
2003-2004 *No Child Left Behind—Blue Ribbon Schools Program* Cover Sheet

Name of Principal Ms. Mary L. Walker
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 6929 Furman Parkway
(If address is P.O. Box, also include street address)

Riverdale Maryland 20737-3099
City State Zip Code+4 (9 digits total)

Tel. (301) 918-8700 Fax (301) 918-8707

Website/URL www.pgcps.org/~beacon/ E-mail maryw@pgcps.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 _____

Name of Superintendent* Dr. André Hornsby
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Prince George's County Public School Tel. ((301) 952-6008

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 _____
(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 _____

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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 (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 131 Elementary schools
 27 Middle schools
 Junior high schools
 24 High schools
 13 Other (Briefly explain)
 9 – Special Education Centers
 2 – French Immersion--K-8
 2 – Montessori--K-8
 195 TOTAL
2. District Per Pupil Expenditure: \$7,789 (K-12)
 Average State Per Pupil Expenditure: \$8,351

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 6 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	30	22	52	7			
1	26	22	48	8			
2	33	23	56	9			
3	31	21	52	10			
4	30	20	50	11			
5	31	21	52	12			
6	23	22	45	Other *	13	19	32
TOTAL STUDENTS IN THE APPLYING SCHOOL →							387

*Pre-school Program

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|--------------------------------|
| 3.3 % | White |
| 61.7 % | Black or African American |
| 32.2 % | Hispanic or Latino |
| 2.5 % | Asian/Pacific Islander |
| 0.3 % | American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 32.3%

(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.	54
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	54
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	108
(4)	Total number of students in the school as of October 1	334
(5)	Subtotal in row (3) divided by total in row (4)	32.3
(6)	Amount in row (5) multiplied by 100	32.3

Note: The State calculated the membership data, as reported in the Maryland Report Card, using an average daily enrollment that reflects a mobility rate of 36.4%

8. Limited English Proficient students in the school: 22.5%
87 Total Number Limited English Proficient

Number of languages represented: 8

Specify languages: Spanish, Krio (Sierra Leone), Portuguese, Arabic, Vietnamese, Albanian (Yugoslavia), Liberian, Trinidad Vern

9. Students eligible for free/reduced-priced meals: 70.7%
251 (K-6) Total Number Students Who Qualify

If this method does not produce 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 7%
28 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>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>13</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u>1</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>16</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>4</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>5</u>	<u>0</u>
Total number	<u>35</u>	<u>4</u>

12. Average school student-“classroom teacher” ratio: 22:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. 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 rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.9	96.1	95.7	95.3	94.8
Daily teacher attendance	95.1	95.8	94.6	96.1	94.0
Teacher turnover rate	14.2	17.2	28.6	27.6	16.5
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

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 (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

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.

Beacon Heights Elementary School is a Model Comprehensive, Title I schoolwide program school located in the capital region of Prince George's County, Maryland. The residents in the community represent a melting pot of cultures from around the world. This diverse population enhances and enriches the educational environment at Beacon Heights Elementary.

The Beacon Heights Elementary family believes that it takes "An Entire and Healthy Village to Raise A Child." We are committed to ensuring the well-being and academic achievement of our students in a safe and orderly school environment. Guided by our motto, "Pride and Accountability," all stakeholders are involved in the decision making process to foster creative, critical, and reflective thinkers who will be productive citizens and lifelong learners.

Beacon Heights Elementary has demonstrated dramatic improvement on state and county assessments, specifically within the economically disadvantaged student population. Our rich and rigorous instructional focus led to the removal of State Reconstitution Eligible status as of May 2002. The on going success has led Beacon Heights to receive recognition as a Maryland Title I Distinguished School and to be selected for the National Title I Distinguished School Award. Due to the outstanding academic accomplishments, Beacon Heights Elementary has been nominated for the 2003-2004 National Blue Ribbon Award.

The Beacon Heights staff believes all children can learn. The staff uses data and multiple academic interventions to promote student achievement. "***The Beacon,***" our school-wide information dissemination program, focuses on promoting overall student achievement and good citizenship. Homeroom teachers select students who have demonstrated academic growth, and improvement in their work habits and social skills. Students' pictures are placed in the monthly newsletter and students are invited to have lunch with the principal. Parents are invited to attend quarterly award assemblies that highlight the students' achievements.

