled out for remediation and support by highly qualified staff. The teams of teachers, exceptional education and general education, plan together on a weekly basis, and more when needed. They pull resources from within the school as well as seek outside support for struggling students. There is a continued drive to offer hands-on opportunities, higher order questioning, and problem solving despite ability levels. Furthermore, to continue with differentiated instruction, teachers strive to tap into multiple intelligences through art, music and kinesthetic learning. Our students are also engaged in Inventive Thinking Labs. Through the labs students learn to identify cognitive strategies and also understand universal problem solving. Students increase their perseverance as they strive to master challenges of each game as well as other challenges in the classroom and beyond. Also, our teachers are cognizant of and appreciate the need to incorporate technology in their instructional practices. Many web based applications are used in supporting the learning styles of students. Edmodo is used consistently to allow for anytime learning where teachers place homework, practice assignments or to take polls to use in class. In the daily routine of the day, collaboration is paramount with both general education and exceptional education teachers playing a major instructional component. No one teacher is in charge and that is evident by how the students feel free to ask questions of both instructors and see them as equals. Throughout the lesson, the teams of teachers continually bounce ideas, thoughts and questions back and forth. The teachers consistently utilize small groups in each academic area to provide for differentiated instruction and an opportunity to better gauge how the students are progressing. Furthermore, students are grouped based on assessment data which allows for a more heterogeneous skill level of students. These groups are fluid as teachers utilize testing data from both formal and informal assessments. Additionally, the exceptional education teachers have all attended and been certified in multi-sensory training.

6. Professional Development:

We began the school year with a team leaders' retreat and meeting to discuss the vision and instructional strategies we would focus on for the upcoming school year in the area of meaningful professional development for our faculty and staff. Winterpock Elementary is focused on continued professional development growth for each faculty and staff member. Our teachers and staff members pursue professional growth opportunities at the school and district levels well as through local colleges and online opportunities. Our professional development specifically targets areas for potential growth highlighted during our PLC meetings. We have a teacher on our faculty who was recently awarded National Board Certification by being involved in ongoing professional growth opportunities. The opportunity for peer observation for professional growth is also available and valued at Winterpock Elementary. Technical professional development is offered weekly to all faculty and staff members to learn strategies to support blended learning instruction. By strengthening the skills and knowledge of teachers in the area of technology, teachers are more confident in their ability to educate students which leads to an increase in student achievement in the area of blended learning. Edmodo provides online professional growth opportunities for teachers to join instruction led discussion groups. Teachers have collaborated in professional growth through book studies led by the administration and teachers. All teachers read *The Book Whisperer* and are using strategies from the book to develop lifelong readers. Many teachers took the opportunity to hear the author, Donalyn Miller, speak this past summer when she came to CCPS. Another book the entire faculty is reading is *Small Steps, Big Changes*, by Confer and Ramirez to gain additional insight into a vision of ensuring that each student is able to think and reason effectively and communicate clearly using mathematical language. Teachers including the reading specialist attend conferences to enhance their professional knowledge in subject areas. Professional development transcends into student achievement as evidenced by improved test scores. Last year, all special education and new faculty members attended in-service about Jan Richardson's *Next Steps to Guided Reading*. These practices are being observed school-wide, which shows increased student achievement in the areas of reading and writing. Teachers share the information learned at conferences with teachers in PLC sessions and meetings. PLC sessions are on-going at Winterpock,

including book studies and data review of assessments. Open and rich discussion takes place at these sessions to enhance teaching skills and build connections among faculty. Teachers frequently present at local and regional conferences, as well as at PLC meetings and during parent events. Information learned is also shared with parents, for example, teachers of exceptional education students presented a workshop on multi-sensory strategies to the parents. The Professional Development department for CCPS also provides a wealth of interactive professional development sessions for all employees in Chesterfield County Public Schools. Professional Development is a collective and collaborative effort that drives student achievement and success at Winterpock Elementary.

