

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

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[X] Public or [ ] Non-public

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

Name of Principal Mr. Michael Dussault

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

Official School Name Twin Hickory Elementary School

(As it should appear in the official records)

School Mailing Address 4900 Twin Hickory Lake Drive

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

City Glen Allen State VA Zip Code+4 (9 digits total) 23059-2510

County Henrico County State School Code Number\* 310

Telephone 804-360-4700 Fax 804-360-4419

Web site/URL http://schools.henrico.k12.va.us/hickory/ E-mail mdussau@henrico.k12.va.us

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

Blog http://blogs.henrico.k12.va.us/blazersclubhouse/  
YouTube/URL \_\_\_\_\_ 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. Patrick Kinlaw E-mail: pckinlaw@henrico.k12.va.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Henrico County Public Schools Tel. 804-652-3600

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

\_\_\_\_\_  
Date \_\_\_\_\_  
(Superintendent's Signature)

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

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

\_\_\_\_\_  
Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

## **PART I – ELIGIBILITY CERTIFICATION**

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

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 46 Elementary schools (includes K-8)
  - 12 Middle/Junior high schools
  - 9 High schools
  - 0 K-12 schools
- 67 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 4 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	7	3	10
K	47	62	109
1	64	47	111
2	46	57	103
3	57	57	114
4	67	65	132
5	59	51	110
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	347	342	689

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 44 % Asian
  - 5 % Black or African American
  - 4 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 45 % White
  - 2 % 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: 9%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	37
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	58
(4) Total number of students in the school as of October 1	639
(5) Total transferred students in row (3) divided by total students in row (4)	0.091
(6) Amount in row (5) multiplied by 100	9

7. English Language Learners (ELL) in the school: 6%  
90 Total number ELL  
 Number of non-English languages represented: 24  
 Specify non-English languages: Arabic Bengali Chinese Chinese Mandarin Czech French Gujarati Hindi Hungarian Indonesian Japanese Kannada Korean Malayalam Marathi Portuguese Romanian Russian Slovak Spanish Tamil Telugu Urdu World English
8. Students eligible for free/reduced-priced meals: 6%  
 Total number students who qualify: 40

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: 6 %  
43 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.

0 Autism	1 Orthopedic Impairment
0 Deafness	6 Other Health Impaired
0 Deaf-Blindness	8 Specific Learning Disability
1 Emotional Disturbance	18 Speech or Language Impairment
4 Hearing Impairment	0 Traumatic Brain Injury
1 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	4 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	29
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

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

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	98%	98%	97%	98%	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

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes\_                      No X

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

## **PART III – SUMMARY**

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“Planting Ideas, Growing Leaders!”

Ask any of our students, what “Planting ideas, Growing leaders!” means and you hear their perspective on being a leader, expressing their creativity, and making a difference in the community. This message is shared among our students, parents, and teachers. We are a high performing, collaborative learning environment emphasizing the importance of developing leadership and positive character traits, implementing rigorous academics and instruction, and fostering loyal service and dedication to our community. Our school mission statement summarizes this commitment to our students and community: “Twin Hickory Elementary, an innovative leader in educational excellence, will actively engage our students in diverse educational, social, and civic learning experiences that inspire and empower them to become contributing citizens.”

Beyond our school’s mission, we believe that what makes Twin Hickory special is our students and the various cultures and backgrounds they bring to our classrooms. Over the past 14 years of our school’s existence, Twin Hickory’s population has evolved into one of the most culturally diverse schools in all of Henrico County, Virginia. Currently our student population is 45% white, 43.8% Asian/Indian, 4.6% black, 3.5% Hispanic, and 2.5% other. With over 25 languages spoken in our homes, Twin Hickory prides itself on this diversity by displaying over 35 international flags for each of the nationalities represented throughout our community. This diversity also crosses economic lines as we have students who come from houses, apartments, and some that are homeless.

While embracing our diverse population, Twin Hickory has also developed a strong academic culture. In the summer of 2012 Twin Hickory was awarded the State of Virginia’s accreditation-rating waiver for schools that have displayed consistently strong student achievement on standardized testing (95%+ passing rate for three consecutive years on Virginia’s Standards of Learning). This allows our teachers to go beyond the traditional SOL focus. Curriculum is taken to richer and deeper levels by incorporating lessons centered around Project Based Learning, 21st Century skills and STEM (Science, Technology, Engineering, and Math). We utilized the Children’s Engineering program as the springboard for our movement. K-5 students work together collaboratively to problem solve real world issues by using the engineering design loop. This program provides exciting, hands-on challenges, while also giving the opportunity for students with various learning abilities to successfully work together toward a common goal.

In the spring of 2013 Twin Hickory expanded our STEM focus to include an outdoor learning garden. Our school partnered with local farmers to design and implement an interactive gardening experience for students. We currently have nine raised beds, multiple planters, work stations, and a 250 gallon bike powered watering system connected to the roof of our school.

By the summer of 2013 we were growing tomatoes, cucumbers, onions, squash, blackberries, corn, sunflowers, gourds, peppers, and various herbs. The “Harvest of the Day” basket is prominently placed on the front counter for parents, guests, and staff to encourage healthy eating.

Twin Hickory Elementary has many exciting traditions throughout the school year. These events not only help to build our school pride, but also embrace the culture and personality of our school and our community. Our annual International Night is the most attended function of the year. During this community event, parents and students share cultural traditions and customs through dress, activities and authentic cuisine.

