

Patrick Henry Elementary School

School Introduction and Overview:

Patrick Henry School Mission Statement

It is the mission of Patrick Henry Elementary School to continuously improve student achievement by maintaining high expectations for all students in the areas of academic and physical development as well as personal and interpersonal behaviors. A variety of programs are provided to meet the educational needs of our diverse student population. We are committed to preparing our students for lifelong learning and success.

Patrick Henry Elementary School was established in 1925. It replaced the Columbia School, Arlington's first public school. In 1959 Patrick Henry became the first integrated elementary school in the county. This historical moment is symbolic today because it represents Patrick Henry's ability to remain in the forefront of education. The needs of all students have always come first and continue today. The school was totally rebuilt in 1974 and renovated and expended in 1993.

Patrick Henry Elementary School is as diverse as the community it serves. The School provides instructional programs that meet the needs of the school's diverse population. Everyday the staff and students are guided by the school motto, "Do Your Personal Best All Day Long." Daily commitment to this principle creates a positive atmosphere for new and challenging learning opportunities. Wide varieties of programs available to students spark creativity and enhance skills. Student centered classrooms; state-of-the-art technology and innovative teaching help each child develop intellectually, emotionally and socially in this neighborhood school. The faculty strives to instill in each child a lifelong love of learning. The staff is committed to working with families to attain academic excellence.

Patrick Henry Elementary School is made up of a highly dedicated and motivated staff that teaches a diverse population of 389 students from many countries. The demographic percentages of Patrick Henry's student body are Asian 15, Black 18, Hispanic 29, and White 29. Students who receive English as a second language support services make up 28% of the school population while students with disabilities make up 23% of the population.

Patrick Henry strives to prepare our students for 'lifelong learning and success.' Our program is designed to meet the educational needs of our diverse population. In addition to other educational programs in our curriculum, we include instruction for second language learners and a comprehensive instrumental music program. Extracurricular enrichment activities are vast and encompass athletics as well as social and educational clubs. Parents and the community are an integral part of the educational process; therefore, we are committed to working in partnership with parents and local organizations to provide the best possible education for each child. We individualize student programs and differentiate instruction based on regular student assessment including observation, DRA, DRP, writing samples, and SOL results.

The Patrick Henry staff continually takes pride in providing quality instruction to its diverse population. It is therefore natural for us to embrace a Foreign Language Program that enhances our students' academic opportunities with second language acquisition. At Henry, early exposure to the Spanish culture and language provides an academic advantage while also broadening our students' world views. Through shared experiences students learn to value and respect each others' uniqueness. This produces more culturally aware and sensitive world citizens. Our students enjoy 120 minutes of Spanish instruction a week as part of our core curriculum.

"Henry's Helping Hands" is an exemplary project unique to Patrick Henry. The purpose of this project is to integrate service learning into the curriculum. Service-learning has a dual function to enrich students' understanding of curricular objectives and to address needs within the local community. Unlike community service, service-learning is explicitly linked to the curriculum, allowing students to make real-world applications within a meaningful and familiar context. Service learning is an engaging and interactive process for students. Before participating in the actual service project, students use a variety of resources to identify needs within their community that correlate to their unit of study. With support from established community partnerships and the site-based coordinator, teachers scaffold this process of exploration enabling students to develop problem solving skills and exercise higher order thinking strategies.

Service learning also enhances instruction by infusing the use of technology and integrating a multitude of curricular objectives. Service learning improves the ability to teach for meaning by providing students with continuous opportunities to make connections and applications. Following each service project, students participate in an oral and/or written reflection process. The reflection component of service learning allows students to demonstrate their ability to make connections between the content and the service experience. Teachers use reflections to differentiate assessment and to evaluate the efficacy of the process.

At Henry we embrace the uniqueness of each and every child. We are home to several county wide programs including two communications class, one preschool special education class, and one hearing impaired class.

As a Professional Development School in partnership with Marymount University, Henry hosts student interns each year. Our school staff serves as mentors and facilitates the completion of the academic and placement requirements for the Master's program at Marymount. These interns are oftentimes subsequently hired by Arlington Public Schools as fulltime teachers.

Our parents are our partners in the education of the Henry students and they play an integral part in our work. Our PTA offers many opportunities for parents to be involved and a multitude of activities for students to enjoy including enrichment activities, book fairs, International night, and field trips.

