U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12MD2

School Type (Public Schools):   ☐   ☐   ☐   ☐
(Check all that apply, if any)   Charter   Title 1   Magnet   Choice

Name of Principal: <u>Mrs. Maralee Clark</u>

Official School Name: <u>Woodholme Elementary School</u>

School Mailing Address: <u>300 Mount Wilson Lane</u>

                                          <u>Baltimore, MD 21208-1136</u>

County: <u>Baltimore County</u>   State School Code Number*: <u>0311</u>

Telephone: <u>(410) 887-6700</u> E-mail: <u>mclark@bcps.org</u>

Fax: <u>(410) 887-6762</u>   Web site/URL: <u>http://woodholmees.bcps.org</u>

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: <u>Dr. Joe A. Hairston</u>   Superintendent e-mail: <u>jhairston@bcps.org</u>

District Name: <u>Baltimore County Public Schools</u>   District Phone: <u>(410) 887-4281</u>

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: <u>Mr. Lawrence E. Schmidt</u>

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge 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.

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application 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 has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress 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, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. 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.

9. 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.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district (per district designation):

107	Elementary schools (includes K-8)
27	Middle/Junior high schools
26	High schools
3	K-12 schools
163	Total schools in district

2. District per-pupil expenditure: 13101

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area

4. Number of years the principal has been in her/his position at this school: 7

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	73	63	136		7	0	0	0
1	71	62	133		8	0	0	0
2	60	71	131		9	0	0	0
3	53	71	124		10	0	0	0
4	63	58	121		11	0	0	0
5	63	73	136		12	0	0	0
					Total in Applying School:			781

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
8 %	Asian
77 %	Black or African American
3 %	Hispanic or Latino
1 %	Native Hawaiian or Other Pacific Islander
6 %	White
5 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 15%

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

(1)	Number of students who transferred *to* the school after October 1, 2010 until the end of the school year.	61
(2)	Number of students who transferred *from* the school after October 1, 2010 until the end of the school year.	60
(3)	Total of all transferred students [sum of rows (1) and (2)].	121
(4)	Total number of students in the school as of October 1, 2010	781
(5)	Total transferred students in row (3) divided by total students in row (4).	0.15
(6)	Amount in row (5) multiplied by 100.	15

8. Percent of English Language Learners in the school: 6%

   Total number of ELL students in the school: 47

   Number of non-English languages represented: 14

   Specify non-English languages:

   Amharic, Arabic, Cantonese, Chinese, Filani, French, Gujarti, Korean, Nepalese, Pakistani, Punjabi, Russian, Spanish, Yoruba

9. Percent of students eligible for free/reduced-priced meals: ___42%___

   Total number of students who qualify: ___344___

   If this method does not produce 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.

10. Percent of students receiving special education services: ___9%___

   Total number of students served: ___72___

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

5	Autism	0	Orthopedic Impairment
0	Deafness	11	Other Health Impaired
0	Deaf-Blindness	20	Specific Learning Disability
1	Emotional Disturbance	30	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
1	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	4	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	3	0
Classroom teachers	34	2
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	12	7
Paraprofessionals	2	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	18	4
Total number	69	13

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:   ___24:1___

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	95%	96%	96%	95%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
    Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

    Graduating class size: _____

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	**0**%

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

    ⦿ No

    ☐ Yes

    If yes, what was the year of the award?

PART III - SUMMARY

When you walk into Woodholme, you'll feel it - a welcoming family atmosphere. At Woodholme, every decision we make has the student at heart. Built to relieve overcrowding in the Pikesville and Owings Mills areas of Baltimore County, Woodholme opened its doors as a math, science, and technology focused school in August 2005. Parents were unsure about sending their students to a new, unproven school. Families and newly hired teachers drove by the school to watch construction progress from dirt to dreams. The student population of 575 quickly grew to 820 students by the 2010-2011 school year. Exceeding the building's 676 student capacity, this enrollment surge is a sign that the community values Woodholme's learning environment. Now in our seventh year, pre-kindergarten classes were relocated, dropping our enrollment from 820 students to 781 kindergarten through fifth grade students.

Woodholme's success reflects the deep commitment, involvement, and support from teachers, families, and community. Creating and contributing to a new school has been an exhausting and exhilarating experience. When the school opened, no routines or procedures existed. Documents such as the School Improvement Plan, the Behavior Management Plan as well as arrival and dismissal procedures were written by staff members with input from parents and the community, creating ownership right from the beginning. Imagine a school where teachers work together to plan staff development, problem solve, and analyze student data. Imagine a school where teachers use synergy and creativity to build capacity for innovation. Imagine Woodholme Elementary where a collaborative culture and shared vision make overcoming any challenge possible. Here, every staff member understands that increasing academic achievement requires many extra hours, often going above and beyond their expected roles. Teachers volunteer to work with students during lunch time as well as before and after school. Anyone joining the Woodholme staff is expected to uphold the high expectations and demonstrate willingness to try new instructional practices, curriculum materials, and technology to improve student achievement.

Woodholme Elementary has consistently demonstrated high academic standards with 96% of its students proficient and above in both math and reading, with 42% participating in Free and Reduced Meals. Furthermore, a majority of students score in the advanced range. In grade 4 math, 91 out of 132 students scored advanced. In grade 5 reading, 103 out of 149 students scored advanced. When compared to other Maryland schools with similar demographics, Woodholme has been ranked #1 in math and reading for the past 3 years. The student body is diverse: 76.7% African American, 7.68% Asian, 6.27% White, 4.61% Two or More Races, 3.46% Hispanic, 1.02% Native Hawaiian and 0.26% American Indian, but Woodholme's vision is shared.

