

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Diane S. Bragdon (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Jones Elementary School (As it should appear in the official records)

School Mailing Address 122 Hoyle Lane (If address is P.O. Box, also include street address)

Severna Park, MD 21146 -4799 City State Zip Code+4 (9digits total)

Tel. (410) 222-6565 Fax (410) 384-9584

Website/URL www.aacps.org e-mail: dbragdon@aacps.org

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

(Principal's Signature) Date

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Dr. Eric J. Smith (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Anne Arundel County Public Schools Tel. (410) 222-5000

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

(Superintendent's Signature) Date

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

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

6. Racial/ethnic composition of the students in the school:
- | | |
|---------------------------------------------|------------------|
| <u>88.3</u> % White | 258) |
| <u>6</u> % Black or African American | 17) |
| <u>2</u> % Hispanic or Latino | 6) <u>Number</u> |
| <u>3.4</u> % Asian/Pacific Islander | 10) |
| <u>0.3</u> % American Indian/Alaskan Native | 1) |

100% Total

7. Student turnover, or mobility rate, during the past year: 3 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	4.7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4.7
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	9.4
(4)	Total number of students in the school as of October 1	294
(5)	Subtotal in row (3) divided by total in row (4)	.03
(6)	Amount in row (5) multiplied by 100	3%

8. Limited English Proficient students in the school: 2 %
_____ Total Number Limited English Proficient

Number of languages represented: 4
 Specify languages: Spanish, Korean, Urdu, Bulgarian

9. Students eligible for free/reduced-priced meals: 4 %

12 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15.4 %
45 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

- | | |
|--------------------------------|---------------------------------------------------|
| <u>4</u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u>1</u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>5</u> Specific Learning Disability |
| <u>1</u> Hearing Impairment | <u>18</u> Speech or Language Impairment |
| <u>9</u> Mental Retardation | <u> </u> Traumatic Brain Injury |
| <u>7</u> Multiple Disabilities | <u> </u> Visual Impairment Including Blindness |

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>15</u>	<u>8</u>
Special resource teachers/specialists	<u>1</u>	<u>8</u>
Paraprofessionals	<u>9</u>	<u>5</u>
Support staff	<u>2</u>	<u>2</u>
Total number	<u>28</u>	<u>23</u>

12. Student-“classroom teacher” ratio: 22:1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95.9	96.2	97.2	96.8	96.1
Daily teacher attendance *	93%	94%	93%	93%	93%
Teacher turnover rate *	15%	21%	0	13%	13%
Student dropout rate **					
Student drop-off rate **					

*Data not available. ** N/A – Elementary school

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Jones Elementary is located in Severna Park, MD approximately eight miles from the Chesapeake Bay. It has been part of the American story for over a century. Its history reflects both the changing laws of its country and the constant dedication of its community.

In 1871, Jones opened as one of the county's first schools for African American children. It would remain an African American school for nearly 100 years.

Jones integrated peacefully in 1966, twelve years after Thurgood Marshall won unanimous support for school integration from the Supreme Court in the "Brown vs. the Board of Education" decision. The school was unique now not only for its African American heritage, but for its small size, which made it vulnerable to a Board of Education bid to close Jones in 1981.

An impassioned outcry arose from the community. A report to the BOE by a citizen's group led by Paul Spiecker declared, "The small school is a family...each child has a much greater chance to achieve the essential feeling of belonging." It was agreed that Jones would stay open.

The community united again in the mid-1990's to usher Jones through a renovation and redistricting process. Jones moved in with Oak Hill Elementary School for a year and a half and got a new principal in the spring of 1998. The staff and students returned in January 1999 to an enlarged state-of-the-art school, with a computer lab, media center, and art room. When the redistricted community of Manhattan Beach completed its move to Jones in the fall, the new Jones was assembled for a dedication ceremony. With the renovation, Jones also became the home to two cluster special education classes for the county. The students bring a unique perspective of life that touches all.

In September of 2003, Jones got another new principal, Diane S. Bragdon. Mrs. Bragdon heads Jones today with over 290 students. It is a thriving, safe, and warm community with many parent volunteers, strong passionate teachers, and students who come to school ready to learn!