Staff Overview

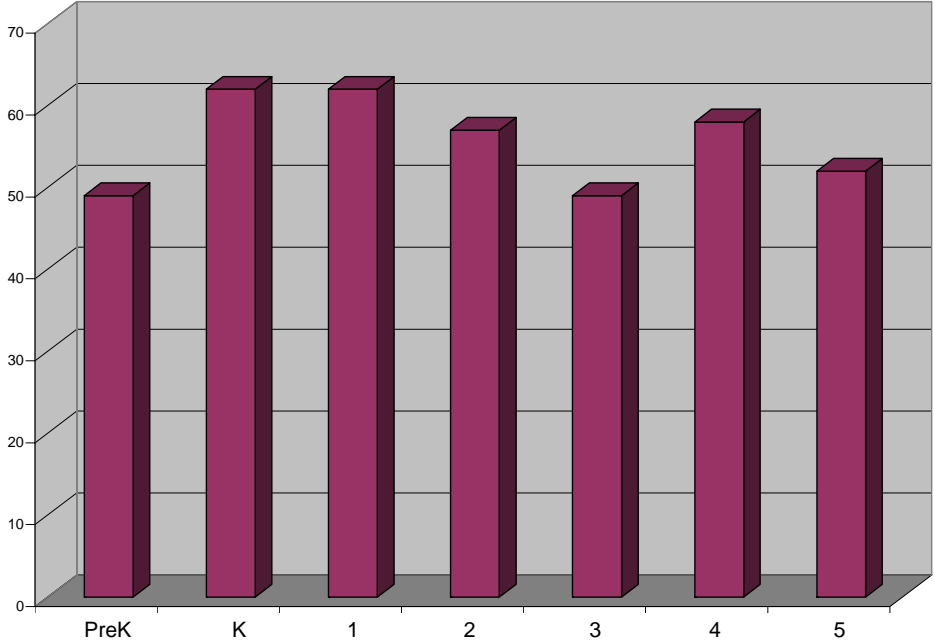
Patrick Henry staff is comprised of many highly qualified individuals dedicated to the students with whom they work. The average years of teaching experience is 16 years. Over half of the educators at Patrick Henry have Master's Degrees. Two teachers

have attained National Board Certification and several more are currently engaged in that process. Teachers establish professional development plans each year based on school management plan goals and objectives which are tied to the Arlington Public Schools superintendent's strategic plan.

Student Overview

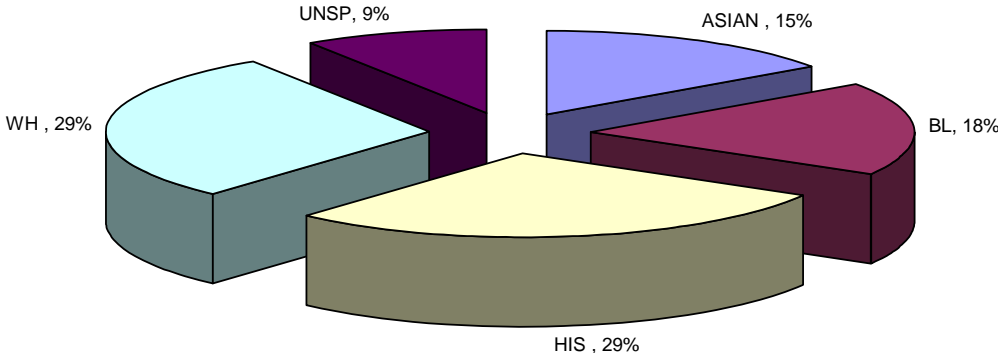
By Grade Level

Pre-School	49
Kindergarten	62
First Grade	62
Second Grade	57
Third Grade	49
Fourth Grade	58
Fifth Grade	52
Total Students:	389



By Ethnicity

Asian	15%
Black	18%
Hispanic	29%
White	29%
Unspecified	9%



By Special Population

English Language Learners	28%
Special Education	23%

Standards of Learning Assessment Adjusted Passing Rates

Grade 3	English: Reading		Mathematics	
	#	%	#	%
Year	Tested	Passing	Tested	Passing
2007/08	42	90.5	50	98.0
2006/07	44	93.2	46	97.8
2005/06	28	100.0	32	100.0
2004/05	48	81.3	55	92.7
2003/04	29	65.5	29	79.3