Woodholme's vision statement is brought to life every day. *"Woodholme is a family of students, parents, staff, and community. Our family is committed to developing life-long learners in a safe, orderly, respectful, and nurturing environment. We will use technology to achieve challenging expectations in an ever changing world."* The excitement of learning in a rigorous academic environment is evident throughout the building. Reading posters, with each staff member's photograph holding a favorite children's book, are displayed in the hallways. Our student-run TV studio broadcasts a daily morning program with creative learning ideas. We engage students in a variety of cross disciplinary STEM initiatives such as LEGO Robotics, MESA Club, TV Studio Crew, Math 24 Club, and a school-wide STEM Fair. Woodholme is home to Maryland's 2010 Milken National Educator. In parent surveys, 98% of parents express satisfaction, and Woodholme has a 99% professional staff retention rate. 65% of the professional staff has a master's degree. Half the staff has 10 years or less years of teaching, making Woodholme their only professional experience. The school values its Professional Development School partnership with Towson University, hiring a former Towson intern as a classroom teacher each year. More than half the staff volunteers as mentors for students in other grade levels. Our mentoring program serves students experiencing difficulties by matching them with a specific faculty member. Classroom teachers donate their time to facilitate our GEMSS and GENTS after school club which teaches

leadership skills to targeted girls and boys. Woodholme has three students who received the prestigious Ben Carson Scholarship in recent years.

Traditions such as August's Open House, October's school-wide vocabulary parade, monthly Blast Off hallway dances, Woodholme Rocket's Student/Faculty Basketball game, Starlab (planetarium), Family Reading Night, Family Math Night, STEM Fair, parent workshops, and fundraisers for Johns' Hopkins Children's Center and St. Jude Children's Research Hospital provide avenues for parent involvement and reinforce our collaborative culture. Our PTA sponsors activities such as Children's Author Visit, Writer's Workshop, MAD Science program, and the Great Space Race Fun Run as well as the voluntary school uniform program. Staff members, parents and community partners take pride in preparing our Woodholme students to be college ready and career ready.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

As a Baltimore County Public School, Woodholme Elementary participates in the Maryland School Assessment (MSA) program which measures academic progress annually in reading and mathematics for students in grades three through five. The test includes multiple-choice questions and questions requiring written responses measuring basic and higher level skills. There are four days of testing altogether with two days for reading and two days for math. MSA is a criterion referenced test that measures student proficiency on the following 3 levels: Basic, Proficient and Advanced. Students who score Proficient or Advanced for reading are able to construct meaning from on to above grade level text. Students who score Proficient or Advanced for math are able to successfully apply math concepts to real-world situations.

Adequate Yearly Progress (AYP) is designed to measure improvement as part of No Child Left Behind (NCLB) and its goal of 100% proficiency by 2014. Schools must show that students are meeting the requirements of AYP in reading, math and attendance at the elementary level. Maryland has set Annual Measurable Objectives (AMO) that all students and eight subgroups identified in NCLB also need to meet. The intent is for schools to direct instructional improvement efforts toward historically low performing subgroups and all low performing students.

Parents receive a home report which indicates the individual student score and how it compares to all students in Baltimore County Public Schools and the state of Maryland. With the exception of third grade reading 2006-2007, Woodholme has outperformed both the state and the district in reading and math in all tested grade levels for the past five years. When third grade reading outperformed the state but not the district, our teachers put several instructional strategies in place such as multiple meaning and word of the day vocabulary programs to build comprehension skills and an extended reading block to incorporate additional reteaching time.

All subgroups have made Adequate Yearly Progress every year in reading and math. As Woodholme's Free and Reduced Price Meals (FARMS) population has increased, students in this subgroup score consistently high. In math, the number of FARMS students scoring advanced has increased every year to 38% for 2010-2011. Out of 166 FARMS students, 95.8% scored proficient or advanced in math. In reading, FARMS students scoring proficient and advanced demonstrated growth over the 5 year period from 82.1% to 95.2%. Our largest subgroup, 314 African American students in 2011, scored 94.9% in math and 95.5% in reading. Our special education and English Language Learner students have continued to perform well for the last four years. This year, 90.9% of our special education students scored proficient or advanced in reading while 93.2% scored proficient or advanced in math. 100% of our English Language Learner students scored proficient or advanced in reading and math.

We are most proud of the large number of students that score advanced. For example, in 2009-2010 grade 4 math, 59.5% scored advanced, which is 72 students out of 121 tested. In grade 5 reading, 54.5% scored advanced, which is 54 students out of 99 tested. In 2010-2011 in grade 4 math, 68.9% scored advanced, which is 91 students out of 132 tested. In grade 5 reading, 69.1% scored advanced, which is 103 students out of 149 tested.

Since all staff members are accountable for improving student achievement, the main purpose of our data collection process is to monitor students' progress so targeted interventions can be implemented throughout the school year. Our special education teachers, reading specialists, and ESOL teacher collaborate with classroom teachers to provide a rigorous and engaging instructional program and to adjust their instruction based on progress monitoring assessment results. Classroom teachers conduct one-on-one conferences with students to review short-cycle and benchmark results. This strategy gives

students the opportunity to be reflective learners, identifying their own strengths and challenges and making them aware of their own progress.