The Beacon Heights Elementary School partnership with the school district's ***Communities In Schools*** program provides resources in the community to foster academic achievement, enhance parental involvement, and increase positive social development. Business partners within the surrounding area support the school by providing resources to promote student learning. This support includes teacher materials, student incentives and clothing.

Our primary focus at Beacon Heights Elementary is to develop the whole child. We believe student achievement and success is achieved through the combined efforts of the school, parents, and the community. Beacon Heights Elementary School has exemplified the qualities and standards that meet the criteria of the No Child Left Behind-Blue Ribbon School Award.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

Beacon Heights Elementary used the Maryland School Assessment (MSA), a new accountability system, to assess and monitor student and school progress for 2003. The school assessment is administered in mid-February of each year in grades 3, 5 and 8 for reading and math. Reading and math scores for fourth, sixth and seventh graders will be reported for the 2003-2004 school year. The testing companies involved in developing, scoring and reporting for assessments in grades 3, 5, and 8 are Harcourt Educational Testing –Stanford 10 Assessment (SAT-10) for reading, and CTB-McGraw Hill-Terra Nova for mathematics. The assessment is a hybrid of two test types: norm-referenced which compares how well a student performed in reading and math to his/her peers nationally and criterion-referenced score which shows how well a student mastered the reading and math content specified in the Maryland Content Standards.

The Maryland Content Standards describe what all students should know and be able to do. The MSA measures all schools participation, attendance, and student performance to determine Adequate Yearly Progress (AYP). AYP is the benchmark used to monitor school progress. The goal is for all schools to meet AYP in reading and math for the school, as well as all sub-groupings within the school. The subgroups include all racial/ethnic groups (e.g. Hispanic, White, African American, Asian/Pacific Islander, and American Indian) and students receiving special services (limited English proficient, special education, free and reduced meals). Under the new federal law, No Child Left Behind (NCLB), AYP annually targets whether each school is making sufficient progress towards the goal of every child demonstrating adequate academic achievement goals. The MSA assessment in all grades includes Selected Response Items (multiple choices) and Brief Constructive Response (open-ended short answer). The scores are reported at three achievement levels: *basic*- more work is needed to attain proficiency; *proficient*- a level of satisfactory and above; *advanced*- exemplary level or outstanding accomplishment. The scores of all students who attained proficient or advanced count toward AYP for the school. The scores listed on the data charts included in this application represent the percentage of Beacon Heights students scoring at the proficient or advanced level in reading and math. In general, disaggregated data is reported for MSA if five or more students are included in any of the subgroups. Beacon Heights has listed valid disaggregated data available for gender, African American, Free/Reduced Meals and Special Education.

Beacon Heights is exceptionally pleased of its successes on all state assessments, including the 2003 MSA. Over the past five years, the school has made at least a 17% increase on the required state assessments. Remarkably, over the last three years, as scores across the state declined, Beacon Heights maintained or improved its scores (See Chart III). The merits of our rigorous child-centered program led Beacon Heights to be removed from Reconstitution Eligible status as of May 2002. We met the AYP on MSA 2003 for grades 3 and 5 in every subgroup and exceeded the state's score. In the area of reading we exceeded the state by 1.8% in grade 3 and by 3.5 % in grade 5. In the area of mathematics, we exceeded the state by 21.6% in grade 3 and 20.4% in grade 5. As a final point for reading in grade three, female students scored 64.7% compared to 40.9% for male students. Whereas, in reading performance for grade five, males scored 47.6% compared to 39.1% for females. Of the students on free and reduced meals in grades three and five about 58% met proficiency in reading. In the African-American subgroup, forty (40) of the sixty-seven (67) students achieved the proficiency level or better for reading and fifty-one (51)

of the sixty-seven (67) achieved proficiency or better for mathematics. In the Special Education subgroup, 12.5% of the students achieved proficiency for reading and 37.5% achieved proficiency in mathematics.

