U.S. Department of Education **September 2003**

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

Name of Principal Mr. Robert C. Bruce
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 3825 Centennial Lane
(If address is P.O. Box, also include street address)

Ellicott City Maryland 21042-4999
City State Zip Code+4 (9 digits total)

Tel. (410) 313-2800 Fax (410) 313-2804

Website/URL www.clespta.org E-mail rbruce @ hcpss.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.

_____ Date February 5, 2004
(Principal's Signature)

Name of Superintendent* Mr. John O'Rourke
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Howard County Public Schools Tel. (410) 313-6000

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.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Courtney Watson
(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.

_____ Date_____
(School Board President's/Chairperson's Signature)

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 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:
   - 37 Elementary schools
   - 18 Middle schools
   - 0 Junior high schools
   - 11 High schools
   - 3 Other (Briefly explain) (2 Special Schools and 1 PreK-8 School)
   - 68 TOTAL

2. District Per Pupil Expenditure: $ 8,731.00

   Average State Per Pupil Expenditure: $ 8,351.00

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
   [x] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 4.0 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	34	30	**64**		**7**			
1	51	51	**102**		**8**			
2	49	46	**95**		**9**			
3	62	52	**114**		**10**			
4	59	52	**111**		**11**			
5	54	61	**115**		**12**			
6					Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					601

6. Racial/ethnic composition of the students in the school:

70.3 % White
3.3 % Black or African American
2.0 % Hispanic or Latino
24.4 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 4.7 %

(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 ***to*** the school after October 1 until the end of the year.	13
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	16
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	29
(4)	Total number of students in the school as of October 1	612
(5)	Subtotal in row (3) divided by total in row (4)	.047
(6)	Amount in row (5) multiplied by 100	4.7

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

Number of languages represented: 9
Specify languages: Bengali, Chinese, Farsi, Japanese, Korean, Malai, Norwegian, Russian, Spanish

9. Students eligible for free/reduced-priced meals: 1 %

5 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: .07 %
    42 Total Number of Students Served

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

3 Autism	1 Orthopedic Impairment
____Deafness	5 Other Health Impaired
____Deaf-Blindness	5 Specific Learning Disability
____Hearing Impairment	28 Speech or Language Impairment
____Mental Retardation	____Traumatic Brain Injury
____Multiple Disabilities	____Visual Impairment Including Blindness

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)	2	0
Classroom teachers	27	.5
Special resource teachers/specialists	12	1.5
Paraprofessionals	10	1.0
Support staff	9	1.1
Total number	60	4.1

12. Average school student-"classroom teacher" ratio: 22.2

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	97.1	96.8	97.2	97.5	97.1
Daily teacher attendance	95.4	95.4	95.4	95.4	95.7
Teacher turnover rate	9.1	9.5	9.0	10.3	8.7
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

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

Graduating class size	_NA__
Enrolled in a 4-year college or university	_NA_%
Enrolled in a community college	_NA_%
Enrolled in vocational training	_NA_%
Found employment	_NA_%
Military service	_NA__%
Other (travel, staying home, etc.)	_NA_%
Unknown	_NA_%
Total	NA %

PART III – SUMMARY- Centennial Lane Elementary School (CLES) is located in suburban Ellicott City in Howard County, Maryland. The residents of the community represent a variety of backgrounds and occupations including various labor and service careers, small and large business owners and executives, educators at all academic levels, doctors, lawyers, and other professionals. Our community of families all share the common goal of providing a high quality education for their children.

The mission of Centennial Lane Elementary School is to provide a collaborative environment in which all students can develop high self-esteem, master state standards, become effective and creative problem solvers, and be challenged to achieve their fullest potential through our academic and related arts programs. This mission is accomplished through an active and representative School Improvement Team and under parameters established by the Howard County Board of Education. Individual student issues are handled through very efficient and collaborative processes known as Kid Talk, the Instructional Intervention Team, and the Individual Education Plan Team. Teachers plan together in instructional teams and collaborate at regularly scheduled Team Leader meetings in order to facilitate articulation among grade level teams.

CLES's proficiency can be attributed to a supportive, active parent community, a dedicated, hardworking staff, and a focused, well-disciplined student population. They demonstrate vision, moral and ethical judgment, and innovative thinking in the creation of shared beliefs and values. For example, over 200 parents, guardians, and grandparents regularly volunteer at Centennial Lane throughout the year. They support instructional staff in various ways including: working directly with student groups, assisting with clerical activities, and participating in our one-on-one reading support program. An extremely competent staff facilitates a collaborative environment between parents and students, helping to accomplish the CLES mission. Staff members have been widely recognized with various awards including the Howard County Chamber of Commerce Educator of the Year, Office Professional of the Year, several Distinguished Instructional Assistants' Awards, and Music Educator of the Year, to name a few. Staff members regularly present at county in-service meetings and are involved in writing and revising county curriculum.