2. Using Assessment Results:

Woodholme teachers take pride in knowing their students by monitoring their development throughout their entire elementary career. A key element of Woodholme's success is continuous reflection and analysis on student performance and results. The school utilizes our shared computer network to hold data collection folders. Each grade level teacher compiles demographic, IEP/504, and assessment data for each child. Data collection folders from previous years, back to Woodholme's first year (2005-2006), are posted on the shared drive. These assessment data files hold all of the necessary assessment information in one place, offering easy access for teachers to monitor student progress and identify students ready for enrichment or in need of remediation.

Reading assessment data includes a variety of reading assessments, such as informal reading inventories, DIBELS data, benchmark and short cycle assessment scores (for intermediate grade levels), and Houghton Mifflin "red check" skill test grades. Fourth and fifth grade data files also include the students' reading MSA scores from previous years. Woodholme teachers continually improve their daily writing instruction by reviewing student composition folders which follow the students year to year. Reading teachers frequently refer to these files to drive small group instruction, the creation of small groupings for before or after school interventions and enrichments, as well as lunch time groups. Primary grades, including kindergarten, utilize their DIBELS data to create remediation packets for parents to support their children's area of need.

Math assessment data collected includes basic facts each student has mastered throughout the year, Scott Foresman (SF) unit assessment scores, and district short cycle and benchmark assessment scores (for intermediate grade levels). Fourth and fifth grade data files include the math MSA scores from previous years. Similar to the reading teachers, math teachers use this data to help drive small group instruction, intervention groups, and enrichment groups. Woodholme teachers implement needs assessments frequently as a tool to organize and design lessons which meet the students' needs. Some of these pre-assessments include SF diagnostic readiness, district unit pre-assessments, and teacher-made materials.

Third grade teachers, for example, use their assessment results from the data collection folder as a needs assessment for additional MSA practice. They volunteer their time to implement before school workshops in both math and reading in order to improve student achievement. The groups spiral back to previously taught skills and strategies so that daily instruction is not impacted by additional MSA practice. The third grade teachers, as well as administrators and resource teachers, pull groups during lunch time.

Each grade level also uses assessment data to keep parents informed. Student progress reports and interim reports are sent home throughout the school year, detailing student assignments, grades, and teacher notes. Teachers also create review packets to address gaps found during assessment reviews. Woodholme's open-door policy and friendly environment allows for parents and guardians to come and observe classroom instruction at any time. This policy provides opportunities for parents and teachers to discuss student achievement at times other than before or after school.

Monthly data analysis meetings between grade level teams, the administration, and resource staff are conducted in a positive atmosphere. Based on these data conversations, students are regrouped throughout the year to meet their academic needs. Using flexible grouping as a strategy has contributed to the great success our Woodholme boys and girls achieve year after year. All teachers frequently use assessment data and range finding results to ensure students are accurately placed and progressing throughout the year. Using the data collected from the previous year, students are grouped by ability. For example, in grades 3 through 5, students are placed in math/science homerooms and switch classes for the reading/language arts block. Kindergarten students are randomly placed at the beginning of the year; however, students who need either enrichment or remediation are grouped for push in or pull out sessions.

Parents are in constant communication with teachers about their children's progress so they are very supportive when contacted about a change in classroom to meet their children's academic needs.

Vertical articulation between grade levels is another "Woodholme Way" of using assessment data to improve instruction and student achievement. Best practices as well as assessment limits and expectations for future grades are shared during these meetings. Teachers have the opportunity to develop lessons based on the shared information made possible by the sense of mutual respect and admiration shared among Woodholme teachers.

3. Sharing Lessons Learned:

Woodholme staff members willingly share best practices with other teachers and administrators within the school, district, and the state. Woodholme's focus is using best practices that can be replicated to increase student achievement. As a Professional Development School with Towson University, Woodholme teachers serve as mentors for Towson University students who learn lesson planning, curriculum, instructional strategies, classroom management, data collection, and parent communication skills.

Woodholme's principal shares best practice ideas with other administrators at principal's meetings by explaining and distributing instructional initiatives and resources. After researching Woodholme on the state department's school improvement planning website, a principal from another school district spent the day at Woodholme to observe our successful instructional methods and strategies.

Several Woodholme teachers provide professional development for the district's New Teacher Academy, Grade Changers Academy, and New Teacher Orientation. These three day professional development sessions offer new and experienced teachers assistance with grade level math and reading curriculum, lesson implementation, and planning guidelines.

Four Woodholme teachers presented a multi-session workshop titled "Shared Best Practices" to district teachers and administrators. These sessions outlined strategies, resources, lesson development, and data collection techniques used by Woodholme teachers. Woodholme provided each participating school a CD of lesson seeds, resource sheets, PowerPoint presentations, and a data collection spreadsheet template.

The intermediate reading specialist worked with another district's reading office and the Maryland State Department of Education (MSDE) to review, edit, and write lesson seeds for the State Curriculum. The lesson seeds were posted on MSDE's website. The reading specialist also presented a professional development session on the use of mentor text in writing and grammar lessons for the State of Maryland Reading Conference (SOMIRAC) and for another county's reading council.

Woodholme's technology teacher and a kindergarten teacher presented a workshop at the MSET conference. The media specialist worked to enhance the district's library curriculum. In addition, the media specialist trained personnel at three new schools in library and textbook management systems. After successfully organizing Woodholme's annual school-wide STEM Fair, our coordinator shares project ideas, parent and student resources, and scheduling methods with other elementary schools. Several Woodholme staff members teach technology, mathematics, and reading in-service and graduate courses. Since Woodholme opened seven years ago, Woodholme teachers have embraced sharing lessons learned in professional learning communities, understanding their positive impact on student achievement and school-wide success.