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

Assessment plays an essential part of the instructional program. The essence of developing students to their fullest potential of learning is the basis of our assessment program. We assess the curriculum taught and the curriculum learned in administering quarterly benchmarks and other milestones assessments. We share and analyze the data during Data Utilization meetings that guide the instruction at Beacon Heights. Formative assessments (Scholastic Reading Inventory (SRI), Benchmarks, MSA, Houghton Mifflin SAT-9, and Test Ready) are key factors contributing to increasing student achievement. Informal assessments such as teacher observation, student portfolios, class work, homework, and teacher created brief constructive and selective response tests, are a routine of the daily program that aid in evaluating, pacing, and measuring student performance and progress. In addition, grade level teachers, with the Reading Specialist, meet to analyze the SRI (reading) results that identify appropriate reading intervention and adjustments needed in the instructional program. The instructional team (SIT) meets weekly to discuss modifications to instruction, remediation needed, skills reinforcement, and strategies for academically challenged students. In addition to the Data Utilization meetings, mathematics modifications and strategies are discussed in our “Chat & Chew” sessions after school.

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

Beacon Heights Elementary promotes school-home communication through a Monday Folder system. Every Monday students take home a white folder to share with their parent’s school updates, test papers, notices, flyers, report cards, and monthly newsletters. This is a form of communicating with our parents on a weekly basis to share essential information of their child’s/children’s progress. In addition, “**The Beacon**” newsletter provides snapshots of school/student related events and recognizes students’ performance in all grade levels. The Title I SYNC Mail is a hot line that is used to inform parents on special events and important dates that take place in the school. Also, parents are invited to the Quarterly Student Recognition assembly to share their child’s success. Formal and informal parent-teacher conferences are held throughout the year to provide feedback on student performance. Teachers constantly converse via phone or e-mail with parents. Parents can visit our website to obtain information on different aspects of our school. A team of specialists and classroom teachers present testing information, curriculum, and assessment results at our many parent gatherings, Parent/Guardian Workshop, Family Night, and Back -to School Night held throughout the year. We encourage all families to attend by distributing the flyers in both English and Spanish as well as offering classroom incentives for classes with the greatest attendance.

In conclusion, students are provided immediate feedback as part of the instructional program. Daily objectives, rubrics, and scoring tools are shared with the students before, during and after instruction. This method helps the student to maintain focus, to know what is expected and how to succeed.

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

Beacon Heights has become a model school through hard work and a dedicated staff. It is our goal to share our accomplishments with other schools to increase favorable outcomes for students statewide. It is important that we build upon the tradition of academic achievement in Prince George’s

County.

Examples include:

- Pre-K and Kindergarten teachers host an annual “Make and Take Program” for the community, parents and neighboring schools. The purpose of this event is to share ideas and techniques that can be used in the classroom and at home.
- The Beacon Heights team has been invited to present its success story to the State of Maryland International Reading Association Council Spring Conference in March 2004.
- In an effort to improve community outreach, Beacon Heights teachers partner with other schools to host an evening of “Bedtime Stories”. The event focuses on the importance of reading to children age’s two to seven.
- Pre-K and Kindergarten teachers presented instructional strategies at the State Advisory Council of “Ready at Five”.
- Reading and Mathematics Specialist presents an open forum seminars for parents, teachers, students, and community to discuss preparation for the Maryland State Assessment. Parents are given practical information and tools to better prepare their children in the areas of reading, writing and math.
- Beacon Heights teachers, specialists, and administrators attended the Maryland Assessment Group Conference (MAG) annually. The information gathered at the conference is shared with other administrators on current trends and strategies.
- Beacon Heights, over the years, hire educators in the resident teacher program. Resident teachers work under the tutelage of our master teacher and mentor teacher to become skilled at “best practices” in effective instructional delivery.
- Beacon Heights has been featured more than once as an innovator in education in *The Washington Post* newspaper, *The Prince George’s Journal* and the *Hyattsville Gazette* to share their instructional program.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the regular curriculum is an eligibility requirement for middle, junior high, high schools, and elementary schools in grades seven and higher).