The mission of the Jones' school community is to create a nurturing environment in which all students thrive academically, socially and emotionally so they may become productive members of a complex and diverse society. Our mission includes:

- academic success for all students,
- the development of strong personal character traits, and
- the development of a positive sense of self-worth as well as a desire to embrace diversity in others.

The Jones school community is committed to developing students who not only know how to learn, but want to learn. The students think clearly and critically and know how to solve complex problems. They communicate effectively both orally and in writing. They are able to work cooperatively and independently. Jones' students demonstrate strong character as they become contributing members of an information-driven society.

The Jones school community values children being children, standards of excellence, a positive nurturing environment, a cooperative community of staff, students, and parents, creativity, ideas that are supported with logic and communication in an open and caring manner.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Jones Elementary School REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for each test and grade level.

Grade: 2

Test: *CTBS/TerraNova*

Edition/publication year: 1997

Publisher: CTB/McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? The students in our self-contained mental retardation cluster site classrooms do not participate in state-wide testing. Their alternative assessment is the Individual Mastery Assessment program (IMAP). Scores are reported here as (check one): NCEs Scaled scores _____ Percentiles _____

Reading	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March	March	March
SCHOOL SCORES					
Mean NCE	68.9	68.5	57.8	64.5	67.6
Number of students tested	47	50	40	21	27
National Percentile of the Mean NCE	82	81	64	75	80
Percent of total students tested					
Number of students excluded					
Percent of students excluded					
There were no subgroups.					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-199
NATIONAL SCORES					
Mean NCE	50	50	50	50	50
STANDARD DEVIATIONS					
Standard Deviation of the Mean NCE	19.3	19.8	20.5	20.1	20.4
Number of Student Scores the SD Represents	5191	5239	5427	5484	5785

Note: The standard deviation of the mean NCE from the yearly Anne Arundel County CTBS Evaluation Summary Report. The NCE standard deviation was not available for either Maryland or the Nation.

National Norm-Referenced Test Reading Score Interpretation:

In 2002 Jones elementary school ranked 4th out of 77 Anne Arundel County Elementary schools in reading. In 2002 the national percentile of the mean NCE in reading was 82. The reading NCE was 1 standard deviation higher than the national NCE of 50. Reading scores have been above the national average over the past five years (ranging from 64 to 82) but were highest in the 2002 school year.

Jones Elementary School
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for each test and grade level.

Grade: 2

Test: CTBS/TerraNova

Edition/publication year: 1997

Publisher: CTB/McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? The students in our self-contained mental retardation cluster site classrooms do not participate in state-wide testing. Their alternative assessment is the Individual Mastery Assessment program (IMAP).

Scores are reported here as (check one): NCEs Scaled scores _____ Percentiles _____

Mathematics	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March	March	March
SCHOOL SCORES					
Mean NCE	70.4	67.9	61.0	64.1	67.0
Number of students tested	47	50	40	21	27
National Percentile of the Mean NCE	83	80	70	75	79
Percent of total students tested					
Number of students excluded					
Percent of students excluded					
There were no subgroups					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Mean NCE	50	50	50	50	50
STANDARD DEVIATIONS					
Standard Deviation of the Mean NCE	20.4	20.9	20.4	20.4	20.2
Number of Student Scores the SD Represents	5184	5233	5425	5474	5782

Note: The standard deviation of the mean NCE from the yearly Anne Arundel County CTBS Evaluation Summary Report. The NCE standard deviation was not available for either Maryland or the Nation.

National Norm-Referenced Mathematics Test Score Interpretation:

In 2002 Jones elementary school ranked 8th out of 77 Anne Arundel County Elementary schools in mathematics. In 2002 the national percentile of the mean NCE in mathematics was 83. The mathematics NCE was 1 standard deviation higher than the national NCE of 50. Mathematics scores have been above the national average over the past five years (ranging from 70 to 83) but were highest in the 2002 school year.

Jones Elementary School
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for each test and grade level.