4. Engaging Families and Communities:

Woodholme's vision statement begins *"Woodholme is a family of students, parents, staff, and community."* We clearly value our relationships with families and work together to prepare our Woodholme boys and girls to become future leaders. Instilling a sense of school pride from the very

beginning has been a coordinated home-school partnership effort. Teachers sponsored a contest for families to select the school colors and mascot as well as the school song.

Woodholme encourages family members to participate in their children's education. Academic parent workshops such as Family Reading Night, Family Math Night, and STEM Fair incorporate student performances and instructional strategy workshops. Our Family Reading Night focused on reading's five big ideas and included student performers to kick-off the evening. Grade level specific workshops inform parents about skills and strategies. Learning resources are sent home including teacher created question rings, vocabulary flash cards, PowerPoint presentations, and passwords to online resources to support academic growth at home.

Our PTA sponsors activities such as "The Great Space Race" to raise funds while providing a healthy, physical fun run event. They sponsor several before school and after school programs including Writer's Workshop, KS White Tiger Kids program, and Mad Science program, as well as our annual children's author visit. Our School Improvement Team of teachers, PTA, and community members collaborate to ensure our school continues to provide academic excellence. Business partners such as Barnes and Noble Booksellers hosts Woodholme families for an evening program involving Woodholme staff members reading favorite stories and students reciting poems and singing.

The Open House prior to the school year creates an important connection among teachers, students and parents, facilitating parent support throughout the year. Staff members communicate with parents through emails, student planners, parent visits, scheduled parent conferences, school-wide and classroom newsletters, the school marquee, teacher websites, and the district's Blackboard Messaging system (phone calls and emails). Our school-wide Monday Folders help organize important papers and correspondence between school and home. Teacher created student planners which include our Code of Conduct along with a behavior log are initialed daily by parents. We explain the Behavior Management Plan as well as the requirement for daily communication about behavior at the August Open House and the September Back to School Night. Parents and teachers work together to hold students accountable for their behavior which keeps office referrals low and students remaining in the classroom to learn.

Woodholme surveys parents to measure parent views and opinions. This fall, 440 surveys were returned with 98% of parents reporting that they are happy with Woodholme Elementary. Parents consistently make positive comments about our established routines and structure which are essential to our mission of improving student achievement. Our guidance counselor gives tours to prospective parents on a regular basis. The community uses our building for meetings and recreation.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our success at Woodholme is achieved by supplementing the Maryland State Curriculum (MSC) and Baltimore County Public Schools' curriculum with instructional materials created by teachers as well as other teaching resources. Students receive engaging and rigorous instruction in all MSC standards and demonstrate proficiency on and above the state's assessment limits.

The Reading/English Language Arts curriculum at Woodholme utilizes the Houghton Mifflin anthologies, novels, Time for Kids non-fiction kits, National Geographic magazines, and Comprehension ToolKit selections to teach reading skills and strategies including the three main reading standards: General Reading Processes, Informational Text, and Literary Text. Primary grades use Open Court to deliver phonics instruction. Vocabulary development includes a word of the day vocabulary program. Using data from DIBELS and informal reading inventories, teachers are able to identify students' independent and instructional reading levels to implement small group instruction. Intermediate grades use "Flex Days" which provides additional reading and math time. The 120 minute block includes phonics instruction using Systematic Instruction Phonemic Awareness, Phonics and Sight Words (SIPPS), grammar instruction through Houghton Mifflin English, and writing following the 6+1 Traits of Writing. Writing is developed using mentor text. Composition folders follow students throughout their elementary career.

Woodholme uses the Scott Foresman (SF) Mathematics textbook using the 5-E lesson approach (Engagement, Exploration, Explanation, Extension, and Evaluation) in 60 to 90 minute periods. Students strengthen and apply skills, use manipulatives and technological resources, and extend their learning through mathematically correct vocabulary in Brief Constructed Responses (BCRs). Basic facts proficiency gives students more time to process and complete higher level concepts; therefore, first through fifth grade students take weekly basic facts quizzes. SF's online component, called Pearson SuccessNet, helps parents, teachers, and students reinforce skills and concepts. Students in grades 3-5, utilize the First in Math Online 24 program and are recognized on the morning announcements with "Player of the Day" awards.

As a science, technology and math focused school, the science curriculum, based on the MSC standards and the BCPS STEM units, provides students rich experiences through hands on experiments and technology based lessons. Every student participates in the school-wide annual STEM Fair. Woodholme teachers volunteer to teach a before and after school Lego Robotics Club, providing real-life STEM experiences for students. The Starlab portable planetarium visits Woodholme giving our students a highly effective way to experience earth/space indicators. Woodholme is a NASA Explorer School.

The MSC for social studies includes standards for political science, people of the nation and world, geography, economics, history, and social studies skills and processes. The health curriculum focuses on current and future health and safety issues.

Our academic program is supplemented by technology, art, music, physical education and library. Each special area class is scheduled for all grade levels one day a week for 50 minutes. In technology, students work on math facts, research projects, and learn software such as Excel and PowerPoint.

The art program incorporates cross-curriculum units that support all core subjects. Students problem solve by reasoning abstractly and strategically. We participate in a partnership with Oxford, England called the MY Project. Students' work and murals are displayed throughout Baltimore.