While Twin Hickory has many programs and traditions throughout the year, the signature event at our school comes in the form of “Blazer Blasts.” Unlike your typical school awards ceremony, one parent describes a “Blazer Blast” as “a mix between the Academy Awards, The Price is Right, and the Super Bowl.” Our Blazer Blasts are just something you have to experience to fully understand. These special occasions, attended by our entire student population and hundreds of excited parents, are a celebration of our

student successes, our commitment to community service, and our dedication to Twin Hickory's "school family." These inspirational events help develop a focus and a deeper understanding of various character traits (e.g., courage, fitness, integrity, etc.) in creative ways to generate excitement and passion for our school. We recognize individual students, generate support for important community organizations such as the Central Food Bank of Virginia, Special Olympics, Coats for Kids, and deliver a meaningful message for our school community.

Like many other schools in our area, Twin Hickory Elementary has a caring staff, supportive parent community, and rigorous curriculum. These characteristics are critical to the success of any school. But here at Twin Hickory, we measure success by going beyond those expectations. We strive for a higher level of achievement through the creative and unique educational programs we implement for all our students, the impact we make throughout our community, and the student leaders we generate each year. Twin Hickory Elementary School truly is a group of diverse "Trailblazers."

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

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

At Twin Hickory, we strive to create a culture of 21st Century learners while continuing to perform well on standardized assessment each year. To achieve this goal we focus on a combination of formative and summative assessments. We are extremely proud of our students, staff, and parents as indicated by the results on our Virginia Standards of Learning Tests. Below are the average pass rates from the Virginia Standards of Learning Assessments from the previous five years.

Mathematics: 96%

Reading: 95%

Science: 98%

Social Studies: 98%

We have extremely high expectations for our ELL students to become successful socially and academically. This success is evident as documented by the percentage of students who experienced an increased proficiency level on our ACCESS testing (Assessing Comprehension and Communication in English State-to-State for English Language Learners).

LEP/ESL Level Increased (using composite score on ACCESS test)

2011-2012 98%

2012-2013 99%

We believe wholeheartedly that our students can participate in innovative instructional approaches and still perform well on state assessments.

The Standards of Learning (SOL) for Virginia Public Schools establish minimum expectations for what “students should know and be able to do” at the completion of grades 3, 4, and 5. Twin Hickory has performed extremely well in recent years on these tests (above 90% pass rate over the past five years). Ultimately, Twin Hickory believes our innovative approach to instruction provides students the opportunity to perform well not only in all content areas of the SOL, but also in 21st Century skills as well.

It is important to note the Virginia Department of Education adopted more rigorous content standards over the past two years. A focused increase on rigor in math impacted SOL test scores across the state starting in the 2011-12 school year. Increased rigor in English and science impacted scores starting in the 2012-13 school year. Test scores across the state saw a significant decrease due to this rigorous content and testing format changes.

Twin Hickory currently monitors three Annual Measurable Objectives (AMO) subgroup targets. It is our belief that a strong STEM program, Project Based Learning, and focus on 21st Century Skills engages our students in such a way that we have exceeded AMO targets for the identified 2012-13 testing targets.

Math % Above Required AMO Targets for 2012-2013 Testing

All Students +27%

\*Gap Group 1 (Subgroup for our School) +28%

Gap Group 2 +24%

LEP Students +46%

Economically Disadvantaged +43%

\*White Students (Subgroup for our School) +20%

Students with Disabilities +7%

\*Asian Students (Subgroup for our School) +12%

Reading % Above Required AMO Targets for 2012-2013 Testing

All Students +24%

\*Gap Group 1 (Subgroup for our School) +28%

Gap Group 2 +26%  
LEP Students +49%  
Economically Disadvantage +29%  
\*White Students (Subgroup for our School) +17%  
Students with Disabilities +23%  
\*Asian Students (Subgroup for our School) +16%

\*Indicates a current subgroup at Twin Hickory

We continue to monitor and celebrate our sustained successes with statewide data but also welcome the opportunity to improve student scores where necessary. Disaggregation of the 2012-13 SOL data reveals that in math, one subgroup (Gap Group 1 at 80%) is performing below 10 or more percentage points from the pass rates for all students (91%). Although we do not receive funding for math intervention, we have created a collaborative “Push In” math program to assist struggling students. By reworking the schedules of available staff members, we are able to assist the identified students who are clustered for math.

SOL data reveals that in reading, one subgroup (Gap Group 1 at 80%) is performing below 10 or more percentage points from the pass rates for all students (90%). As a result we have revamped our reading intervention program to include additional progress monitoring tools to measure fluency, comprehension, and phonemic awareness. Interventionists now track these three areas weekly and provide targeted reports to our administrative staff.

Another area we are addressing is the drop in our pass advanced scores the year after the implementation of the new, increased rigor SOLs. In reading, the pass advanced rates dropped from 51% to 25% the following year. In math, the pass advanced rates dropped from 90% to 38%. Although these scores were still extremely high when compared to others in our county, we began a targeted effort to address the new rigor on tests. Staff development training began to assist teachers in delivering quality questioning. This training forced teachers to “unpack the new standards” and look for key words, phrases, and vocabulary that they needed to apply to classroom discussions, activities, and assessments. We focused on moving away from recall resources, questioning, and assessments and supplemented them with application/synthesis based ones.