Beacon Heights Elementary School promotes an environment that nourishes a home-school community and business partnership with “Communities in Schools” to improve achievement for all students and to maintain a mission of excellence in an instructional environment that is conducive to student learning. As stakeholders, we recognize that all students have different learning styles and the art of teaching relies upon the staff to actively engage all learners in meaningful activities to become lifelong learners and productive citizens of our society.

The Beacon Heights Elementary School curriculum and instructional program follows the Standards for Excellence and the Curriculum Frameworks. The curriculum is aligned with the Maryland Voluntary State Curriculum. The Standards For Excellence provide direct support for teachers to deliver effective instructional programs, units, and lessons plans. This document guides the planning and instructional decision making for all teachers. In addition, this document assists the teacher in facilitating students’ mastery of core standards as well as higher order thinking skills and processes. The teacher uses the Content Standards and Curriculum Frameworks to plan daily lessons with directed teaching activities in the areas of reading, language arts and social studies. This daily lesson plan indicates the specific learning indicators upon which the lesson is based.

Our students are engaged in whole class instruction, which includes skills/strategy mini-lessons, and small group instruction with grouping based on reading level, short- term instruction on specific skills, in heterogeneous and cooperative groups. The 5E’s model (engagement, exploration, explanation, extension and evaluation) is used in the areas of math and science. This model for teaching math is based on the constructivist approach to learning. Students work cooperatively and individually to reason, communicate, and make connections to solve problems. The 5E’s Model for teaching and learning of science is based on a student centered, hands- on cooperative grouping.

Learning goals and objectives are developed and prioritized according to the curriculum standards. Lesson objectives are previewed to present clear written and verbal directions for student understanding. The teaching staff at Beacon Heights Elementary School selects activities and academic tasks that are well matched to lesson content so student success rate is high. The classroom assessment of student performance match learning objectives and students are given immediate feedback. During the day, our students, with specials needs have plenty of opportunity for guided and independent practice with new concepts and skills.

Other meaningful activities that contribute to development of the whole child is the exposure to cultural-rich school assemblies and field trips for all students in Kindergarten through sixth grades. Our Instructional Learning Lab provides the opportunity to use technology in different content areas. Students use technology to enhance their skills through a variety of academic software packages. Our instrumental and general music teachers offer a program that sparks the appreciation, interest and talents of the student’s musical intelligence.

As the data demonstrates, Beacon Heights Elementary continues to provide students with an exceptional academic program where learning is a priority and attainment is the product of excellent performance in a positive learning environment.

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

(Secondary Schools) Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

The objective of the Beacon Heights reading program is to enable all students to become independent readers, active writers, active listeners and proficient speakers of tomorrow. The Prince George's County Public Schools follow the Systemic Reading Plan that aligns with the goals and objectives articulated in the Master Plan 2001-2005. The program is based on the Maryland Content Standards, Voluntary State Curriculum, and the Reading and Language Arts Curriculum Frameworks. The Houghton Mifflin Invitation to Literacy reading series is the County choice for reading instruction in Kindergarten through sixth grade.

In the early grade levels of Kindergarten and first, the reading program begins with a 150 minute reading instructional block with direct skill instruction in letter identification, word recognition, print and phonemic awareness. In grades two and three, a 120 minute reading block focuses on reading strategies, comprehension skills, and vocabulary building. Reading instruction for grades four through six incorporates a 90 minute block on higher order thinking skills and questioning strategies, content vocabulary instruction, metacognitive thinking, and reading comprehension strategies. It also includes reciprocal teaching. All grade levels deliver differentiated instruction through a variety of grouping strategies. Across all grades levels, teachers are modeling the before, during and after reading formats. Students are given the opportunity to read content-specific material that reflect the three reading purposes: reading to be informed (non-fiction), reading to perform a task (science investigations, how-to materials), and reading for literary experiences (fiction, plays, poetry).

Beacon Heights Elementary students participate in DEAR (Drop Everything And Read) during the reading block to foster a love for reading and to explore the different genres in the classroom library. In addition to our core reading program, we provide a variety of intervention program for students in all grades: Reading Recovery for grades K and one gives one-to-one individualized instruction to strengthen literacy and writing skills; The Waterford Reading Program is a software computer based program that provides pre-reading strategies with a home/school component; University of Maryland America Reads Tutoring Program for the primary grades (1 and 2) provides individualized reading support in oral reading and word building; and the Plato Reading Program is used by grades 2 through 6 to enhance and enrich the classroom curriculum.