Grade 3	History		Science	
	#	%	#	%
Year	Tested	Passing	Tested	Passing
2007/08	52	98.1	48	95.8
2006/07	38	97.4	43	97.7
2005/06	43	100.0	48	97.9
2004/05	50	86.0	52	92.3
2003/04	28	85.7	28	82.1

Grade 4	English: Reading		Mathematics	
	#	%	#	%
Year	Tested	Passing	Tested	Passing
2007/08	42	97.6	42	95.2
2006/07	47	97.9	48	95.8
2005/06	42	90.5	46	95.7

Grade 5	English: Reading		English: Writing		Mathematics	
	#	%	#	%	#	%
Year	Tested	Passing	Tested	Passing	Tested	Passing
2007/08	49	89.8	50	88.0	49	91.8
2006/07	49	75.5	51	92.2	52	84.6
2005/06	55	85.5	54	88.9	55	89.1
2004/05	52	92.3	51	98.0	53	88.7
2003/04	46	91.3	46	89.1	45	84.4

Standards of Learning Assessment (continued)

Grade	History		Science	
	#	%	#	%
Year	Tested	Passing	Tested	Passing
2007/08	42	95.2	49	85.7
2006/07	43	93.0	48	83.3
2005/06	43	97.7	48	93.8
2004/05	54	94.4	47	78.7
2003/04	34	97.1	45	86.7

Strengths

Patrick Henry Elementary has successfully met the requirements for accreditation and made AYP each year since the inception of NCLB. Our longitudinal data indicates strength and consistency. For most assessments, our scores have increased and overall remain consistently in the 90th percentile. Over the last several years, our student population continues to grow and we have maintained our overall exceptional progress.

Challenges

A challenge for Henry continues to be narrowing the achievement gap between black and white students. We have put strategies in place and continue to have very fluctuating results. It is a small subgroup participating which could explain the fluctuation from year to year.

*Lower scores in fifth grade science and math over the past five years.

*Students with disabilities do not perform as well as their general education peers.

*Students who are English Language Learners do not perform as well as their general education peers.

Implications

- Each year, grade level teams devise plans of action to address areas perceived as weak.
- More analysis needs to be done to determine the factors relating to lower test scores at fifth grade in the areas of math and science.

Site-Based Surveys: Spring 2007

Every two years, Arlington Public Schools administers a site-based survey to all parents, teachers, and fifth grade students regarding their level of satisfaction with their school. This survey will be given again in Spring 2009.

Parent Site-Based Surveys

One hundred twelve parents responded to the Spring 2007 survey at Henry. There were twenty six questions related to elementary schools. Ninety percent or more of parents responded positively (A or B, very satisfied or somewhat satisfied) to fourteen questions while eighty to eighty nine percent of parents responded positively to 8 questions. Of the twenty two parent satisfaction questions, no question was rated below eighty percent. The remaining 4 questions addressed parent participation levels in

school-wide meetings, attendance at school events, volunteerism for school activities, and an indication of the grade level of their oldest child at the school.

High ratings of satisfaction (88% or higher) included the following responses:

- Grading of teachers at A or B level.
- Grading of principal at A or B level.
- Grading of school overall at A or B level.
- Grading of Arlington Public Schools overall at A or B level.
- Satisfaction with the overall level of instruction.
- Indication that their child feels safe at school.
- Feeling welcome at Henry.
- Indication that the principal is responsive to their concerns and those of the community.
- Indication that their child likes to go to school and enjoys learning at school.
- Belief that their child has enough information to complete his/her homework by himself/herself.
- View the school as clean and in good condition with well maintained grounds.
- Belief that there is an atmosphere of open communication and that the school does a good job of getting important school information to parents and informing parents about meetings and special events.
- Belief that counselors at their child's school are accessible to their child.
- Belief that the right amount of time is being spent on recess at their child's school.

Lower ratings of satisfaction (80% to 87%) included the following responses:

- Satisfaction with the amount of time their child spends on homework: 85%.
- Belief that when the school year started, their child was prepared for the work at their child's current grade: 87%.
- Belief that the number of students in their child's classes is just right: 80%.
- Belief that there is the right amount of emphasis on achievement testing at Henry: 81%.

Parent Participation:

- Parent participation this year in school-wide meetings: 80% 2 or more times.
- Parent participation this year by attending school events: 82% 2 or more times.
- Parent participation this year by volunteering for school activities: 56% 2 or more times.