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

At Twin Hickory, we believe in a balanced approach to compiling and analyzing data. Information is utilized from formative, summative, and 21st Century skill based assessments to help identify students' individual strengths, pinpoint their learning needs, and lay the groundwork for our differentiated instruction. It is through this spectrum of information we are able to continually “raise the bar” for our students as they grow, while also sharing their progress to parents through effective communication.

Each school year, administrators and grade levels analyze statewide SOL assessment results, specifically student performance, pass advanced rates, specific strands, gap groups, and school wide trends. Baseline data is also collected through Phonological Awareness and Literacy Screening (PALS) in grades KG-3 and Measures of Academic Progress (MAP) testing in grades 3-5. These measures help determine our small reading groups, our Tier 2 and Tier 3 intervention programs, and those students ready for advanced curriculum.

Differentiation of instruction is planned based on the collection of formative and summative data. For example, teachers monitor student progress during their reading block through checklists, observations, pre/post unit testing, interactive student notebooks, and other tools. These assessment tools allow us to identify students' changing needs, evaluate mastery of content learned, and adjust instruction accordingly. Collection of data from Tier I instruction helps identify students in need of additional reading support. Students identified as Tier 2 participate in our pull-out reading intervention program. Intervention is not meant to be a long-term destination, so we closely monitor student progress. Our two interventionists document their weekly and bi-weekly monitoring of students so they can revisit areas needing further

development. Efforts may also be intensified through Tier 3 support or by bringing the student to our School Based Support Team for further evaluation.

With the wealth of student data that we maintain, we believe consistent communication to parents also needs to be part of the equation. Each grade level provides a “Weekly Snapshot” that goes out every Friday, highlighting new educational practices, resources, or projects. These communication tools help to shed light on the activities we have undertaken as part of our SOL waiver and provide a deeper understanding of our alternative assessment data.

In addition to student data collection and assessment, we also take a rather unique step to gather observational data of instructional staff as well. We measure teacher lessons through the eyes of 21st Century Skills by using a Technology Integration Progression Chart. This chart evaluates both students and teachers on skills such as research and information fluency, communication, collaboration, critical thinking, and problem solving. Relevant data is shared periodically with parents to help drive our future staff developments.

The quality of our data collection, combined with effective communication of this information with parents, is a key contributor to our students’ success. We firmly believe that our careful analysis of test scores, effective usage of alternative assessments, and emphasis on meaningful teacher observations help to create an environment incredibly conducive to achieving at the highest level.

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

An early champion of STEM and other innovative curriculum and instructional programs, Twin Hickory prides itself as a leader who believes in the importance of sharing our successes with other schools. Educators interested in establishing a STEM program similar to Twin Hickory’s model have visited from around the county and state. Information concerning the creation and implementation of our STEM Lab and Learning Garden are shared through detailed tours. During one visit, HCPS division level technology administrators joined Susan Patrick, former Office of Educational Technology Director at the U.S. Department of Education, on a tour of our building to learn more about a critical component of our STEM lab -- our iPad launch and integration.

As an extension to our STEM program, we were the first school in our county to utilize the Children’s Engineering Program with fidelity in KG-5. As an early adopter of Children’s Engineering, we have had numerous opportunities to share lessons learned with other educators. As a result, Twin Hickory was formally recognized with the “Programs that Work” award from the Virginia Math and Science Coalition. Four years ago Twin Hickory identified a need to research, procure, and implement a school-wide writing program (Empowering Writers). Through our successful adoption of this program at all grade levels, we have seen many positive benefits, including significant improvement in our school’s writing scores on statewide SOLs. We have shared experiences with a number of other elementary schools, many of whom ultimately adopted the program as well.

In addition to sharing our specific programs, our staff communicates educational practices through state conferences, which breaks down geographical constraints and thus reaches a larger audience. As an innovative school, we are often asked to host other county educators with regards to our gifted program and instructional delivery of core content. Our staff has presented topics at the Virginia Society for Technology in Education, Virginia Children’s Engineering Council, Virginia Educational Music Association, and the Virginia Teachers of English as a Second Language.

Twin Hickory’s principal also serves as a mentor to new principals, has presented at various conferences on 21st Century skills, and serves on the county’s gifted advisory council. He has worked with several elementary schools to organize and successfully run Community Priority Workshops for their buildings. In addition, our PTA has mentored surrounding schools to replicate Twin Hickory’s after school student enrichment program, HEROES Club, Earth Savers Club, and LEGO Team.

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

Twin Hickory believes the most important strategy towards achieving goals around student success and school improvement is establishing a community-wide partnership aligned with a common vision. With this in mind, teachers, parents, and community members meet every two years to identify school strengths and areas of growth. Based on the information gathered, we develop a common action plan that ultimately results in our Continuous School Improvement Plan (CSIP). Twin Hickory's current CSIP includes goals focused on Project-based Learning (PBL), continued STEM development, and building community relationships with organizations such as the Special Olympics. The connection between community engagement and student achievement was most evident when reviewing our math and science scores the year after our initial STEM launch. SOL pass advanced scores rose by an average of 10.5% in 2011.

As we embark on our CSIP action plan each year, we stress the importance of consistent, timely and effective communication of progress and successes with our stakeholders. Our principal delivers information via our website and through our bi-weekly "Trailblazer Times" newsletter to communicate how the school is progressing towards CSIP goals and to highlight student successes. If topics warrant a deeper "in person" communication, our principal organizes "Gatorade Gabs." These informal Q&A sessions allow parents to gain a greater understanding of our curriculum and instructional initiatives such as PBL.