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.

Mathematics and Reading are the priority academic focuses for Beacon Heights. Science is one area where we focus on making life connections between reading and math. Instructional goals are designed in an effort to have the students carry over these skills to explore life situations on their own; to build their own curiosities, to form questions, to make predictions and to explore answers.

The Beacon Heights Elementary School Science program is aligned with the Maryland Content Standards for Science. The units of study are based on the Prince George's County Science Curriculum Framework for Grades K-6. Students are engaged in weekly activities that demonstrate hands-on, authentic tasks addressing all science standards. The teacher uses the 5E's (engage, explore, explain, elaborate, evaluate) in planning their lessons. Teachers use the Science Plus Tasks, which are hands-on activities, and inquiry-based lessons where all materials and equipment are supplied that reinforce the

scientific process. Students interpret and explain information, employ methods and materials of science and write to communicate the results of their investigation. Science Plus Tasks provide many opportunities in many different formats to assess students' understanding of important concepts. The activities are ongoing and we evaluated their impact quarterly at Data Utilization by using the assigned and teacher designed rubrics. Teachers share student samples at their grade level instructional planning meetings.

Our fifth grade students participate on an overnight trip at Hard Bargain Farm to actively engaged first hand environmental hands-on experiences. In addition, students in grades K-6 use the Newbridge Expository Text to enhance the students' ability to read to be informed and stance questions are aligned with the text to provide the students opportunity to respond orally or in writing using higher order thinking skills. Windows of Science program is used in conjunction with the science curriculum.

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

Beacon Heights Elementary recognizes that student learning is a developmental process and that students possess different learning styles. In order to meet these challenges and improve students learning, we provide numerous opportunities for student to experience success in learning new concept. Instructional resources and teaching activities are identified, matched to objectives and student developmental levels, and recorded in lesson plans. Teachers select resources and teaching activities for content and appropriateness to increase its effectiveness in helping students to learn. Classroom teachers meet to analyze student work samples, anecdotal records and test data to determine students' needs, in order to differentiate and modify instruction. Grade level teachers meet weekly on common planning time to discuss data, contributing factors, priority actions, and next steps. After thoroughly evaluating all information, students are placed in flexible grouping to meet their needs. Teachers are careful to address different modalities for learning (visual, auditory, kinesthetic, and tactile) in all content areas. Classroom teachers and support staff work to engage students in various activities that include learning centers, small group at their instructional level, and cooperative learning structures. The Soar to Success Reading Extended Day Time Program provides additional support to student's reading below grade level. In accordance with Federal guidelines and regulations instruction is adapted to meet the needs of students with documented disabilities (IEP'S /504), English as a Second Language, and potentially "at risk" students, as well as Talented and Gifted students.

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

Beacon Heights Elementary School recognizes the importance of expanding staff knowledge and keeping current with educational trends and delivery models. Staff development is provided on an ongoing basis. Topics for staff development are selected according to benchmarks, MSA and schoolwide assessments. The content of staff development workshops include: Reading A Balanced Approach, Productive Use of Math Manipulative, County-wide and Regional Maryland State Assessment Workshops. Teachers new to teaching primary (K-3) grades participate in the 5-session Primary Literacy Workshop. Staff Development include speakers from National and local educational systems. Teachers of Reading and Specialist participate in content related conferences and workshops such MAG. Non-tenured teachers attend weekly meetings with mentor teachers to improve instructional delivery, curriculum assessment, and classroom management. Teachers of all content areas participate in content related meetings to be apprised of the most up-to-date "best practices." Teachers participate in a Chat & Chew Workshop which provides an ongoing forum for sharing instructional strategies that work.