Students learn vocal and instrumental music through listening and performance skills and by performing in the community. Grade 5 students are encouraged to join the band, orchestra, and chorus. Our grade 4 students take exploratory music, learning several different instruments.

Physical education provides our students an understanding and appreciation of healthy lifestyles through exercise and healthy habits. Heart Adventure Program, Scooter City and Ballroom Dancing are a sampling of the physical education units. The FitnessGram program for grades 3, 4 & 5 is used as a physical assessment tool and the annual Field Day shows school spirit.

The library media program develops a lifelong sense of inquiry, and the tools to acquire knowledge through digital and print sources. The Jason Project, a curriculum sponsored by National Geographic, exposes students to additional science units. Our technology integration teacher and library media specialist collaborate daily to enrich our academic program. Students are the news anchors on morning announcements in our student run TV studio.

2. Reading/English:

Woodholme's reading curriculum incorporates a balanced approach of flexible groupings to target and meet the needs of all learners. Our rigorous curriculum is aligned to the Maryland State Curriculum including the five areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension as well as writing. The daily 120 minute reading block embeds before, during, and after strategies using the Houghton Mifflin Reading Anthology series for core instruction. Teachers integrate a variety of fiction and non-fiction resources by selecting leveled text and novels in order differentiate instruction. An accelerated program is implemented for identified gifted and talented students. Language Arts and writing instruction uses mentor texts to model and provide guided practice authentically incorporating grammar and the Six +1 Traits of Writing (ideas, organization, sentence fluency, voice, word choice, and editing). Vocabulary is highlighted through the Woodholme Word of the Day Program, vocabulary word jars, and multiple meaning word work lessons. Lessons follow the gradual release of responsibility model to scaffold learning and ensure student success.

Ongoing and formative assessments are crucial in the differentiated classroom and help drive instruction. Using informal reading assessments to assess and form flexible grade level and classroom groupings, teachers maximize instructional time and effectiveness. District reading benchmarks and short cycle reading and language assessments are administered quarterly. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) benchmark and progress monitoring assessments are administered three times per year. Teachers adjust instruction for remediation or enrichment in a small group format.

Woodholme's reading specialists and special educators collaborate with classroom teachers to plan an integrated academic program. District approved programs such as Fundations, Systematic Instruction Phonemic Awareness, Phonics and Sight Words (SIPPS), Wilson, and Fluency Formula are woven into Woodholme's reading instruction connecting interventions with classroom instruction. Teachers incorporate songs, poetry, and Readers' Theater to encourage fluency practice. Students collect family members' signatures when fluency cards are read aloud at home.

All teachers at Woodholme view themselves as reading teachers. To promote literacy and increase student achievement, teachers provide before school, after school, and lunch time academic support for students. Sessions focus on comprehension, test-taking strategies, and vocabulary acquisition. The library media specialist collaborates with teachers to connect daily classroom instruction with technology and media resources. Students participate in independent reading activities such as a Flat Stanley Writing Project, Strive for Twenty-Five Book Challenge, and The Black-Eyed Susan Reading Challenge. Before or after school programs such as Writer's Workshop, Rocket Readers Non-Fiction reading club, Rocket Tales Literary Magazine, and Scrabble Club are available. Woodholme has a reading mentor partnership program with Garrison Forest School for Girls. Reading specialists hold parent reading workshops daily

during American Education Week. On-line parent resources are distributed at family events. Family Reading Night is held annually to teach families how to use reading strategies at home.

3. Mathematics:

Woodholme's mathematics program aligns with the Maryland State Curriculum standards of algebra, geometry, measurement, statistics, probability, number concepts and relationships. The content is taught using the processes of problem solving, reasoning, communications and connections. Every student is engaged in high-level, rigorous mathematics instruction for 60 to 90 minutes based on the Scott-Foresman (SF) Mathematics textbook supplemented by the Baltimore County Public Schools' curriculum and additional materials created by Woodholme teachers.

All math lessons use the 5-E lesson format (Engagement, Exploration, Explanation, Extension, Evaluation). During the engagement, students perform tasks to activate their prior knowledge, review skills or spiral back to lessons from earlier units. To make math learning relevant, teachers create exploration activities that apply to our students' lives and experiences. Lessons are supplemented using the Investigations textbook by Scott-Foresman.

Teachers develop their own explanations for students to use in class and at home. Third grade teachers wrote a resource book for home use so parents are able to support and continue learning at home. Teachers incorporate a variety of technology resources to make learning engaging, including Brain Pop videos and Safari Montage videos, as well as interactive FlipCharts through ActivInspire.

Students practice and apply their new learning during the extension of the lesson. In the intermediate grades, students do their work on graph paper. Graph paper is used to create a daily "Math Toolbox" which includes a multiplication chart to help with computation. Students also record other helpful math "tools" such as place value charts, prime and composite numbers, divisibility rules, capacity calculations, and steps for order of operations. Student created math vocabulary books reinforce essential math terms for each unit.

Students are challenged beyond the assessment limits learning math concepts and terms needed for the next grade level. Parent signatures are required on written responses so parents are aware of academic expectations. Students who master skills complete extension activities. Students requiring additional support are pulled into a smaller reteaching group. First through fifth grade students take weekly basic facts quizzes for mastery. SF's online component, called Pearson SuccessNet, helps parents, teachers, and students reinforce skills and concepts through interactive learning. All students in grades 3-5, utilize the First in Math Online 24 program for multiplication, division, addition, and subtraction practice and enrichment.