CLES was recognized in October 1997 by Baltimore Magazine as one of the area's best elementary schools. The school received an honorable mention in 1998 by the Maryland Blue Ribbon Schools program. In addition, Centennial Lane Elementary received a Maryland School Recognition Grant in 2000 for outstanding student achievement and progress. Perhaps the most honorable recognition occurred last year when Maryland School Assessment results indicated that Centennial Lane Elementary School is again one of the state's high achieving schools, thus becoming a 2003-04 Maryland Blue Ribbon School. The school is top-ranked in the county for achieving excellent standards in the Howard County State of the Schools Report. Our students have also won various honors including featured recognition in various newspapers, recognition for musical talent, and national and local PTA programs.

Brain research has indicated correlation between an excellent arts program and a school's academic accomplishments. Centennial Lane Elementary School is proud of its ability to deliver a balanced instructional program which addresses the needs of the whole child in addition to a strong and effective related arts program. Music, art, physical education, and media are complimented by an excellent PTA after-school program that features drama, dance, chess, piano, and foreign languages. These popular programs attest to the deep enrichment opportunities available to our children. A summer tutoring program designed by the School Improvement Team and partially sponsored by the PTA has helped to address the needs of below grade level learners. A full-time guidance program that includes 1-1 support to students as well as group activities such as the "Mud Club," a joint activity with the art department focusing on clay, offer students a chance to address individual personal and social needs. Centennial Lane's professional development school establishes our partnership with Towson University providing interns the opportunity to work directly with students who need additional reading assistance, in addition to interns' planned program of studies. These joint efforts are examples of the collaborative nature of our school.

Part IV- Indicators of Academic Success

1. Meaning of the School's Assessment Results- The No Child Left Behind Act has impacted the construction of educational assessment instruments across the country. Over the last five years, the State of Maryland has used the Maryland School Performance Assessment Program (MSPAP) and recently the Maryland School Assessment (MSA) to hold schools accountable for student mastery of Maryland State Outcomes. The new assessment system measures both participation and proficiency rates. Students achieve scores at either advanced, proficient, or basic levels. Students scoring at the "basic" level are not considered to have passed the state assessment in that particular test area. The state has also established a minimum level at which your school must score. This is set each year and is known as Annual Yearly Progress. Centennial Lane has met Annual Yearly Progress in the first year of the new assessment for all measurable sub groups. In the first year of the Maryland School Assessment, percentages of students rated as proficient far exceeded the state annual measurable objective for all subgroup populations at Centennial Lane. This most recent statistical report supports Centennial Lane Elementary's long history of being among the top performing schools in the state and Howard County. The old assessment known as MSPAP also assessed Maryland Learning Outcomes but in six subject areas including reading, mathematics, writing, science, social studies, and language usage. This assessment measured the performance of Maryland schools by illustrating how well students solve problems cooperatively and individually through real world problems. Results were reported by the percentages of students who scored in each of five proficiency levels with proficiency level 1 being the highest level. Satisfactory performance was achieved with a proficiency level of 3 or better. Students scoring on levels 2 and 1 were considered to have excellent responses.

The 2003 Maryland School Assessment attests to student success at Centennial Lane. Third grade results indicate that 95.5 % of our students achieved at proficient or advanced levels in reading. 93.6 % of our third grade students achieved at the proficient or advanced levels in mathematics. Fifth graders' scores were among the best in the State of Maryland in both reading and mathematics. In reading, 96.8 % of fifth grade students achieved a proficient or advanced level with a phenomenal 74% achieving at the advanced level. In mathematics, 94.3 % of our fifth graders scored at the proficient or advanced levels. Centennial Lane Elementary achieved state standards for all sub groups including Asian students and our special education populations. Over the last three years the reading achievement scores of fifth graders have continued to improve. On the 2001 MSPAP reading assessment 77.9% of our students achieved Satisfactory or better. On the 2002 MSPAP reading assessment this percentage rose to 79.4% and on the recent 2003 MSA reading assessment 96.8% of our students scores Proficient or better. In Mathematics we see the same trend. In 2001, 82.8 % of our students scored satisfactory or better. This rose to 87% in 2002 and on the 2003 MSA Mathematics assessment 94.3 % of our fifth graders scored Proficient or better. Tremendous growth was seen in third grade scores from 2002 to 2003. In 2002, the third grade reading score on MSPAP was 59.3% and on the 2003 MSA assessment that score is 95.5%. Math scores also reflect an increase from 59.1% in 2002 to 93.6% in 2003.