Grade: 2

Test: *CTBS/TerraNova*

Edition/publication year: 1997

Publisher: CTB/McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? The students in our self-contained mental retardation cluster site classrooms do not participate in state-wide testing. Their alternative assessment is the Individual Mastery Assessment program (IMAP).

Scores are reported here as (check one): NCEs Scaled scores _____ Percentiles _____

Total Test	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March	March	March
SCHOOL SCORES					
Mean NCE	68.6	70.0	59.4	64.8	69.1
Number of students tested	47	50	40	21	27
National Percentile of the Mean NCE	81	83	67	76	82
Percent of total students tested					
Number of students excluded					
There were no subgroups.					
SUBGROUP SCORES					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Mean NCE	50	50	50	50	50
STANDARD DEVIATIONS					
Standard Deviation of the Mean NCE	20.0	20.7	20.8	20.5	20.6
Number of Student Scores the SD Represents	5179	5200	5417	5468	5775

Note: The standard deviation of the mean NCE from the yearly Anne Arundel County CTBS Evaluation Summary Report. The NCE standard deviation was not available for either Maryland or the Nation.

National Norm-Referenced Total Test Score Interpretation:

In 2002 the national percentile of the mean NCE for the total test was 81, 83 in 2001. The total test NCE was almost 1 standard deviation higher than the national NCE of 50. Total test scores have been above the national average over the past five years, ranging from 67 to 83.

Jones Elementary School
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for each test and grade level.

Grade: 4

Test: CTBS/TerraNova

Edition/publication year: 1997

Publisher: CTB/McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? The students in our self-contained mental retardation cluster site classrooms do not participate in state-wide testing. Their alternative assessment is the Individual Mastery Assessment program (IMAP).

Scores are reported here as (check one): NCEs 4 Scaled scores _____ Percentiles _____

Reading	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March	March	March
SCHOOL SCORES					
Mean NCE	68.1	65.6	63.3	61.9	55.8
Number of students tested	35	39	42	38	23
National Percentile of the Mean NCE	80	77	74	71	61
Percent of total students tested					
Number of students excluded					
Percent of students excluded					
There are no subgroups.					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Mean NCE	50	50	50	50	50
STANDARD DEVIATIONS					
Standard Deviation of the Mean NCE	20.0	19.5	20.3	20.2	20.2
Number of Student Scores the SD Represents	5215	5351	5748	5520	5195

Note: The standard deviation of the mean NCE from the yearly Anne Arundel County CTBS Evaluation Summary Report. The NCE standard deviation was not available for either Maryland or the Nation.

National Norm-Referenced Reading Score Interpretation:

In 2002 Jones elementary school ranked 4th out of 77 Anne Arundel County Elementary schools in reading. In 2002 the national percentile of the mean NCE in reading was 80. The reading NCE was almost 1 standard deviation higher than the national NCE of 50. Reading scores have increased each of the past 5 school years and are 12.3 NCE points higher than in 1998.

Jones Elementary School
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for each test and grade level.

Grade: 4

Test: *CTBS/TerraNova*

Edition/publication year: 1997

Publisher: CTB/McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? The students in our self-contained mental retardation cluster site classrooms do not participate in state-wide testing. Their alternative assessment is the Individual Mastery Assessment program (IMAP).

Scores are reported here as (check one): NCEs 4 Scaled scores _____ Percentiles _____

Mathematics	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March	March	March
SCHOOL SCORES					
Mean NCE	70.3	68.4	64.0	61.2	60.8
Number of students tested	35	39	42	38	23
National Percentile of the Mean NCE	83	81	75	70	70
Percent of total students tested					
Number of students excluded					
Percent of students excluded					
There are no subgroups.					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Mean NCE	50	50	50	50	50
STANDARD DEVIATIONS					
Standard Deviation of the Mean NCE	18.9	19.4	19.5	19.3	19.8
Number of Student Scores the SD Represents	5198	5346	5746	5522	5189

Note: The standard deviation of the mean NCE from the yearly Anne Arundel County CTBS Evaluation Summary Report. The NCE standard deviation was not available for either Maryland or the Nation.