Teachers utilize blogs, weekly newsletters, phone calls, and conferences to establish and maintain relationships with families and to communicate our focus on the school's vision. These tools help parents understand and be a part of how we are implementing alternative assessments, project based learning, and 21st Century skills. During the first year of our Children's Engineering Program, we conducted multiple surveys to gauge the effectiveness of our implementation. The data gathered in these surveys also showed how we helped to build stronger awareness of our program. In eight months during the 2010-11 school year, parent knowledge and understanding of Children's Engineering grew from 5% to 76%. Knowledge and understanding of 21st Century skills grew from 16% to 68%.

Our PTA is a critical component in these successes. They work closely with the school to ensure parents feel empowered to be contributing members of our school community. Through their website and newsletter, our PTA reaches all members of our parent community who are interested in learning more about our programs and donating their time. This type of partnership ensures that we continue to share a common vision between home and school.

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

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### **1. Curriculum:**

Twin Hickory’s language arts curriculum focuses on three main skill areas and understandings: oral language skills, reading, and writing. A 90 minute reading block is conducted daily with fidelity for whole group and small group instruction. Teacher creativity and student engagement soars with literacy stations where students participate in a variety of techniques, resources and activities surrounding reading and writing. Empowering Writers, a KG-5 foundational figurative language writing program, is utilized by teachers and is woven across all content areas. Word Study affords students the flexibility to learn word patterns at their own pace. Our language arts block allows for natural connections between subjects through our leveled book room. This reading approach not only provides for differentiated instruction, but carefully monitors student progress throughout the year.

Our mathematics standards revolve around four strands: number sense and estimation; computation, measurement and geometry; probability and statistics; and patterns; functions; algebraic thinking. The K-5 math curriculum is vertically aligned, which provides teachers great flexibility with remediation and enrichment using a variety of hands on manipulatives, math journals and interactive student notebooks, iPad Apps, Promethean Flipcharts, and online resources. The goal of our math program is to empower students to apply their mathematical knowledge through real world situations.

The four main themes that dictate our social studies curriculum are history, geography, economics, and civics. Twin Hickory’s diversity enriches these four areas of study as students and parents contribute “life experiences” during long term Project Based Learning tasks. During social studies teachers are charged with being facilitators of knowledge so that students make their own personal connections to the content through “think, pair, share” activities, formulation of individual hypothesis, interpretation of historical evidence, and the use of graphic organizers.

Twin Hickory’s science curriculum stems from the themes force, motion, and energy; matter; living systems; earth/ space systems; and earth patterns, cycles, and change. Much like social studies, our science themes typically provide the foundation for the majority of our Project Based Learning, STEM activities/collaborations, and Children’s Engineering Projects. Students develop an understanding of the world around them by conducting ongoing investigations, utilizing online resources such as Discovery Science and Nettekker, and gather information through real meaningful projects that reflect an application of science content.

Visual and performing arts shine the light on our students many diverse talents. Music classes allow students to gain experiences with recorders and percussion-related instruments. Each grade level delivers some form of a content related performance to our school community. The highlight performance of the year is our International Night, where students perform songs in a variety of languages, genres, and musical structure. Our art curriculum centers on developing perspective, art mediums, and techniques. SOL content and technology are woven through the use of Artsonia, an online student art gallery, where student work is posted via iPads, evaluated, and commented on from people all over the world. This real-world appreciation of art has garnered Twin Hickory the #1 ranking in Virginia and the #8 ranking in the United States.

Our physical education and health curriculum provides students with a variety of activities that promote a healthy lifestyle. BMI recordings, motor screenings, and fitness tests are used to chart our students progress over the course of the year. Student fitness is enhanced with the Sport Backers Running Challenge, Turkey Trot, Field Day, aquatics safety field trip (5th grade), and an after school running club.

Technology at our school is rooted in the Technology Integration Progression Chart (TIPC), which represents 21st Century Skills. Our technology teacher may only visit school once a week, but the projects, teacher consults, and facilitation support he provides enables us to remain on the cutting edge.

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

Student reading needs at Twin Hickory are met through the implementation of flexible, small group, and differentiated reading instruction. Students are grouped according to shared instructional needs and abilities, and then regrouped as their instructional needs change. Grouping is vital for the teacher to give special attention to what students already know and need, provide specific feedback, match students with appropriate text, and ensure active student participation/engagement.

We developed our 90-minute language arts block based on research presented by Dr. Beverly Tyner to enhance differentiation and to incorporate word study. Within each reading group, instructional resources include appropriately leveled text. Harcourt leveled readers, trade books, “Discovery Science”, Tumblebooks, and other online resources are all utilized to help meet the needs for leveled text in a variety of genres.

Virginia’s English Standards of Learning focuses on many components of reading. Our teachers work with students to address both the skills and processes necessary to acquire the ability to read and comprehend text. The components of our lessons are based on the National Reading Council’s five essential pillars of instruction for reading:

- Phonemic Awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension

Throughout all grade levels, language arts blocks include small group reading time combined with meaningful literacy stations that enrich and reinforce the particular reading strategy being taught. In third grade classrooms, for example, reading rotations would typically include a small group of students reading with their teacher, while a second station focuses on a comprehension strategy (summarizing, predicting, making connections, visualizing, or questioning). A third station of students would be working on different reading strategies or developing vocabulary through interactive activities.

For students who are one-to-two years below grade level, intervention provides a second-dose of targeted, differentiated small group instruction. Interventionists primarily utilize two instructional tools for this segment of the student population. “Harcourt Intervention Station” is used with primary students who are still developing phonemic awareness, phonics, and fluency. “Making Connections” is used with students who have learned to decode, but would benefit from remediation in comprehension strategies.