Students are evaluated using every student response systems and dry erase boards. Formative assessment results are analyzed by item then specific skills are identified for reteaching. Teacher created review packets are used as a spiral review. Short cycle and benchmark assessment data is used to drive the instructional focus and formation of small groups. Excel spreadsheets, populated by teachers, are posted on the shared computer drive to show trends in classes and help identify ways to improve instruction. Teachers volunteer their time to prepare extracurricular math activities for students implemented before school and during lunch time.

4. Additional Curriculum Area:

Woodholme Elementary serves a very large and diverse population by enriching students' Science, Technology, Engineering, and Mathematics (STEM) education through a variety of curricula, programs, and before/after school activities. Woodholme integrates STEM in all possible areas including our school mascot - a rocket. Daily instruction is enhanced through direct access to technology. Two computer labs, a mobile laptop cart, student computers in each classroom, student response systems, digital cameras,

digital video cameras, and a technology class once a week are part of Woodholme's instructional program. Teachers use projectors and document cameras to actively engage students by modeling skills and projecting student work. Access to science lab equipment such as microscopes, thermometers, goggles, and other scientific instructional materials provide a genuine STEM experience. Technology liaisons and classroom teachers integrate STEM initiatives into the district's curriculum.

Students learn a diverse scientific curriculum including biology, physics, chemistry, earth/space science, environmental, and the scientific process. The 5-E learning format allows students to be active participants through investigations and demonstrations. Students use mathematics and technology to collect data laying the foundation for concept attainment. Kindergarten to fifth grade students participate in the school-wide STEM Fair applying their STEM skills to real-world applications. Kindergarten, first, and second grades create class projects introducing our younger students to the scientific process. In third grade, students compete in the Safe Racer competition by working in teams to plan, build, and race a car that must protect an egg during crash and distance tests. All fourth and fifth grade students plan and implement STEM investigations.

Woodholme offers before and after school STEM related programs. LEGO Robotics Club is an innovative program which integrates STEM disciplines, facilitates teamwork among fourth and fifth graders, and promotes problem-solving and critical thinking using LEGO WeDo robotics. Students learn how to construct robots and the basics of computer programming. The Mathematics, Science, Engineering Achievement (MESA) Club's purpose is to increase the number of engineers, scientists, and mathematicians as well as assisting minorities to achieve success. Woodholme's MESA Club partners with outside organizations such as NASA. Students work on engineering challenges such as constructing and modifying paper airplanes and building balsa wood bridges.

A fifth grade student involved in our LEGO Robotics Club stated that he wants to be an engineer when he grows up. Most fifth graders are not thinking about engineering as a profession, yet our Woodholme students are aspiring to join this highly skilled occupation. As a result of the rigorous STEM program, our "Woodholme Rockets" are successfully preparing for college and career readiness.

5. Instructional Methods:

Improving student achievement and meeting the needs of all students is an essential component of Woodholme's instructional model. Using assessments to drive instruction, teachers use a variety of methods to differentiate their lessons to meet the needs of all learners. These methods include small group instruction and differentiating content for learners by reteaching or extending based on assessment results. Students' strengths and needs are assessed through the use of Dynamic Indicators of Basic Early Literacy Skills (DIBELS), informal reading inventories, district short-cycle and benchmark assessments, daily summative assessments, teacher observations, and anecdotal notes.

Teachers identify students for targeted review, skill remediation, and enrichment in reading and mathematics by analyzing the objectives and skill reports in the district's AssessTrax database. Classroom teachers, special educators, reading specialists, and our ESOL teacher meet formally in grade-level meetings, during common planning times, and informally to study data in Woodholme's data collection folder. Assessment scores are color coded to help teachers identify students in targeted subgroups, and identify skills needing remediation. Students in grades 3-5 who are identified as needing additional support are provided specific interventions such as Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS), Fluency Formula, and Wilson Reading. Students also receive additional instruction during lunch bunch groups (small group instruction during the students' lunch period), morning groups (small group instruction before the beginning of the instructional day), and small group instruction during the independent practice portion of the lesson. Small group lessons include activities that incorporate Marzano's researched-based instructional strategies such as cooperative learning, immediate feedback, questions, cues, and advance organizers that take into account the individual's learning style.

The special educators, the ESOL teacher, and reading specialists provide specialized instruction, targeted reteaching, modifications, and accommodations for students using the inclusion model. Special educators, paired with general educators, attended specialized co-teaching training. This co-teaching model allows the special educator/general educator pair to proactively create and provide accommodations and modifications for all learners by utilizing strategies such as team and parallel teaching, stations, alternate teaching, and one-teach and one-support. This model results in more individualized attention, increased student engagement, and maximum use of instructional time.

Technology is utilized in every classroom to support learning to reinforce real world connections, introduce concepts, and provide differentiation. Fifth graders use World Book-on-line to prepare a multi-paragraph report for science research. Brain Pop and Brain Pop Junior are used to introduce and reinforce concepts. Safari Montage video clips bring lesson objectives to life. Additional technology classroom tools include document cameras, Tumblebooks, Promethean whiteboard technology, and Activotes, which allow technology to be integrated during daily whole group and small group instruction.

6. Professional Development:

Professional development is a driving force for student success and professional growth at Woodholme. All teachers view themselves as learners and are eager to engage in professional development opportunities. Two staff members have obtained National Board Certification and several intermediate staff members completed summer institute training certification at NASA. Last summer, ten teachers learned how to teach LEGO WeDo robotics, four teachers attended Engineering is Elementary workshops (parachutes and windmills), two teachers and an assistant principal completed Green School initiative certification, and four teachers participated in Project SEED mathematics training. Many teachers complete graduate or in-service coursework throughout each year. Currently, twelve teachers are participating in a book study focusing on implementing Inquiry Circles to improve reading comprehension.