National Norm-Referenced Mathematics Test Score Interpretation:

In 2002 Jones elementary school ranked 4th out of 77 Anne Arundel County Elementary schools in mathematics. In 2002 the national percentile of the mean NCE in mathematics was 83. The mathematics NCE was more than 1 standard deviation higher than the national NCE of 50. Mathematics scores have increased each of the past 5 school years and were 9.5 NCE points higher in 2002 than in 1998.

Jones Elementary School
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for each test and grade level.

Grade: 4

Test: *CTBS/TerraNova*

Edition/publication year: 1997

Publisher: CTB/McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? The students in our self-contained mental retardation cluster site classrooms do not participate in state-wide testing. Their alternative assessment is the Individual Mastery Assessment program (IMAP).

Scores are reported here as (check one): NCEs 4 Scaled scores _____ Percentiles _____

Total Test	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March	March	March
SCHOOL SCORES					
Mean NCE	72.7	68.9	65.9	63.7	60.2
Number of students tested	35	39	42	38	23
National Percentile of the Mean NCE	86	82	77	74	69
Percent of total students tested					
Number of students excluded					
Percent of students excluded					
There are no subgroups.					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Mean NCE	50	50	50	50	50
STANDARD DEVIATIONS					
Standard Deviation of the Mean NCE	20.3	20.3	20.8	20.6	20.9
Number of Student Scores the SD Represents	5191	5343	5738	5514	5187

Note: The standard deviation of the mean NCE from the yearly Anne Arundel County CTBS Evaluation Summary Report. The NCE standard deviation was not available for either Maryland or the Nation.

National Norm-Referenced Total Test Score Interpretation:

In 2002 the national percentile of the mean NCE on the total test was 86. The total test NCE was more than 1 standard deviation higher than the national NCE of 50. The total test score has increased each of the past 5 school years and was 10.6 NCE points higher in 2002 than in 1998.

Jones Elementary School
SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grades: 3 & 5
Program

Test: Maryland School Performance Assessment

Edition/publication year: 1998-2002
Education

Publisher: Maryland State Department of

To reconcile the differences in definition of MSPAP and the requirements of the Blue Ribbon School Report, the percentage of students at satisfactory is reported for proficient and the percentage of students at excellent is reported for advanced.

Definitions: Source Maryland State Department of Education (www.msp.msde.state.md.us)
Maryland School Performance Assessment Program (MSPAP)

Maryland School Performance Assessment Program requires students in grades 3, 5, and 8 to apply what they know about reading, writing, language usage, mathematics, science, and social studies. The MSPAP tests set high expectations and demand high levels of performance.

Satisfactory - The number and percentage of students in grades 3, 5, and 8, achieving the satisfactory standard proficiency level three or above in each content area — reading, writing, language usage, mathematics, science, and social studies. A school has met the satisfactory standard if 70 percent of the students have scored in proficiency level three or above. The satisfactory standard is a realistic and rigorous level of achievement indication proficiency in meeting the needs of students.

Excellent - The number and percentage of students in grades 3, 5, and 8 achieving the excellent standard proficiency level two or above in each content area — reading, writing, language usage, mathematics, science, and social studies. A school has meet the excellent standard if the satisfactory standard has been met and 25 percent of the students have scored in proficiency level two or above. The excellent standard is a highly challenging and exemplary level of achievement indicating outstanding accomplishment in meeting the needs of students.

The denominator is the total number of students taking each test plus the number students absent or excused at each grade level.

Jones Elementary School
SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

Data Display Table for Reading (language arts or English) and Mathematics

Reading – Grade 3	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May	May	May
SCHOOL SCORES					
TOTAL					
At or Above Basic					
At or Above Proficient (Satisfactory)	74.1%	79.4%	71.8%	55.6%	54.1%
At Advanced (Excellent)	25.9%	29.4%	12.8%	11.1%	5.4%
Number of students tested	54	34	39	27	36
Percent of total students tested	90.0%	100.0%	100.0%	100.0%	97.3%
Number of students excluded	6	0	0	0	1
Percent of students excluded	10.0%	0.0%	0.0%	0.0%	2.7%
There were no subgroups.					
STATE SCORES					
TOTAL					
At or Above Basic					
State Mean Score					
At or Above Proficient (Satisfactory)	30.7%	36.5%	39.2%	41.2%	41.6%
State Mean Score					
At Advanced (Excellent)	3.7%	5.3%	6.6%	6.7%	6.9%
State Mean Score					

Use the same basic format for subgroup results. There were no subgroups.