7. School Leadership

Strong principal leadership and strong instructional leadership are central to successful school improvement. Distributive leadership at Winterpock involves the administrative team and lead teachers in making shared decisions about best practices for instructional coordination and improvement. Our administrative team shares a strong relationship that is student centered, with a vision that is centered on the betterment of students. Every activity that occurs at Winterpock revolves around the best interest of students. Our vision is to encourage teachers to accept a challenge to be the very best they can be on a daily basis. We expect teachers to be facilitators of learning opportunities for students. We want students to experience meaningful personal growth every day. Our school invites the school community to be involved in the learning process, because there are many community resources that can be utilized to promote growth throughout the school.

Winterpock Elementary's direct focus is on the well-being and achievement of students. The principal facilitates PLC sessions to review student assessment data and to share best practice strategies for instruction. It is the responsibility of the principal to adhere to school board policies and make the faculty and staff aware of school policy. The principal also directs and supports the professional development of the faculty and staff. Professional development includes providing teacher evaluation of performance following district and state guidelines. An effective school has to have effective teachers and the teacher evaluation process is in place to support teacher effectiveness and opportunities for faculty and staff to participate in professional development classes to help enhance their craft.

Winterpock Elementary leadership team strives each day to provide the very best education to each student. The leadership philosophy is hard work with an emphasis on balance in both professional and personal life. We give our best effort because we expect ourselves and our staff and students to succeed. Our environment values each staff and faculty member for their talented contributions and professional posture. Teachers are invited to participate in the interview process for new candidates. Collaboration is an integral part of our staff and leadership team. Teachers support the Child Study Intervention Team by providing and sharing strategies and professional knowledge to other teachers. Teachers feel free to visit with our team to discuss strategies and tools that have worked well and ones that have not worked as well as hoped. The shared leadership model is another ingredient to our continued success and truly defines the Winterpock Way.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 3

Publisher: Pearson

Test: Virginia Standards of Learning Math

Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Pass	94	91	96	99	99
% Advanced	42	41	83	82	75
Number of students tested	152	140	124	159	
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					
% Pass					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Pass					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Pass					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Pass					
% Advanced					
Number of students tested					
5. African- American Students					
% Pass					
% Advanced					
Number of students tested					
6. Asian Students					
% Pass					
% Advanced					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Pass					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Pass					
% Advanced					
Number of students tested					
9. White Students					
% Pass	92	93	97	99	99
% Advanced	41	43	83	84	76
Number of students tested	123	105	95	117	
10. Two or More Races identified Students					
% Pass					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Pass					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Pass					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Pass					
% Advanced					
Number of students tested					

NOTES: All non-qualifying subgroups were under the 10% of total enrollment threshold.

STATE CRITERION--REFERENCED TESTS

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

Test: Virginia Standards of Learning Math
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Pass	96	96	97	98	94
% Advanced	47	46	82	81	75
Number of students tested	181	154	190	166	
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment	1	1	0	0	0
% of students tested with alternative assessment	1	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Pass					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Pass					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Pass					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Pass					
% Advanced					
Number of students tested					
5. African- American Students					
% Pass					
% Advanced					
Number of students tested					
6. Asian Students					
% Pass					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Pass					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Pass					
% Advanced					
Number of students tested					
9. White Students					
% Pass	97	95	96	99	96
% Advanced	48	43	80	83	76
Number of students tested	182	154	190	166	
10. Two or More Races identified Students					
% Pass					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Pass					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Pass					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Pass					
% Advanced					
Number of students tested					

NOTES: All non-qualifying subgroups were under the 10% of total enrollment threshold.