During our yearly summer strategic planning, Woodholme teachers develop a needs assessment that determines the professional development plan for the school year. The survey is used by the Curriculum and Staff Development Action Team to plan for school based differentiated professional development. Teachers benefit from differentiated professional development by growing professionally in areas of personal need. This year, our focus is on 21st Century Learning components including critical thinking, creativity, problem solving, collaboration, innovation, and communication. Best practices are shared to help every teacher increase student achievement. Teachers go outside their comfort level to plan and implement lessons focusing on the 21st Century Learner and participate in the lesson study process to improve their teaching methods.

A team of teachers present staff development about the Maryland Common Core Curriculum framework as part of the transition plan in the areas of mathematics, reading/language arts and STEM. Teachers participate in county, state, and regional professional development activities that promote the "train the trainer" approach in order to share new learning with Woodholme staff members. Several teachers have been invited by district personnel to develop curriculum and other instructional resources to share with teachers across the school system. As a Professional Development School (PDS) with Towson University, Woodholme teachers prepare student interns for a career in teaching. This partnership also allows Woodholme teachers greater access to Towson University courses.

As expectations evolve in regard to curriculum, instruction, assessment, and data collection, Woodholme teachers stay on the cutting edge of educational practices. Professional development at Woodholme is meaningful because it is conducted by the people on the front lines who do the job every day. By consistently engaging in professional development practices, Woodholme teachers strive for excellence.

7. School Leadership:

Woodholme, from its inception, is a school built upon the principal's vision of professional collaboration and expanded decision making roles. In 2005, the principal selected staff members by conducting rigorous interviews which included demonstration lessons. Before opening day, the principal and new staff developed a shared vision: "*Woodholme is a family of students, parents, staff, and community. Our family is committed to developing life-long learners in a safe, orderly, respectful, and nurturing environment. We will use technology to achieve challenging expectations in an ever changing world.*" Over the past seven years, the principal's eye for choosing teachers who view teaching as a profession rather than a paycheck has produced a talented staff with leadership potential.

The principal has created a school where teachers are empowered to go above and beyond the offered curriculum in order to ensure high levels of student achievement. Staff members are encouraged and supported to offer students opportunities to participate in clubs and programs before and after school, such as LEGO Robotics, 24 Club, Scrabble Club, MESA, and GEMSS & GENTS. Teachers offer parental assistance by hosting information nights such as Getting Ready for STEM Fair, Preparing Your Child for Next Year, and Gifted and Talented sessions. In addition, teachers volunteer to offer additional instruction to students an hour before school. The commitment to high academic achievement is evident throughout the school. Only a principal who inspires others can have this effect on her staff members.

Woodholme's principal is not afraid to share her leadership role. Responsibilities are delegated to all staff members through action teams. Staff members that represent each grade level, special areas, and resource teachers comprise the Curriculum & Staff Development Action Team, Safe & Nurturing Action Team, and Community Outreach Action Team. Each action team is facilitated by two staff members selected by their peers. Together the action teams plan and implement each of Woodholme's activities including Open House, Back-to-School Nights, Family Math Night, STEM Fair, Family Reading Night, School Improvement Plan, training volunteers, staff development, American Education Week, perception surveys, citizenship program, Safety Management Plan, school-wide behavior plan, and more.

Working at Woodholme is a commitment of time, dedication, and a willingness to exceed expectations. The focus is always on the goal of increasing student achievement. Teachers stay at Woodholme because they are rewarded with praise, recognition, and support from the administrative team. Even in the school's short history, several staff members have moved on to leadership opportunities as a principal, assistant principals, mentors, and central office resource teachers.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3   Test: Maryland School Assessment

Edition/Publication Year: 2011 Publisher: Maryland State Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	97	93	94	89	82
Advanced	43	52	32	39	28
Number of students tested	114	138	99	94	110
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	98	89	97	81	72
Advanced	48	38	19	23	18
Number of students tested	50	55	31	26	39
2. African American Students					
Proficient plus Advanced	97	91	93	88	80
Advanced	43	48	28	36	25
Number of students tested	86	117	81	75	97
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	4	3	3	6	3
4. Special Education Students					
Proficient plus Advanced	91	85	100		
Advanced	27	31	20		
Number of students tested	11	13	10	6	5
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	9	7	2	6	1
6. Asian					
Proficient plus Advanced	100	100			
Advanced	50	64			
Number of students tested	12	11	6	5	6
NOTES:					

12MD2

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 3   Test: Maryland School Assessment

Edition/Publication Year: 2011 Publisher: Maryland State Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	95	92	88	89	82
Advanced	25	20	18	21	17
Number of students tested	114	138	100	94	110
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	94	93	84	88	79
Advanced	30	11	3	15	10
Number of students tested	50	55	31	26	39
2. African American Students					
Proficient plus Advanced	95	91	89	88	81
Advanced	28	15	16	20	15
Number of students tested	86	117	82	75	97
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	4	3	3	6	3
4. Special Education Students					
Proficient plus Advanced	82	77	80		
Advanced	9	8	20		
Number of students tested	11	13	10	6	5
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	9	7	2	6	1
6. Asian					
Proficient plus Advanced	100	91			
Advanced	8	36			
Number of students tested	12	11	6	5	6
NOTES:					