Criterion Referenced Reading Score Interpretation:

Jones Elementary School met the satisfactory standard in reading each year 2000 through 2002 and the excellent standard in 2001 and 2002. In the past five years 20 percent more students are scoring at the satisfactory and excellent level in reading than in 1998. In the past five years scores at Jones Elementary School increased each school year, while they decreased each year across Maryland. More than 40 percent more students are at the satisfactory level at Jones than is true across Maryland in 2002.

Jones Elementary School
SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

Data Display Table for Reading (language arts or English) and Mathematics

Mathematics – Grade 3	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May	May	May
SCHOOL SCORES					
TOTAL					
At or Above Basic					
At or Above Proficient (Satisfactory)	74.5%	91.9%	85.0%	74.1%	56.8%
At Advanced (Excellent)	12.7%	24.3%	30.0%	7.4%	2.7%
Number of students tested	55	37	40	27	37
Percent of total students tested	91.7%	88.1%	97.6%	100%	97.4%
Number of students excluded	5	6	1	0	1
Percent of students excluded	8.3%	11.9%	2.4%	0%	2.6%
There were no subgroups.					
STATE SCORES					
TOTAL					
At or Above Basic					
State Mean Score					
At or Above Proficient (Satisfactory)	28.7%	37.8%	40.1%	38.9%	41.6%
State Mean Score					
At Advanced (Excellent)	2.1%	4.6%	5.8%	6.4%	7.0%
State Mean Score					

Use the same basic format for subgroup results. There were no subgroups.

Criterion Referenced Mathematics Score Interpretation:

Jones Elementary School met the satisfactory standard in mathematics each year 1999 through 2002 (rising to more than 91 percent in 2001) and the excellent standard in 2000 and 2001. By 2001 more than 36 percent more students were scoring at the satisfactory level in mathematics than in 1998. In the past five years scores at Jones Elementary School increased each school year, while they decreased each year across Maryland. More than 45 percent more students are at the satisfactory level at Jones than is true across Maryland in 2002.

Jones Elementary School
SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

Data Display Table for Reading (language arts or English) and Mathematics

Reading – Grade 5	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May	May	May
SCHOOL SCORES					
TOTAL					
At or Above Basic					
At or Above Proficient (Satisfactory)	79.1%	75.0%	81.1%	83.3%	70.0%
At Advanced (Excellent)	37.2%	36.4%	28.3%	22.2%	56.7%
Number of students tested	43	43	53	18	30
Percent of total students tested	91.5%	89.6%	88.3%	100%	93.8%
Number of students excluded	4	5	7	0	2
Percent of students excluded	8.5%	10.4%	11.7%	0%	6.2%
There were no subgroups.					
STATE SCORES					
TOTAL					
At or Above Basic					
State Mean Score					
At or Above Proficient (Satisfactory)	42.1%	44.6%	44.6%	41.4%	40.4%
State Mean Score					
At Advanced (Excellent)	11.2%	12.3%	10.8%	9.2%	8.5%
State Mean Score					

Use the same basic format for subgroup results. There were no subgroups.

Criterion Referenced Reading Score Interpretation:

Jones Elementary School met the satisfactory and excellent standards in reading each year 1998 through 2002. While the criterion referenced scores have been high, they have continued to increase with more students scoring at the satisfactory level than in 1998. In the past five years scores at Jones Elementary School increased each school year at a higher rate than across Maryland. More than 37 percent more students are at the satisfactory level at Jones than is true across Maryland in 2002.