One focus of the school's improvement effort and of our local school improvement team is to disaggregate data in a meaningful and effective way to ensure all CLES parties understand how educational standards ultimately drive school improvement. Sometimes this is difficult because data is not reported for subgroups with fewer than five students taking any given assessment. We have focused on grade level data assessing achievement differences by gender for males in language arts and females in math. We monitor Asian students in language arts. We also monitor the success of our special education and gifted and talented populations. At the same time, subgroups which do not yield statistically significant data are monitored within each teaching team to ensure we address the needs of all subgroups. This often involves making specific plans for individual students. Additionally, Centennial Lane Elementary School often reviews local data. For example, the School Improvement Team is proud that the number of below grade level readers was reduced from 38 students in 2002 to 23 students in 2003. The school was also noted to be the only Howard County elementary school to have met all local standards in the 2003 Howard County State of the Schools Report.

2. Use of Assessment Data- Centennial Lane uses an assortment of data to understand and improve student and school performance. Pretests are given at the beginning of each school year in reading and each new unit in math to determine prior knowledge. Primary teachers use the PRIAG, Primary Reading Instruction and Assessment Guide, which consists of leveled running records, sight word, and blending assessments. Intermediate teachers utilize quarterly assessments that examine student comprehension, vocabulary development, and language skills. Math unit tests measure conceptual understanding. Additionally, teachers monitor problem solving and math fact skills using the "Strategies at Work" model. Grade level teams systematically review county assessments, in addition to MSA and CTBS looking for patterns of success and need. After identifying needs, classroom teachers are then able to refine instruction. Regular analysis improves understanding of what subgroups need, and which students need specific interventions such as One-to-One reading. Most importantly, available resources are shifted to help those who need it most. In using a variety of data, teachers identify students who are working below grade level in reading and mathematics. Every student below grade level receives a written Student Support Plan to focus on bringing the student back on grade level. The plans allow teachers to set baselines and student achievement goals for below grade level students. Once collected data shows a student has returned to grade level, there is no need to continue with the Student Support Plan.

The School Improvement Team (SIT) also reviews this data to determine if adjustments are needed in the school program. For example, 2001 MSPAP school data showed a discrepancy between male and female performance. The SIT team focused on male performance in language arts and female performance in math. The data review prompted a school wide focus group to look at strategies to enhance male performance in language arts, especially writing. In-services and collaboration led to new methods in reading and math instruction. The gap has closed over the last three years. Additionally, last spring, a review of the number of students listed below grade level led to the establishment of a summer tutoring program to address the needs of fourteen students. Assessment data is used at all levels of school planning. Data is reviewed to assure the fine-tuning of the School Improvement Plan.

3. School Communication- Centennial Lane Elementary is very committed to engaging in open communication with parents and students regarding student progress in class related work as well as their achievement on standardized tests, county assessments, unit tests, and classroom assignments. Teachers send home student folders on either a daily or weekly basis to provide parents information regarding student progress and to encourage parental feedback. Reading and math student folders in the intermediate grades include objectives, rubrics, and plans for student improvement. Teachers send letters to parents to provide results of county math unit tests. Teachers and staff regularly use telephone calls, notes, and e-mail to be in touch with parents regarding student achievements, celebrations, successes, and concerns. Interim reports and report cards are sent home every quarter with grades and comments informing parents of student progress. Teachers schedule parent conferences on an as-needed basis and all parents have the opportunity to dialogue with teachers in fall and winter conferences regarding each child's school performance. Teachers share Student Support Plans, portfolios, and individual student interventions with parents during conferences. The staff conducts IEP meetings with parents of "at risk students" to discuss instructional plans and share classroom performance, educational assessments, and speech and language evaluations. Teachers at Centennial Lane communicate daily with students regarding their individual progress, achievements, and the need for specific improvement in both academic and non-academic performance. Students are familiar with rubrics and know what is expected of them. Teachers write comments and evaluations on returned work, and teachers hold conferences with students to share successes, suggestions for improvement and student concerns regarding the understanding of the subject matter and any difficulties the student may be having. Teams celebrate the completion of lengthy projects by inviting parents to school for showcase events.

Standardized assessment results are communicated to the public on state, county, and school web pages. Similar information is published in *T*he *Baltimore Sun, The Washington Post, and The Howard*

County Times. At Centennial Lane, the School Improvement Team reviews test results and makes recommendations for changes in instruction to improve student performance. Changes in instruction adopted by SIT are also communicated to parents via school newsletters, circulars, web pages, and PTA meetings. The result of the above-described on-going communication is a collaborative partnership between the Centennial Lane staff, the parents, and the students to foster constant monitoring of and improvement in student learning and achievement.