STATE CRITERION--REFERENCED TESTS

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

Test: Virginia Standards of Learning Math
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Pass	65	76	96	89	95
% Advanced	2	8	75	56	73
Number of students tested	55	56	50	49	
Percent of total students tested	100	98	100	100	
Number of students tested with alternative assessment	2	6			
% of students tested with alternative assessment	4	11			
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Pass					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Pass					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Pass					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Pass					
% Advanced					
Number of students tested					
5. African- American Students					
% Pass					
% Advanced					
Number of students tested					
6. Asian Students					
% Pass					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Pass					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Pass					
% Advanced					
Number of students tested					
9. White Students					
% Pass	67	71	97	91	95
% Advanced	2	8	76	59	73
Number of students tested	42	37	28	25	
10. Two or More Races identified Students					
% Pass					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Pass					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Pass					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Pass					
% Advanced					
Number of students tested					

NOTES: All non-qualifying subgroups were under the 10% of total enrollment threshold.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 6
Publisher: Pearson

Test: Virginia Standards of Learning Math
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Pass	100	97	100	99	100
% Advanced	59	21	77	74	79
Number of students tested	121	140	124	100	
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Pass					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Pass					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Pass					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Pass					
% Advanced					
Number of students tested					
5. African- American Students					
% Pass					
% Advanced					
Number of students tested					
6. Asian Students					
% Pass					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Pass					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Pass					
% Advanced					
Number of students tested					
9. White Students					
% Pass	100	97	100	99	100
% Advanced	56	20	80	75	78
Number of students tested	121	140	124	100	
10. Two or More Races identified Students					
% Pass					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Pass					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Pass					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Pass					
% Advanced					
Number of students tested					

NOTES: All non-qualifying subgroups were under the 10% of total enrollment threshold.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Virginia Standards of Learning
Reading/ELA

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*					
% Pass	92	96	93	96	97
% Advanced	42	68	65	10	75
Number of students tested	151	144	124	160	
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3				
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Pass					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Pass					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Pass					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Pass					
% Advanced					
Number of students tested					
5. African- American Students					
% Pass					
% Advanced					
Number of students tested					
6. Asian Students					
% Pass					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Pass					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Pass					
% Advanced					
Number of students tested					
9. White Students					
% Pass	95	97	93	96	98
% Advanced	43	71	63	72	77
Number of students tested	106	103	94	114	
10. Two or More Races identified Students					
% Pass					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Pass					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Pass					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Pass					
% Advanced					
Number of students tested					

NOTES: All non-qualifying subgroups were under the 10% of total enrollment threshold.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Virginia Standards of Learning
Reading/ELA

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*					
% Pass	89	95	97	98	96
% Advanced	47	70	77	82	77
Number of students tested	180	154	190	167	
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1				
% of students tested with alternative assessment	1				
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Pass					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Pass					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Pass					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Pass					
% Advanced					
Number of students tested					
5. African- American Students					
% Pass	77				
% Advanced	38				
Number of students tested					
6. Asian Students					
% Pass					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Pass					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Pass					
% Advanced					
Number of students tested					
9. White Students					
% Pass	91	96	97	99	96
% Advanced	48	68	77	81	79
Number of students tested	128	117	137	124	
10. Two or More Races identified Students					
% Pass					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Pass					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Pass					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Pass					
% Advanced					
Number of students tested					

NOTES: All non-qualifying subgroups were under the 10% of total enrollment threshold.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Virginia Standard of Learning
Reading/ELA

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*					
% Pass	94	99	99	97	99
% Advanced	57	72	67	67	81
Number of students tested	176	202	173	149	
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2				
% of students tested with alternative assessment	1				
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Pass					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Pass					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Pass					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Pass					
% Advanced					
Number of students tested					
5. African- American Students					
% Pass					
% Advanced					
Number of students tested					
6. Asian Students					
% Pass					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Pass					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Pass					
% Advanced					
Number of students tested					
9. White Students					
% Pass	93	99	99	97	100
% Advanced	55	72	68	71	82
Number of students tested	139	146	128	104	
10. Two or More Races identified Students					
% Pass					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Pass					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Pass					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Pass					
% Advanced					
Number of students tested					

NOTES: All non-qualifying subgroups were under the 10% of total enrollment threshold.