Jones Elementary School
SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

Data Display Table for Reading (language arts or English) and Mathematics

Mathematics – Grade 5	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May	May	May
SCHOOL SCORES					
TOTAL					
At or Above Basic					
At or Above Proficient (Satisfactory)	84.8%	91.1%	94.7%	88.9%	87.1%
At Advanced (Excellent)	60.9%	60.0%	59.6%	44.4%	61.3%
Number of students tested	46	44	57	17	31
Percent of total students tested	97.9%	93.6%	95.0%	94.4%	96.9%
Number of students excluded	1	3	3	1	1
Percent of students excluded	2.1%	6.4%	5.0%	5.6%	3.1%
There were no subgroups.					
STATE SCORES					
TOTAL					
At or Above Basic					
State Mean Score					
At or Above Proficient (Satisfactory)	39.8%	42.6%	46.7%	46.2%	47.9%
State Mean Score					
At Advanced (Excellent)	9.6%	11.7%	14.2%	12.6%	13.2%
State Mean Score					

Use the same basic format for subgroup results. There were no subgroups.

Criterion Referenced Mathematics Score Interpretation:

Jones Elementary School met the satisfactory and excellent standards in mathematics each year 1998 through 2002. While the criterion referenced scores have been high, they have continued to increase with more students scoring at the satisfactory level than in 1998. In the past five years scores at Jones Elementary School increased each school year at a higher rate than across Maryland. More than 28 percent more students are at the satisfactory level at Jones than is true across Maryland in 2002.

Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Assessment is an integral part of instruction. Assessment is ongoing and occurs before, during and after instruction. Teachers collect verbal, written, or other performance data during direct instruction and as students are observed working on assignments. This formative and anecdotal information is then evaluated in order to plan subsequent instruction.

Formal performance assessments are administered in language arts and math each quarter. After collecting data, teachers reflect on both teaching and learning by addressing the following questions: What do the results tell me about my class, my current groups, and individual students? What outcomes did my students master? What outcomes need to be re-taught? How will I adjust my instruction?

Grade level performance data is reported to the School Improvement Team (A collaborative team comprised of administrators, teachers, and parents). The School Improvement Team disaggregates the data, identifies trends in each content area, and recommends instructional interventions for areas of identified need. Staff development initiatives are also determined by this compilation of data.

1. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Jones Elementary communicates with parents, students, and the community in a variety of ways. A major communication tool is the school's link from the Anne Arundel County Public School system's main home page. Information on testing and assessment data is posted. Comparisons to the county and state data are noted.

Jones Elementary also has a parent monthly newsletter. This document contains grade-specific initiatives, school-wide events and accomplishments, as well as detailed school improvement monitoring and planning. The newsletter also serves as a major vehicle to inform parents of ongoing student performance.

Students at Jones Elementary benefit from having a school-wide in-house morning news show televised throughout the building. The principal speaks to the students each day. This is a time when she communicates to students about their successes – both school-wide and grade-specific. The principal also does daily walk-throughs to maintain a strong communication link with teachers and students.

The local newspapers are kept very much abreast on current happenings at Jones Elementary. There is a trusting relationship maintained between the media and the school community. Much positive publicity is presented about initiatives and student performance for the community at-large.

2. Describe in one-half page how the school will share its successes with other schools.

Jones Elementary has shared our successes in the past. These initiatives will continue with school relationships both within and outside the county. As mentioned, Jones has forged relationships with schools in Kent and Calvert counties within Maryland. Within our own Anne Arundel County, Jones has maintained a partnership with an at-risk school, Van Bokkelen Elementary. Van Bokkelen Elementary has visited with 3rd and 5th grade teachers and students. Van Bokkelen teachers have gleaned strategies and techniques while the students have benefited from relationships with Jones' students who are focused on learning. A pen-pal relationship is maintained between prospective visits.

Our teachers are anticipating presenting their knowledge of effective instructional techniques at county-wide and state-wide conferences. The school website will also contain contact information for national inquiries. The state-wide Blue Ribbon status will afford many staff members opportunities to serve on local and state committees.