Strengths indicated by parent surveys:

- Parents find Henry to be a welcoming school where their children feel safe, supported, and valued.
- Parents appear satisfied with the level and quality of instruction provided to their children.
- Parents appear more than satisfied with the level of information disseminated by the school and the atmosphere of open communication.
- Parents indicate satisfaction with the support of their teachers and the responsiveness of their principal.

Challenges indicated by parent surveys:

- Some parents are concerned about the number of students in their children's classes, with some feeling that there are actually too few children in a class.
- Parents feel that the school sometimes places too much emphasis on achievement testing.
- Parents are concerned that their child has too little or too much homework and that they may not be able to complete it independently.

Implications of parent surveys:

- Henry staff should continue to maintain the high level of satisfaction with respect to overall level of instruction, well-being and safety of students, and focus on student learning as indicated by parent responses.
- Administrators need to continue to secure resources to address developing appropriate configurations for optimum instructional groupings.
- Henry staff should continue to reflect on ways to find the balance between the importances of high achievement on assessments while maintaining the focus on the process of students acquiring knowledge.
- Henry staff needs to assess the amount and type of homework assigned by grade level.

Teacher Site-Based Surveys

The forty teachers who responded to the survey showed an extremely high level of satisfaction. There were fifty questions asked of elementary school teachers and staff. Eighty five percent or more of teachers responded positively (A or B, very strongly or somewhat agree, yes, very or somewhat important, very or somewhat satisfied, lead/direct/supportive role) to forty three items, including the following topics:

- Grading of teachers, principal, and Henry in general
- Responsiveness of principal
- Sense of safety and of being valued at school
- Supportive school environment
- Supportive parents
- Extensive professional development
- General maintenance and cleanliness of the school building and grounds
- Sensitivity to language, cultural, and ethnic/racial differences
- Administrative openness to teacher, parental, and community involvement
- Overall level of instruction students are receiving
- Level of staff input in decision-making
- Student preparation for the next grade
- Communication with parents

Fewer than 85% of teachers rated the following as satisfactory or better:

- Agreement that the achievement gap can be narrowed substantially while maintaining high standards for all children: 83%.
- Satisfaction with their role in curriculum selection: 82%, school-based professional development: 62%, district-based professional development: 44%, and student placement: 80%.
- Emphasis on the right amount of achievement testing in their school: 60%.

Strengths indicated by teacher surveys:

- Teachers are generally highly satisfied as shown in positive responses to almost all questions.
- Teachers feel safe, valued, listened to, and supported at Henry.
- Teachers appreciate their involvement in decision-making at the school level.
- Teachers are satisfied with the cleanliness and maintenance of the physical school plant.
- Teachers appreciate the support of and communication with parents.
- Teachers feel that instruction and the school program are very good to outstanding.
- Teachers appreciate the sensitivity shown towards them with respect to language, cultural, and ethnic differences.

Challenges indicated by teacher surveys:

- Teachers indicate less satisfaction with the efforts to narrow the achievement gap, both at the county level and at Henry.
- Teachers are concerned about their role in selecting school-based and district-based professional development and placing students.
- Teachers are concerned that sometimes there is too much emphasis placed on achievement testing.

Implications of teacher surveys:

- It is important to identify and maintain factors that contribute to high teacher satisfaction.
- Teachers and staff should continue their discussions regarding those factors that contribute to the achievement gap, and identify strategies which can be implemented to improve the achievement of individual underachieving students while maintaining the high achievement of all other students.
- Teachers should be provided more input into selecting school-based and district-based staff development and placement of students into groups and classes.
- Administration and teachers should continue to reflect on the emphasis placed on achievement testing.

Student Site-Based Surveys

Of the fifty two fifth grade students who responded to the survey, most showed an extremely high level of satisfaction. There were thirty five questions asked of the fifth grade class. Ninety percent or more of students responded positively (A or B, strongly agree or agree, just the right amount, outstanding or very good) to twenty eight items, including the following topics:

- Grading of teachers, principal, Henry, and Arlington Public Schools overall.
- Liking to go to school.
- Sense of safety and being valued at school.
- Feeling welcome at school.
- Supportive and encouraging school environment.
- Level of help at school when I have a problem.

- Belief that they are prepared to do grade level work.
- Acceptance of their racial and cultural background.
- Belief that they can complete their homework independently in a reasonable amount of time.
- High expectations for student learning by teachers.
- Belief that their counselor is accessible to them.
- Belief that teachers treat them fairly, regardless of race, culture, or language.
- Belief that their school is clean, in good condition, and the grounds are well maintained.
- Feeling that there is at least one adult in their school with whom they can talk with about almost anything.
- Belief that there is just the right number of students in their classes.