For students reading above grade level, an appreciation for literature is developed through the analysis of literary devices and character development. Application of Socratic Questioning and Bloom’s Taxonomy of Thinking provide rich discussions and the development of critical thinking skills. Students also develop an in-depth understanding of vocabulary through participation in Word Masters, a national contest exploring the use of new vocabulary in analogy format.

## **3. Mathematics:**

Our math curriculum emphasizes developing strong proficiency with a multitude of key mathematical topics, while addressing the needs of students performing both above and below grade level. Specifically, students should develop an understanding of whole numbers, fractions, geometry, and measurement. Instructional methods focus on the integration of process standards put forth by The National Council of Teachers of Mathematics and the math content standards identified in the Virginia Standards of Learning. Teachers infuse their math lessons with the process standards to help promote the acquisition and application of content knowledge. Examples of how teachers collect formative data to differentiate math instruction for students are described below.

Problem Solving: First graders work in pairs to demonstrate an understanding of addition to ten using the

“Show Me” iPad App and manipulatives in different combinations.

Reasoning and Proof: Fifth graders use “Interactive Student Notebooks,” to explain their mathematical thinking by providing written or artistic explanations.

Communication: “STEM Buddies,” comprised of an upper and lower grades use common math terms on projects to reinforce math concepts and promote consistency of understanding.

Connection: In grades 4-5, students connect math skills to the real world by competing in a college sponsored Stock Market game, where students monitor their portfolio against real world activity in the stock market.

Representation: “Hands on Equations” allows teachers to illustrate a physical and intuitive model of basic algebra.

Our master schedule includes a 45-minute instructional math block for K-2 and a 60-minute math block for grades 3-5. Additionally, teachers in grades K-2 dedicate a portion of the day to calendar time where many standards and concepts are reviewed through interactive calendar activities on the Promethean Board. Upper grades provide students additional fact review time outside of the instructional block. Examples of how teachers review basic facts include solving Krypto problems and working on 24 challenge cards. Developing this number fluency is paramount to developing mathematical proficiency. Teachers use a variety of formats for their lessons (whole-class, targeted group, station activities, cooperative learning) depending on the concept being taught and the needs of students. Where needs are identified, intervention is also provided through “push in” support in grades 3-5.

All classrooms strive to develop an atmosphere encouraging mathematical discussions and risk-taking. Teachers monitor student progress through both formal and informal collection of data, and student understanding is demonstrated through both open-ended tasks and performance rubrics.

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

Three years ago, we embarked on a journey to develop a STEM program that would merge the Virginia Standards of Learning and 21st Century skills through Children’s Engineering. We established five key goals.

1. Educate our diverse parent population on the importance of 21st Century skills and what they should look like in the classroom.
2. Engage students in Children’s Engineering design briefs that correlate to the Virginia SOL through the lens of STEM.
3. Develop a system where parents actively become a part of our learning community and thus improve our home/school connection.
4. Use the excitement created within the Children’s Engineering program to set in motion the development of a STEM team and a full STEM lab in partnership with the PTA.
5. Encourage and hold teachers accountable for implementing 21st Century skills in their classroom in a measurable way.

By the end of the first year of our implementation, gifted, ESL, regular, and exceptional education students worked together in teams to identify a problem, brainstorm solutions, create solutions, evaluate and share solutions through design briefs. Products were then assessed through the use of rubrics.

In the spring of 2013 Twin Hickory expanded their STEM focus to include an outdoor learning garden. We partnered up with local farmers to design and implement an interactive gardening experience for students. Currently we have nine raised beds, multiple planters, work stations, a tool shed, and 250 gallon bike powered watering system connected to the roof of our school. As our garden began to take shape, so did student acquisition of 21st Century skills. Students gave daily updates on the crops, experimented with

sunlight and watering, along with other math/science connections.

By the beginning of the summer of 2013 we were growing tomatoes, cucumbers, onions, peppers, herbs, etc. We harvest crops and share them not only within our classrooms, but with our community. The “Harvest of the Day” basket is always prominently placed on our front counter for parents, guests, and staff to encourage healthy eating.

Local master gardeners helped us plant over 25 species of flora which became QR coded so that students, staff, and parents can tour our learning garden and use their smartphone/iPads to gain more insight into what they were touching or smelling. In our opinion, the interdisciplinary approach of STEM has given our students the chance to be successful in an ever changing 21st Century society.

Twin Hickory’s instructional program includes two half-day early childhood special education programs, serving different student populations. One program serves preschool students with hearing impairments, while the other program serves preschool students with a variety of disabilities. The students are a part of the school community, participating in weekly library classes and in all school-wide activities. Our Preschool Education for the Developmentally Disabled (PEDD) classroom serves two, three, and four-year old students with a variety of disabilities. The students’ IEP goals, thematic units, and the Assessment, Evaluation, and Programming System (AEPS) drive instruction in the classroom. Throughout the year, students are assessed through informal observation, IEP data collection, the AEPS, and a division-wide PEDD social/emotional skills checklist.

Increasing students’ skills in the primary developmental domains (cognitive, social, communication, fine motor, gross motor, and adaptive) is the instructional focus of the program. Teacher-directed instruction utilizes a variety of strategies for increasing student learning, such as hands-on materials, group and independent activities, use of a classroom iPad, use of classroom computers, music, sensory-based activities, and repeated practice. Play-based student-directed activities, with adult support, are used to develop students’ social and communication skills with peers. Academic readiness skills are also incorporated into play-based learning activities.