PART V – CURRICULUM AND INSTRUCTION

- 1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.**

The Jones’ curriculum is designed and structured to implement the Anne Arundel County and Maryland State Learning Outcomes. Curriculum decisions are made based on students abilities, needs and interests. Yet everyone is pushed to their highest potential-challenge and rigor are their priorities while teaching and learning at Jones Elementary!

Multicultural understanding and perspectives are developed within this curriculum. Program outcomes and indicators allow for the enhancement of a variety of multicultural experiences. Materials of instruction which relate positive aspects of cultural diversity are used throughout the curriculum.

The curriculum applies varied, adaptable approaches and techniques in language arts, mathematical thinking, science concepts and social studies. Research-based strategies are used to develop essential curricular areas, support individual’s educational pursuits, personal interests, and social needs on the way to becoming a productive citizen. All initiatives are supportive of the total communication process.

Jones is fortunate to have the capabilities of extensive technology both in the form of a lab and within each classroom. The software and internet resources are utilized daily in an authentic, embedded manner. Students are skilled in using technology resources to demonstrate what they know, and to extend and refine their initial knowledge.

The curricular also encompasses visual arts, physical education, music, and media literacy. through these planned experiences students master unique qualities of each discipline, which support achievement in other subjects. The Maryland Essential Learner Outcomes are incorporated into the Jones’ educational programming to gain these representative knowledge and skills by doing, performing and engaging in aesthetic inquiry. The curricular opportunities extend beyond the regular school day as well. Parent-led groups and extended day experiences provide increased attainment of these learning outcomes. Students have the option of foreign languages, computer club, chess club, drawing/art classes, literature circles, and the like to enhance their school day.

- 2. Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.**

Reading instruction receives the highest instructional priority at Jones Elementary. We recognize that reading is not just a grade on a student’s report card, but the foundation of learning. Also, given the technological society in which we live, reading has a great impact on the future of our nation. Reading supports an individual’s educational pursuits, personal interests, and social needs on his/her way to becoming a productive citizen. Because each individual is unique in ability, cultural background and motivation, our reading program applies varied and adaptable approaches, techniques, and instructional methods. Thus, the reading program enables all students to reach their literacy potential.

At Jones Elementary, we are well-grounded in the belief that reading is an accrued skill; that is, the more you read, the better you read, the better you read, the more you like it, the more you like it, the more you do it. Developing a positive attitude toward reading is a critical first step. If we only teach our students how to read, but do not teach them to want to read, we have only done half our job. In order to accomplish this, students are provided time on a daily basis for self-selected independent reading. In addition, teachers read aloud to students on a daily basis. Becoming A Nation of Readers reports that reading aloud is “the single most important activity for building the knowledge required for eventual success in reading”. Multicultural experiences are threaded throughout read-alouds to assure that students

accept diversity as a strength contributing to our nation.

Reading instruction at Jones Elementary School is based on proven scientific practices. Students are engaged in early, direct, systematic phonics instruction in order to understand utilize the alphabetic principle. Students are taught to be flexible and to persevere with multiple word recognition strategies. Teachers provide direct instruction in strategies to improve comprehension. Activities are designed to allow students to practice skills under teacher guidance with a gradual transition to independent engagement. Formal and informal assessments occur frequently. Assessment information is used to drive instruction. Our diagnostic and prescriptive implementation of our reading philosophy is intended to produce life-long readers, not just school-time readers.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

The power of discovery cannot be stressed enough within a comprehensive math program. For the past eight years, Jones has incorporated *Quest* by Addison Wesley Publishing Company to implement and to extend our math curriculum. This program enables teachers and students to expand and broaden math concepts, it empowers students to take risks in order for them to gain confidence in realizing that math can be fun, and it is instrumental in demonstrating math is a necessary life skill. *Quest* focuses on many reasoning skills within the framework, which facilitates the integration of other disciplines. Mathematical problems are presented to students to explore and stimulate students to think and work together. *Quest* involves many rich activities, which engages students to value and respect each other. The use of manipulatives allows students the freedom to explore by using a variety of manipulatives which must be an essential component to any math program.