Fewer than 89% of fifth graders rated the following as satisfactory or better:

- Belief that their teachers spend too much time preparing them to do well on SOL tests: 67%.
- Belief that school materials have pictures, videos, or assignments relating to various races or cultures: 79%.
- Feeling that they do not get enough time for recess: 80%.
- Satisfaction with the temperature in their classroom being comfortable: 75%.
- On the topic of bullying, the students strongly agreed or agreed that:
 - I feel threatened by bullies at my school: 25%.
 - I was bullied at school this year: 20%.
 - I saw someone else bullied at school this year: 38%.
- School staff stops bullying in school whenever they see it: 100%.

Strengths indicated by fifth grade student surveys:

- Students find Henry to be a welcoming, caring, and safe place to learn.
- Students feel that their teachers support, encourage, and help them.
- Students feel prepared to do grade level or higher work.
- Students like going to school and give their teachers and principal high grades.
- Students indicate satisfaction with the number of children in their classes.
- Students feel that their school is clean and well taken care of.
- Students feel that there are adults who they can talk to at school and that their counselor is available for them.
- Students feel accepted and celebrated for who they are.

Challenges indicated by fifth grade student surveys:

- Some students feel that their teachers spend too much time preparing them for the SOL tests.
- Some students believe that their race and culture is not represented in school materials.
- Students would like to have more recess time.
- Students feel that their classroom is sometimes too hot or too cold.
- A quarter of fifth grade students feel threatened by bullies at school.
- Students are highly confident that when school staff view bullying they will stop it.

Implications of fifth grade student surveys:

- Administration and teachers will continue to assess and address the perception by students that too much time is being spent on SOL test preparation.
- Administration and teachers will monitor classroom materials to ensure that diversity is reflected in videos, text, printed materials, and all media.
- Recess in Arlington Public Schools has been increased to thirty minutes daily. Twenty percent of the fifth grade students would like to have more recess.
- Administration will continue to improve HVAC systems.
- Administration and staff will continue to discuss ways to prevent bullying and strategies to address incidents of bullying.

Patrick Henry Goals for School Improvement

GOAL 1: Increase student achievement as measured by SOL assessment results.

OBJECTIVE: Student passing rates on the SOL tests will improve in the 2008-09 school year over the 2007-08 school year as indicated in the table below.

Grade	English: Reading		English: Writing		Mathematics		History		Science	
	From 2007-08	To 2008-09	From 2007-08	To 2008-09	From 2007-08	To 2008-09	From 2007-08	To 2008-09	From 2007-08	To 2008-09
3	90.5	94	X	X	98	98	98.1	98	95.8	98
4	97.6	98	X	X	95.2	98	95.2	98	X	X
5	89.8	94	88	92	91.8	95	X	X	85.7	90

Evidence to be collected:

- Spring 2008 SOL results.
- Minutes of grade level teams, ESOL/HILT, Special Ed Meetings, maintenance of grade team notebooks, minutes, curriculum.
- Teachers' documentation of student progress on report cards.
- Staff Professional Development Log.

Strategies/Activities	Completion Date	Person(s) Responsible
School staff (i.e., Lead teachers, School Improvement Committees, Grade level teams) analyzes test scores. Identifying strengths and weaknesses by student groups (e.g. ethnicity, language background, socioeconomic) and by classroom groupings.	12/15/2008	Principal/Teacher
Identify students in need of additional instructional support and provide appropriate extended learning Opportunity programs.	01/2009	Principal/Teacher
Staff will continue to focus on creating a highly responsive interactive instructional environment through SIO, Reading Recovery, Math program implementation, Word work and the new Reading Series, and Gifted Services.	06/2009	Teacher
Staff will continue to integrate technology into the curriculum to support student learning and professional development	06/2009	Teacher/ITC
Staff will study curricula and best practices through attendance at countywide staff development sessions.	06/2009	Teacher
Staff will discuss student performance and assessment regularly.	06/2009	Principal/Teacher
Teachers will analyze test scores and other assessment to identify individual areas of strengths and needs. This analysis will be used to identify teaching strategies.	12/2008	Principal/Teacher
Continue school wide implementation of word study with WORDS THEIR WAY.	On Going	Principal/Teacher
Understanding by design unit development and the APP Process.	On Going	Math Coach/Principal/ Teacher Lead Teachers and All Staff

GOAL 2: Reduce gap in achievement between identified groups.