ASSESSMENT RESULTS

BEACON HEIGHTS ELEMENTARY SCHOOL PERFORMANCE ON COMPREHENSIVE TESTS OF BASIC SKILLS

GRADE: Second grade
SCORES REPORTED HERE AS: National percentile ranks (NPR)
SUBJECT AREAS TESTED: Reading and mathematics

Reading

	2003	2002	2001	2000
Total Score (NPR)	54	65	41	50
# of Students Tested	42	33	34	34
% of Students Tested	95.5%	100%	100%	100%
# of Students Missing	2	0	0	0
% of Students Missing	4.5%	0%	0%	0%
Subgroup Score (NPR)				
African American Group	54	70	35	50
# of Students Tested	39	32	30	31
FARM* Group	54	56	38	50
# of Students Tested	37	21	26	30

* FARM – Students that receive free and reduced meal service.

Mathematics

	2003	2002	2001	2000
Total Score (NPR)	47	80	53	47
# of Students Tested	42	33	34	34
% of Students Tested	95.5%	100%	100%	100%
# of Students Missing	2	0	0	0
% of Students Missing	4.5%	0%	0%	0%
Subgroup Score (NPR)				
1. African American Group	51	80	53	39
# of Students Tested	39	32	30	31
2. FARM* Group	42	71	53	43
# of Students Tested	37	21	26	30

* FARM – Students that receive free and reduced meal service.

BEACON HEIGHTS ELEMENTARY SCHOOL
PERFORMANCE ON COMPREHENSIVE TESTS OF BASIC SKILLS

GRADE: Fourth grade
SCORES REPORTED HERE AS: National percentile ranks (NPR)
SUBJECT AREAS TESTED: Reading and mathematics

Reading

	2003	2002	2001	2000
Total Score (NPR)	67	61	50	39
# of Students Tested	39	45	36	42
% of Students Tested	100%	100%	100%	97.7%
# of Students Missing	0	0	0	1
% of Students Missing	4.5%	0%	0%	2.3%
Subgroup Score (NPR)				
African American Group	74	61	50	39
# of Students Tested	31	42	34	40
FARM* Group	67	61	45	33
# of Students Tested	31	36	29	35

* FARM – Students that receive free and reduced meal service.

Mathematics

	2003	2002	2001	2000
Total Score (NPR)	58	59	66	31
# of Students Tested	39	45	36	43
% of Students Tested	100%	100%	100%	100%
# of Students Missing	0	0	0	0
% of Students Missing	0%	0%	0%	0%
Subgroup Score (NPR)				
1. African American Group	52	59	66	31
# of Students Tested	31	42	34	41
2. FARM* Group	52	63	66	31
# of Students Tested	31	36	29	36

* FARM – Students that receive free and reduced meal service.

BEACON HEIGHTS ELEMENTARY SCHOOL
PERFORMANCE ON COMPREHENSIVE TESTS OF BASIC SKILLS

GRADE: Sixth grade
SCORES REPORTED HERE AS: National percentile ranks (NPR)
SUBJECT AREAS TESTED: Reading and mathematics

Reading

	2003	2002	2001	2000
Total Score (NPR)	59	50	39	27
# of Students Tested	47	42	35	42
% of Students Tested	100%	100%	100%	100%
# of Students Missing	0	0	0	0
% of Students Missing	0%	0%	0%	0%
Subgroup Score (NPR)				
African American Group	59	46	39	27
# of Students Tested	42	38	34	40
FARM* Group	54	46	39	26
# of Students Tested	38	35	23	32

* FARM – Students that receive free and reduced meal service.

Mathematics

	2003	2002	2001	2000
Total Score (NPR)	64	52	66	30
# of Students Tested	47	42	35	42
% of Students Tested	100%	100%	100%	100%
# of Students Missing	0	0	0	0
% of Students Missing	0%	0%	0%	0%
Subgroup Score (NPR)				
1. African American Group	64	52	66	30
# of Students Tested	42	38	34	40
2. FARM* Group	61	47	66	34
# of Students Tested	38	35	23	32

* FARM – Students that receive free and reduced meal service.

**MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP)
BLUE RIBBON SCHOOLS**

Content: Reading		
Testing month: May	Grade: 3	
		2001-2002
		2000-2001
SCHOOL SCORES		
% Below Satisfactory		72.4
% At or Above Satisfactory		27.6
% At Excellent		3.4
Number of students tested		29
Percent of total students tested		85.3
Number of students excluded		5
Percent of students excluded		14.7
SUBGROUP SCORES		
1. <u>African American</u> (specify subgroup)		
% At Basic		73.9
% At or Above Proficient		26.1
% At Advanced		0
Number of students tested		23
2. <u>FARM</u> (specify subgroup)		
% At Basic		70.0
% At or Above Proficient		30.0
% At Advanced		5.0
Number of students tested		20
3. <u>Special Education</u> (specify subgroup)		
% At Basic		0
% At or Above Proficient		0
% At Advanced		0
Number of students tested		0
STATE SCORES		
% Below Satisfactory		65.6%
% At or Above Satisfactory		34.4%
% At Excellent		3.7%

**MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP)
BLUE RIBBON SCHOOLS**

Content: Mathematics		
Testing month: May	Grade: 3	
		2001-2002
		2000-2001
SCHOOL SCORES		
% Below Satisfactory		58.8
% At or Above Satisfactory		41.2
% At Excellent		2.9
Number of students tested		34
Percent of total students tested		100.0
Number of students excluded		0
Percent of students excluded		0
SUBGROUP SCORES		
1. <u>African American</u> (specify subgroup)		
% At Basic		60.7
% At or Above Proficient		39.3
% At Advanced		3.6
Number of students tested		28
2. <u>FARM</u> (specify subgroup)		
% At Basic		56.0
% At or Above Proficient		44.0
% At Advanced		4.0
Number of students tested		25
3. <u>Special Education</u> (specify subgroup)		
% At Basic		80.0
% At or Above Proficient		20.0
% At Advanced		0
Number of students tested		5
STATE SCORES		
% Below Satisfactory		69.2%
% At or Above Satisfactory		30.8%
% At Excellent		2.1%

**MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP)
BLUE RIBBON SCHOOLS**

Content: Reading			
Testing month: May	Grade: 5	2001-2002	2000-2001
SCHOOL SCORES			
% Below Satisfactory		38.2	65.1
% At or Above Satisfactory		61.8	34.9
% At Excellent		17.6	7.0
Number of students tested		34	43
Percent of total students tested		94.4	100.0
Number of students excluded		2	0
Percent of students excluded		5.6	0
SUBGROUP SCORES			
1. <u>African American</u> (specify subgroup)			
% At Basic		34.4	65.8
% At or Above Proficient		65.6	34.2
% At Advanced		18.8	7.9
Number of students tested		32	38
2. <u>FARM</u> (specify subgroup)			
% At Basic		33.3	61.3
% At or Above Proficient		66.7	38.7
% At Advanced		22.2	9.7
Number of students tested		27	31
3. <u>Special Education</u> (specify subgroup)			
% At Basic		50.0	75.0
% At or Above Proficient		50.0	25.0
% At Advanced		0	0
Number of students tested		2	4
STATE SCORES			
% Below Satisfactory		46.6%	43.1%
% At or Above Satisfactory		53.4%	56.9%
% At Excellent		11.2%	12.3%

**MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP)
BLUE RIBBON SCHOOLS**

Content: Mathematics		
Testing month: May	Grade: 5	
		2001-2002
		2000-2001
SCHOOL SCORES		
% Below Satisfactory		27.8
% At or Above Satisfactory		72.2
% At Excellent		8.3
Number of students tested		36
Percent of total students tested		100.0
Number of students excluded		0
Percent of students excluded		0
SUBGROUP SCORES		
1. <u>African American</u> (specify subgroup)		
% At Basic		29.4
% At or Above Proficient		70.6
% At Advanced		5.9
Number of students tested		34
2. <u>FARM</u> (specify subgroup)		
% At Basic		27.6
% At or Above Proficient		72.4
% At Advanced		6.9
Number of students tested		29
3. <u>Special Education</u> (specify subgroup)		
% At Basic		50.0
% At or Above Proficient		50.0
% At Advanced		0
Number of students tested		4
STATE SCORES		
% Below Satisfactory		50.6%
% At or Above Satisfactory		49.4%
% At Excellent		9.06%