Students learn to communicate and reflect about mathematical ideas by maintaining a journal to record observations, questions, and responses. By writing about math, students develop pertinent relationships, insights, and concepts. Since the classroom teacher is the most important assessor of students' access to knowledge, understanding, reasoning, skills, and products produced, *Quest* provides many formative and summative assessments. This equips the teacher with the ability to be sensitive to a diversity of learning styles, and to know where students are in achieving mastery of mathematical concepts. Involving students in the entire process form knowledge of the criteria expected to the final product truly engage students in many positive ways.

For the students to extend their learning outside the classroom, families are involved in mathematical discovery activities. This promotes open communication with parents inviting them to participate in their child's learning, and to become knowledgeable of the changes in mathematics education. Computer based activities allow students to explore and become proficient with technological skills necessary in their lives. It is evident that a creative and dynamic mathematical learning environment exists at our school.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

At Jones Elementary, we take great pride in the extremely positive learning climate we have been able to establish. In the beginning of each school year, each classroom teacher works on team-building. Activities promote students getting to know other members of the class and creating a safe learning environment where students support one another.

We use the Second Step violence prevention program to ensure that students use positive language in our school and learn conflict resolution techniques. When visitors enter our classrooms, they often notice the warm, family atmosphere we have established. This, we believe, has a great effect on our students' ability to achieve.

In planning instruction, our teachers try to always consider brain research and multiple intelligences. Our teachers consciously select strategies that match how the brain learns best, such as mnemonics and making curriculum meaningful through a simulation or project approach. We also try to involve our students in real-life problem-solving and role playing often to help make learning authentic. We recognize that students learn differently so our instruction reflects the multiple intelligence ideology. Multiple intelligences are addressed through thematic planning, augmented by our art, music, computer, and media teachers. We accelerate learning for our gifted learners through compacting curriculum and individual learning contracts.

The instruction at Jones Elementary is successful because it is diagnostic. We recognize that our students are individuals so our instruction is designed to meet individual needs. We challenge all students at their instructional levels. We tier instruction and then utilize strategies to help students succeed. We teach skills for understanding for all students.

Our school improvement plan includes an emphasis on student writing. An in-house postal delivery service enables students to write and receive letters from their teachers and fellow students. Volunteers are another key to our success. We use peer tutoring, parent volunteers, and a Mids-and-Kids (Midshipmen from the U.S. Naval Academy) program to further support each individual learner.

Finally, our instruction throughout the curriculum reflects the 5e's: engagement, exploration, explanation, extension, and evaluation. Our teachers engage each learner. The learner then explores and explains the concept. To show ownership, he then extends meaning and is evaluated to show understanding. At Jones, not only are "no children left behind," but all children are challenged to move forward through our child-centered instructional methods.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Jones Elementary does much to enhance the professional development of both its para-professional and professional staff. Initiatives are put in place predominantly through the school improvement plan. As areas of need and/or interest are identified, the community of educators engages in whole-group or sub-group inquiry/action teams to study identified areas. Areas of recent study have been gender learning differences, homework practices, brain-research as it relates to student learning, and Marzano's book, Classroom Instruction That Works. Within each area teachers respond to text or video information, dialogue, and "try-out" strategies for themselves. Reporting back to the staff through sharing at faculty meetings and peer coaching provided focused, deliberate action.

Jones has also formed relationships with two other elementary schools, within the state (Huntingtown Elementary, Calvert County and Worton Elementary, Kent County) to share initiatives, learning styles, and teaching strategies. School visits and shared curricular documents broadened the repertoire of all involved.

This collegial relationship enhanced the professional development and teaching "craft" of Jones' faculty, which in turn enhanced student achievement. Teachers at Jones have also been afforded opportunities to attend local and state conferences. Through previous MSDE award monies and PTA allocations, many teachers have been a part of dynamic and informative in-services. Areas of attendance have been selected on school needs, initiatives and/or a specific teacher's content-area specialty or interest.

Throughout the year, faculty meetings are structured to include sharing a new idea, or teaching strategy. These informal sharing sessions spark us to appreciate each other's gifts.