OBJECTIVE: The gap in achievement between identified groups as measured by percentage point differences in passing rates on the SOL tests will improve in the 2008-09 school year over the 2007-08 school year as indicated in the table below:

Grade	Group	English: Reading		Mathematics	
		From 2007-08	To 2008-09	From 2007-08	To 2008-09
3	Asian	-6.7	0	0	0
	Black	7.6	0	0	0
	Hispanic	-6.7	0	7.1	0
	Disadv	2.8	0	4.2	0
	LEP	-14.3	0	-3.6	0
	SWD	22.9	0	-2.4	0
4	Asian	0	0	0	0
	Black	7.7	0	15.4	0
	Hispanic	0	0	0	0
	Disadv	-3.6	0	-6.9	0
	LEP	-3.8	0	-7.7	0
	SWD	16.7	0	11.4	0
5	Asian	33.3	0	0	0
	Black	25	0	25	0
	Hispanic	9.5	0	9.5	0
	Disadv	0.5	0	-5.3	0
	LEP	10.3	0	5.9	0
	SWD	41.9	0	44.4	0

Grade	Group	English: Writing		History		Science	
		From 2007-08	To 2008-09	From 2007-08	To 2008-09	From 2007-08	To 2008-09
3	Asian	X	X	0	0	0	0
	Black	X	X	0	0	0	0
	Hispanic	X	X	0	0	7.7	0
4	Asian	X	X	-7.7	0	X	X
	Black	X	X	0	0	X	X
	Hispanic	X	X	-7.7	0	X	X
5	Asian	0	0	X	X	66.7	0
	Black	25	0	X	X	25	0
	Hispanic	17.4	0	X	X	14.3	0

GOAL 3: Prepare each student to succeed in a diverse, changing world through instruction and other school experiences responsive to each student’s talents, interests and challenges.

OBJECTIVE: Create a school environment that expands student’s opportunities to engage in a learning process that is responsive to their learning styles, interests and challenges

Evidence to Be Collected:

- Student surveys
- Observation of Differentiated Instruction.
- Increase in SOL Scores.
- Assessment of Foreign Language Program.
- Portfolio of exemplary project efforts.

Strategies	Completion Date	Person(s) Responsible
Student Interests Survey	1/2009	Teachers
Intervention Assistance Team will use student data to analyze, evaluate and create appropriate individual student intervention plans.	On Going	All Staff
Implementation of differentiate instruction to meet the needs of diverse learners.	6/2009	All Staff
Establish after school clubs and groups that correlate with the Student Interest Survey	1/2009	All Staff
Third year continuation of Spanish program.	6/2009	Spanish Teachers, Administration
Third year continuation of exemplary project, Henry's Helping Hands.	6/2009	Exemplary Project Coordinator, Teachers, Administrators

GOAL 4: Build effective relationships with parents and the community so that they know about and actively support the education of our students.

OBJECTIVE: To improve communication and subsequently increase community involvement at Patrick Henry Elementary School through volunteer efforts and business partnerships.

Evidence to Be Collected:

- Volunteer Sign -in book.
- Names of additional Business Partnerships.
- Agendas of Volunteers and Partnership meetings.
- Exemplary Project Portfolios.

Strategies	Completion Date	Person(s) Responsible
Provide a weekly newsletter and yearly calendar to disseminate to families and communities.	On-going & 06/2009	Principal/PTA
In collaboration with staff, parents, and community continue Henry’s Helping Hands exemplary project.	06/2009	Assistant Principal/ School Staff/ Community Parents
Provide information via the Patrick Henry website for community members, business and parents.	On-going	FTC/Webmaster
Increase business partnerships by at least one.	On-going	Volunteer/Business
Increase volunteers by at least 5.	On-going	Volunteer/Business Partnership
Take students’ work and students to partnership locations to entertain partners.	4/2009	Coordinator
Hold more partnership and volunteer events.	On-going	Assistant Principal
Reach out to senior citizens.	On-going	Volunteer/ Business
Establish partnerships with local churches that offer after school tutoring.	On-going	Partnership Coordinator
Patrick Henry staff will be welcoming and responsive toward Parents and Community members.	On-going	All Staff