Our auditory/oral preschool for children with hearing loss is a center based half-day preschool program for 3-5 year olds. The children are taught to maximize the use of their residual hearing through the utilization of hearing aids or cochlear implants in order to develop communication using spoken language. The auditory/oral program follows Auditory-Verbal principles and is dedicated to the development of listening, speech, language, literacy and communication.

Unique to our program is Parent Training in which each parent observes and participates in a one-hour auditory/speech and language session weekly. We consider parents to be the “Primary Teacher” and the therapists assist to empower the parents. With guidance, the parents are provided with strategies/techniques to offer listening opportunities and to “bathe their child in language” in a natural way, during everyday routines/situations. Parents receive a monthly newsletter stating the thematic units for the month, targeted vocabulary words, and a list of monthly tips and activities for parents to engage in with their child in order to enhance their child’s auditory, speech and language development related to each month’s themes.

Students from both programs have been mainstreamed into kindergarten classes over the years, thereby reducing the level of special education support.

## **5. Instructional Methods:**

Differentiation is embedded in our student-based learning approach, which strives to celebrate each child’s unique learning style. The teachers at this school are dedicated to meeting the needs of every child, whether through remediation or enrichment. Our master schedule reflects this outlook as we arrange services and support to ensure students aren’t missing any new instruction during this 30-minute block of time. Teachers meet weekly within their respective grade levels to plan, create, and modify unique learning experiences to ensure all students will be challenged.

Intervention support takes many unique approaches. Our ESL program consists of a dynamic teacher, who tailors her program of pull out and push in support services for our identified students. She helps them make powerful connections with content through hands on and experienced based lessons that break down language barriers. Students always have something in their hands ranging from artifacts, food, measurement tools, or iPads.

Our reading intervention program consists of decodable books, Reading A-Z leveled readers, Making Connections Program, and Explode the Code. All of these support resources are tracked through online Google forms and analyzed by our SBST (School Based Support Team) to ensure target goals are being met. We are able to meet the needs of our advanced learners by offering “advanced curriculum” to any student who needs to be challenged. The advanced curriculum stretches our SOL through a variety of instructional approaches. Compacting the curriculum, student choice menus, and daily small group math/reading instruction allows our teachers to facilitate student growth. Our gifted itinerant teacher conducts pull out/push in lessons, collaborates with teachers, and offers additional resources to support our students and staff.

Technology integration is an additional tool that drives our differentiation. Promethean Boards, iPads, and computers, which years ago were stand-alone resources now have become essential parts of our day. Class projects now start with referencing Nettekter, Explore Learning, or Discovery Science for background knowledge through videos or interactive media. Multi-media presentation programs such as Promethean flipcharts, Keynote, iMovie, iPad Apps, and Web 2.0 Tools provide limitless communication and collaboration options.

Twin Hickory boasts a combination of a diverse population and a wide instructional spectrum. We strongly believe that we are able to attain a high level of student achievement and engagement through our PBL and STEM focus which naturally allows us to modify or extend instruction to meet the needs of all our students.

**6. Professional Development:**

Our district allows schools the flexibility to identify and pursue staff development options that fall under the umbrella of increasing student engagement and 21st Century skills. Our Continuous School Improvement Plan each year has included training in Children’s Engineering, Web 2.0 Tools, research and information fluency through digital resources, formative assessments, quality questioning, rigor and relevance. These trainings helped develop our 21st Century pedagogy. None of the topics were “one and done” type of trainings. Each one was strategically embedded into teacher observations and feedback conferences in order to ensure understanding and to identify areas needing additional support. Understanding that there was not a pre-existing way to measure 21st Century Skills, we developed an observation tool to narrow our staff development focus. The results of this tool are reflected below.

21st Century Skills: Teachers

Category	2012 Mean Score	2013 Mean Score	Growth on scale
Research and Information Fluency	2.33	3.50	17%
Communication and Collaboration	2.67	2.83	2%
Critical Thinking and Problem Solving	2.17	3.50	19%
Creativity and Innovation	2.83	3.33	7%

21st Century Skills: Students

Category	2011 Mean Score	2012 Mean Score	Growth of scale
Research and Information Fluency	0.67	3.50	40%
Communication and Collaboration	2.50	2.83	4%
Critical Thinking and Problem Solving	2.50	3.50	9%
Creativity and Innovation	2.67	3.17	7%

After reviewing the feedback from our teacher and student observations from our Google Form we decided to focus our attention on two specific categories: Critical Thinking and Problem Solving and Research and Information Fluency. These two areas became a driving focus for our ongoing staff development. School administration, leadership team, library media specialist, and technology teacher, began to align Twin Hickory's staff development focus to include specific training and activities that would eventually connect with our Project Based Learning approach from the Buck Institute for the foreseeable future. Data from the classroom observations and reflective feedback sessions over a two-year window show improvement in the targeted areas. This data driven approach showed wonderful success in both the teachers' capacity to teach 21st Century skills and to facilitate student growth.

## **7. School Leadership**

Each day at the end of our morning announcements, Twin Hickory's principal always concludes his message to students with the familiar refrain: "Be a Leader!" This simple, yet important daily routine is one of many examples of how Twin Hickory instills and reinforces the importance of exhibiting strong leadership traits. Twin Hickory believes in the paradigm that strong leadership will ultimately build a community of active learners that are invested in improving themselves, their school, and their community. It is the basis for our "Planting Ideas, Growing Leaders" theme that is felt throughout our school by staff and students alike.