12MD2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 4   Test: Maryland School Assessment

Edition/Publication Year: 2011 Publisher: Maryland State Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	98	98	100	100	93
Advanced	69	60	70	58	31
Number of students tested	132	121	92	107	102
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	96	94	100	100	90
Advanced	57	47	53	46	21
Number of students tested	49	36	34	39	39
2. African American Students					
Proficient plus Advanced	97	97	100	100	93
Advanced	69	55	68	54	26
Number of students tested	107	101	77	92	82
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	3	2	5	2	5
4. Special Education Students					
Proficient plus Advanced	92	94			
Advanced	42	50			
Number of students tested	12	16	7	8	8
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	4	2	4	2	4
6. Asian					
Proficient plus Advanced	100	100			
Advanced	80	80			
Number of students tested	10	10	4	6	2
NOTES:					

12MD2

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 4   Test: Maryland School Assessment

Edition/Publication Year: 2011 Publisher: Maryland State Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	95	96	99	92	88
Advanced	24	32	36	22	9
Number of students tested	132	121	92	107	102
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	94	94	97	85	85
Advanced	18	22	29	8	8
Number of students tested	49	36	34	39	39
2. African American Students					
Proficient plus Advanced	93	95	99	93	90
Advanced	21	29	35	18	9
Number of students tested	107	101	77	92	82
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	3	2	5	2	5
4. Special Education Students					
Proficient plus Advanced	83	100			
Advanced	8	31			
Number of students tested	12	16	7	8	8
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	4	2	4	2	4
6. Asian					
Proficient plus Advanced	100	100			
Advanced	60	40			
Number of students tested	10	10	4	6	2
NOTES:					

12MD2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 5   Test: Maryland School Assessment

Edition/Publication Year: 2011 Publisher: Maryland State Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	93	92	89	87	85
Advanced	25	32	29	26	17
Number of students tested	149	99	119	110	92
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	94	89	83	78	79
Advanced	16	17	17	10	12
Number of students tested	67	35	47	41	34
2. African American Students					
Proficient plus Advanced	92	93	89	86	85
Advanced	21	30	27	21	14
Number of students tested	121	81	103	92	72
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	4	6	2	4	6
4. Special Education Students					
Proficient plus Advanced	95	100	80	62	
Advanced	24	0	10	15	
Number of students tested	21	10	10	13	6
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	3	2	4	6
6. Asian					
Proficient plus Advanced					
Advanced					
Number of students tested	8	5	5	3	9
NOTES:					

12MD2

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 5   Test: Maryland School Assessment

Edition/Publication Year: 2011 Publisher: Maryland State Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	98	92	98	93	88
Advanced	69	55	48	56	41
Number of students tested	149	99	119	110	92
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	97	89	96	85	82
Advanced	58	23	36	44	29
Number of students tested	67	35	47	41	34
2. African American Students					
Proficient plus Advanced	98	91	97	92	86
Advanced	67	54	44	53	38
Number of students tested	121	81	103	92	72
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	4	6	2	4	6
4. Special Education Students					
Proficient plus Advanced	95	90	90	100	
Advanced	52	30	30	46	
Number of students tested	21	10	10	13	6
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	3	2	4	6
6. Asian					
Proficient plus Advanced					
Advanced					
Number of students tested	8	5	5	3	9
NOTES:					

12MD2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient plus Advanced	95	94	93	92	86
Advanced	44	49	42	40	25
Number of students tested	395	358	310	311	304
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	95	90	92	86	80
Advanced	37	34	28	26	17
Number of students tested	166	126	112	106	112
2. African American Students					
Proficient plus Advanced	95	93	93	91	85
Advanced	43	45	39	37	22
Number of students tested	314	299	261	259	251
3. Hispanic or Latino Students					
Proficient plus Advanced	100	100	100	100	78
Advanced	36	63	69	58	35
Number of students tested	11	11	10	12	14
4. Special Education Students					
Proficient plus Advanced	93	92	92	77	74
Advanced	29	30	14	29	16
Number of students tested	44	39	27	27	19
5. English Language Learner Students					
Proficient plus Advanced	100	100		100	82
Advanced	40	49		66	45
Number of students tested	15	12	8	12	11
6.					
Proficient plus Advanced	100	92	93	92	94
Advanced	53	65	66	78	65
Number of students tested	30	26	15	14	17
NOTES:					

12MD2

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient plus Advanced	96	93	95	91	85
Advanced	41	33	34	33	21
Number of students tested	395	358	311	311	304
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	95	92	92	85	82
Advanced	37	17	24	23	15
Number of students tested	166	126	112	106	112
2. African American Students					
Proficient plus Advanced	95	92	95	91	85
Advanced	40	30	32	31	19
Number of students tested	314	299	262	259	251
3. Hispanic or Latino Students					
Proficient plus Advanced	90	100	100	91	78
Advanced	36	54	49	41	7
Number of students tested	11	11	10	12	14
4. Special Education Students					
Proficient plus Advanced	88	89	88	96	73
Advanced	29	23	18	29	15
Number of students tested	44	39	27	27	19
5. English Language Learner Students					
Proficient plus Advanced	100	91		100	72
Advanced	6	16		33	27
Number of students tested	15	12	8	12	11
6.					
Proficient plus Advanced	100	92	93	92	94
Advanced	36	42	40	35	52
Number of students tested	30	26	15	14	17
NOTES:					

12MD2