**MARYLAND SCHOOL ASSESSMENT (MSA)
BLUE RIBBON SCHOOLS**

Content: Reading	
Testing month: March	Grade: 3
2002-2003	
SCHOOL SCORES	
% At Basic	41.7
% At or Above Proficient	58.3
% At Advanced	8.3
Number of students tested	36
Percent of total students tested	100.0
Number of students excluded	0
Percent of students excluded	0
SUBGROUP SCORES	
1. <u>African American</u> (specify subgroup)	
% At Basic	42.9
% At or Above Proficient	57.1
% At Advanced	8.6
Number of students tested	35
2. <u>FARM</u> (specify subgroup)	
% At Basic	50.0
% At or Above Proficient	50.0
% At Advanced	3.6
Number of students tested	28
3. <u>Special Education</u> (specify subgroup)	
% At Basic	100.0
% At or Above Proficient	0
% At Advanced	0
Number of students tested	4
STATE SCORES	
% At Basic	41.9%
% At or Above Proficient	58.1%
% At Advanced	8.6%

**MARYLAND SCHOOL ASSESSMENT (MSA)
BLUE RIBBON SCHOOLS**

Content: Mathematics		
Testing month: March	Grade: 3	2002-2003
SCHOOL SCORES		
% At Basic		22.2
% At or Above Proficient		77.8
% At Advanced		8.3
Number of students tested		36
Percent of total students tested		100.0
Number of students excluded		0
Percent of students excluded		0
SUBGROUP SCORES		
1. <u>African American</u> (specify subgroup)		
% At Basic		22.9
% At or Above Proficient		77.1
% At Advanced		8.6
Number of students tested		35
2. <u>FARM</u> (specify subgroup)		
% At Basic		28.6
% At or Above Proficient		71.4
% At Advanced		3.6
Number of students tested		28
3. <u>Special Education</u> (specify subgroup)		
% At Basic		50.0
% At or Above Proficient		50.0
% At Advanced		0
Number of students tested		4
STATE SCORES		
% At Basic		34.9%
% At or Above Proficient		65.1%
% At Advanced		14.8%

**MARYLAND SCHOOL ASSESSMENT (MSA)
BLUE RIBBON SCHOOLS**

Content: Reading	
Testing month: March	Grade: 5
2002-2003	
SCHOOL SCORES	
% At Basic	36.1
% At or Above Proficient	63.9
% At Advanced	22.2
Number of students tested	36
Percent of total students tested	100.0
Number of students excluded	0
Percent of students excluded	0
SUBGROUP SCORES	
1. <u>African American</u> (specify subgroup)	
% At Basic	37.5
% At or Above Proficient	62.5
% At Advanced	18.8
Number of students tested	32
2. <u>FARM</u> (specify subgroup)	
% At Basic	33.3
% At or Above Proficient	66.7
% At Advanced	25.0
Number of students tested	24
3. <u>Special Education</u> (specify subgroup)	
% At Basic	75.0
% At or Above Proficient	25.0
% At Advanced	0
Number of students tested	4
STATE SCORES	
% At Basic	34.4%
% At or Above Proficient	65.7%
% At Advanced	26.0%

**MARYLAND SCHOOL ASSESSMENT (MSA)
BLUE RIBBON SCHOOLS**

Content: Mathematics	
Testing month: March	Grade: 5
2002-2003	
SCHOOL SCORES	
% At Basic	22.2
% At or Above Proficient	77.8
% At Advanced	5.6
Number of students tested	36
Percent of total students tested	100.0
Number of students excluded	0
Percent of students excluded	0
SUBGROUP SCORES	
1. <u>African American</u> (specify subgroup)	
% At Basic	25.0
% At or Above Proficient	75.0
% At Advanced	6.3
Number of students tested	32
2. <u>FARM</u> (specify subgroup)	
% At Basic	16.7
% At or Above Proficient	83.3
% At Advanced	8.3
Number of students tested	24
3. <u>Special Education</u> (specify subgroup)	
% At Basic	75.0
% At or Above Proficient	25.0
% At Advanced	0
Number of students tested	4
STATE SCORES	
% At Basic	45.0%
% At or Above Proficient	55.0%
% At Advanced	9.5%