Leadership at Twin Hickory is a collaborative effort. The leadership team is made up of administrators and team/grade level leaders who collectively pursue a common purpose to improve student achievement. At the beginning of each year, the team focuses on developing a singular vision for the school. They identify staff development and school improvement goals to help carry out that vision and empower all who are involved in the process. They also establish strategies to make the overall school organization work effectively to achieve those goals.

The leadership team ensures that the vision is clearly communicated, understood, implemented, and monitored throughout the year. Monthly meetings with the leadership team take place to review progress towards the school's goals. Individual grade levels carry out the vision and make it meaningful within classrooms and among students. The vision and its components are discussed in classroom meetings and interactions, reinforced through Blazer Blasts and other school-wide events, and are widely shared with parents and the community.

The school vision is based on data and information collected from stakeholders via community priority workshops, parent and staff surveys, and state assessments. The results of these efforts have had an incredibly positive impact on student learning. Based on prior leadership decisions around the school's vision and priorities, Twin Hickory became the first school in Henrico County to develop an interdisciplinary STEM lab for grades K-5, adopt the Empowering Writers school-wide writing program, implement Project Based Learning across the school, and adopt the school-wide implementation and monitoring of Children's Engineering to support students of all abilities.

Twin Hickory's emphasis on strong leadership establishes a community that is focused on continuous improvement. The leadership team consistently looks for new ways and approaches to impact student learning and achievement, and the results have been positive across all grade levels.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**All Students Tested/Grade:** 3

**Publisher:** Pearson

**Test:** Virginia Standards of Learning

**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	89	89	100	98	97
% Advanced	33	27	98	83	62
Number of students tested	122	104	90	107	105
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment	1				
% of students tested with alternative assessment	1				
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	78	83	100	100	75
% Advanced	22	0	88	50	25
Number of students tested	9	6	8	8	4
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	63	38	100	83	82
% Advanced	0	25	100	42	27
Number of students tested	8	8	2	12	11
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	83	89	100	100	75
% Advanced	33	11	100	83	50
Number of students tested	6	9	10	6	12
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	50	50	100	100	
% Advanced	50	0	100	100	
Number of students tested	2	4	4	3	0
<b>5. African- American Students</b>					
% Proficient plus % Advanced	67	67	100	88	100
% Advanced	22	0	75	38	25
Number of students tested	9	3	4	8	4
<b>6. Asian Students</b>					
% Proficient plus % Advanced	90	98	100	94	89
% Advanced	44	36	100	82	67
Number of students tested	48	47	32	17	27
<b>7. American Indian or</b>					

<b>Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	92	88	100	100	100
% Advanced	25	22	98	85	62
Number of students tested	64	49	47	54	53
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Gap Group 1</b>					
% Proficient plus % Advanced	76	74	100	95	88
% Advanced	19	16	94	59	42
Number of students tested	21	19	17	22	24
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** The Virginia Department of Education adopted more rigorous content standards over the past two years. A focused increase on rigor in Math impacted SOL test scores across the state starting in the 2011-12 school year. Increased rigor in English and Science impacted scores starting in the 2012-13 school year. Test scores across the state saw a significant decrease due to this rigorous content and testing format changes.

**STATE CRITERION--REFERENCED TESTS**

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

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

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	91	95	100	100	99
% Advanced	40	44	84	71	84
Number of students tested	110	82	99	101	68
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	
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	57	86	100	100	100
% Advanced	43	29	50	67	33
Number of students tested	7	7	8	6	3
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	20	100	100	100	80
% Advanced	20	0	60	30	40
Number of students tested	5	2	10	10	5
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	50	86	100	100	100
% Advanced	0	14	33	64	57
Number of students tested	4	7	3	14	7
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	60	100	100	100	100
% Advanced	40	0	0	0	100
Number of students tested	5	3	3	1	1
<b>5. African- American Students</b>					
% Proficient plus % Advanced	67	80	100	100	100
% Advanced	0	20	71	67	67
Number of students tested	3	5	7	6	3
<b>6. Asian Students</b>					
% Proficient plus % Advanced	100	90	100	100	100
% Advanced	49	52	79	86	91
Number of students tested	47	31	24	22	11
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	89	100	100	100	98
% Advanced	35	43	91	65	83
Number of students tested	53	40	63	52	40
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Gap Group 1</b>					
% Proficient plus % Advanced	54	87	10	100	93
% Advanced	31	20	53	60	57
Number of students tested	13	15	17	25	14
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** The Virginia Department of Education adopted more rigorous content standards over the past two years. A focused increase on rigor in Math impacted SOL test scores across the state starting in the 2011-12 school year. Increased rigor in English and Science impacted scores starting in the 2012-13 school year. Test scores across the state saw a significant decrease due to this rigorous content and testing format changes.

**STATE CRITERION--REFERENCED TESTS**

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

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

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	96	96	99	94	96
% Advanced	39	45	86	80	89
Number of students tested	77	97	100	70	81
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	100	100	100	67	50
% Advanced	17	29	75	44	50
Number of students tested	6	7	8	9	4
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	75	63	100	43	100
% Advanced	0	38	44	0	80
Number of students tested	4	8	9	7	5
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	100	91	100	100	100
% Advanced	50	18	75	83	100
Number of students tested	7	8	6	6	6
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	100	75	100	100	100
% Advanced	0	0	100	100	0
Number of students tested	3	4	3	2	1
<b>5. African- American Students</b>					
% Proficient plus % Advanced	80	100	100	67	25
% Advanced	0	17	89	67	25
Number of students tested	5	6	9	3	4
<b>6. Asian Students</b>					
% Proficient plus % Advanced	100	96	100	100	100
% Advanced	68	56	93	100	100
Number of students tested	26	25	29	12	19
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	93	98	98	93	100
% Advanced	30	47	81	69	90
Number of students tested	41	59	58	42	49
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Gap Group 1</b>					
% Proficient plus % Advanced	94	81	100	79	86
% Advanced	19	24	67	47	79
Number of students tested	16	21	18	19	14
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** The Virginia Department of Education adopted more rigorous content standards over the past two years. A focused increase on rigor in Math impacted SOL test scores across the state starting in the 2011-12 school year. Increased rigor in English and Science impacted scores starting in the 2012-13 school year. Test scores across the state saw a significant decrease due to this rigorous content and testing format changes.

**STATE CRITERION--REFERENCED TESTS**

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

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

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	90	94	94	96	94
% Advanced	28	47	53	63	56
Number of students tested	123	104	90	107	103
Percent of total students tested	100	100	100	100	97
Number of students tested with alternative assessment	1				
% of students tested with alternative assessment	1				
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	89	100	75	100	75
% Advanced	11	50	0	50	0
Number of students tested	9	6	8	8	4
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	38	50	50	75	73
% Advanced	0	25	0	25	27
Number of students tested	8	8	2	12	11
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	71	89	70	100	60
% Advanced	14	22	50	67	30
Number of students tested	7	9	10	6	10
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	50	50	80	100	0
% Advanced	0	25	40	33	0
Number of students tested	2	4	5	3	1
<b>5. African- American Students</b>					
% Proficient plus % Advanced	78	100	100	88	100
% Advanced	22	0	25	0	25
Number of students tested	9	3	4	8	4
<b>6. Asian Students</b>					
% Proficient plus % Advanced	94	96	94	94	92
% Advanced	40	43	56	76	62
Number of students tested	48	47	32	17	26
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	89	96	96	96	98
% Advanced	22	57	53	62	52
Number of students tested	64	49	47	54	51
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Gap Group 1</b>					
% Proficient plus % Advanced	64	79	76	86	77
% Advanced	9	32	29	41	27
Number of students tested	22	19	17	22	22
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

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**STATE CRITERION--REFERENCED TESTS**

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

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

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	86	98	96	95	97
% Advanced	17	62	48	64	78
Number of students tested	109	81	98	99	67
Percent of total students tested	100	100	100	100	97
Number of students tested with alternative assessment				1	
% of students tested with alternative assessment				1	
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	100	86	100	83	67
% Advanced	0	43	38	50	33
Number of students tested	7	7	8	6	3
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	40	50	100	70	60
% Advanced	20	50	30	40	20
Number of students tested	5	2	10	10	5
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	50	83	100	77	100
% Advanced	0	33	33	54	67
Number of students tested	4	6	3	12	6
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	60	67	100	100	100
% Advanced	40	33	0	0	100
Number of students tested	5	3	3	1	1
<b>5. African- American Students</b>					
% Proficient plus % Advanced	67	100	86	100	100
% Advanced	0	60	29	33	67
Number of students tested	3	5	7	6	3
<b>6. Asian Students</b>					
% Proficient plus % Advanced	89	100	100	91	100
% Advanced	19	68	43	67	91
Number of students tested	47	31	23	21	11
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	87	98	95	98	95
% Advanced	15	59	56	65	72
Number of students tested	53	39	63	51	39
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Gap Group 1</b>					
% Proficient plus % Advanced	69	86	100	83	85
% Advanced	89	43	32	48	46
Number of students tested	13	14	19	23	13
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** The Virginia Department of Education adopted more rigorous content standards over the past two years. A focused increase on rigor in Math impacted SOL test scores across the state starting in the 2011-12 school year. Increased rigor in English and Science impacted scores starting in the 2012-13 school year. Test scores across the state saw a significant decrease due to this rigorous content and testing format changes.

**STATE CRITERION--REFERENCED TESTS**

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

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

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	94	97	95	97	98
% Advanced	30	47	55	61	66
Number of students tested	84	95	99	71	80
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	100	86	88	90	50
% Advanced	0	29	25	40	25
Number of students tested	5	7	8	10	4
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	100	100	67	71	100
% Advanced	0	38	22	0	40
Number of students tested	4	8	9	7	5
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	100	67	73	100	100
% Advanced	0	0	9	50	20
Number of students tested	7	6	6	6	5
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	100	75	100	100	100
% Advanced	0	0	100	100	0
Number of students tested	2	4	3	2	1
<b>5. African- American Students</b>					
% Proficient plus % Advanced	75	100	100	100	50
% Advanced	0	17	56	33	0
Number of students tested	4	6	9	3	4
<b>6. Asian Students</b>					
% Proficient plus % Advanced	100	96	89	100	100
% Advanced	38	58	57	67	68
Number of students tested	29	24	28	12	19
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	91	98	97	95	100
% Advanced	29	52	50	60	76
Number of students tested	46	58	58	43	49
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Gap Group 1</b>					
% Proficient plus % Advanced	100	89	78	90	85
% Advanced	0	22	22	35	23
Number of students tested	15	18	18	20	13
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

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