4. Sharing Success- Centennial Lane has a long history of offering support and guidance to other schools. We have repeatedly presented at state and countywide in-services and workshops on a variety of topics. Last year, the school presented at a local Professional Development School conference. In addition, many of our teachers have been involved in writing curriculum for the county; thus, we have been able to share with the rest of the county many of the strategies that we have found to be successful. On a more personal level, Centennial Lane established a partnership with Laurel Woods Elementary School, a lower achieving school, to help them improve their programs. As a result of our high achievement on state and local assessments, Centennial Lane has welcomed numerous educators from various counties and schools to visit and observe. In Howard County, we have an Intranet called Collaborative Learning Community, which enables educators from across the county to communicate and share knowledge through e-mail, posts, and active chat. Centennial Lane has utilized this tool by posting information that will help other educators meet with success.

Centennial Lane has continually focused on helping teachers who are new to the field of education by presenting at new teacher orientations, sponsoring mentor programs with a local high school, and becoming a Professional Development Site for local universities. Currently, we have a professional development school relationship with Towson University which is mutually beneficial. The School Improvement Plan even incorporates our PDS interns into school improvement efforts by making them a part of our 1-1 reading program which assists struggling readers. Through these programs we are able to share our ideas about "what works" with future teachers who can then in turn pass this knowledge along. In the future, we would like to design a video on the effective practices of a Blue Ribbon school that can be distributed to anyone who would like to see what has made our school so successful. We would also highlight our successful practices on our web site through this application and a special "Blue Ribbon" section. We are open to hosting schools that would like to see our program in action through site visits and/or faculty presentations. Staff is willing and available to answer questions by phone anytime.

Part V- Curriculum and Instruction

1. The School Curriculum- Centennial Lane Elementary is committed to educating every child by providing a comprehensive academic program that is the collaborative effort of school and community. Centennial Lane implements Maryland Content Standards and Learning Goals as outlined by Howard County's essential curriculum. Instruction focuses on core academic subjects including reading, writing, math, health, science, and social studies and extends itself to include fine arts.

Reading and math instruction at Centennial Lane is grounded in the ideals of the constructivist theory. The primary reading program emphasizes systematic phonics instruction, word recognition, and reading for meaning. Intermediate reading instruction develops eight comprehension strategies, word study, and reading for purpose. Each grade builds upon the success of the grade before it. This is also true of the math curriculum. Understanding of numbers and numeration, problem solving, measurement, computation, geometry and algebraic patterns is expanded each year. The content specific objectives and goals of the fine arts program compliments the language arts goals set by the School Improvement Team.

The staff blends best practices and knowledge of student learning styles to meet the needs of the individual learner. Centennial Lane teachers deliver instruction that engages students in such a way that they develop the characteristics of lifelong learners by means of active learning, problem solving, and authentic learning tasks. As facilitators of learning, we employ a variety of methods including discovery, hands-on activities, cooperative learning, audio-visuals, simulations, and the use of technology.

Moreover, teachers recognize that the curriculum must change as students change. The staff of Centennial Lane continues to improve their knowledge of curriculum and instruction through on-going professional development and the consistent reflection of their efforts and outcomes in order to be more effective.

Consistent with our sense of common purpose, parents and community participate in program development and evaluation. At Centennial Lane, it is commonplace to see a parent in a classroom preparing instructional materials or working with small groups of students. Parents feel welcome to "drop-in" and observe a math lesson to better understand what and how their student is learning. Centennial Lane also has a unique partnership with the National Security Administration that provides students with math and science presentations, interviews, and learning experiences. The curriculum is enriched and extended by the French Club and Spanish Club that are organized and sponsored by the Centennial Lane PTA.

The collaborative efforts of staff and community produce a curriculum that is individualized and challenging. Staff consistently communicates program objectives and activities with parents during PTA sponsored community forums, Math Night, and Technology Night. The School Improvement Team includes parents that aid in reviewing assessment data in order to guide instruction. Most importantly, teachers communicate activities, objectives, and performance on a regular basis. In doing this, parents and teachers use consistent terminology and methods to build upon classroom instruction.

2. School's Reading Curriculum- CLES's effective reading goal provides all of our students with a rigorous, differentiated, and integrated program. Students use a wide variety of materials that span all genres and are used throughout the entire school day. They are taught strategies that will enable them to decode text, comprehend text, and extend their understanding of what they have read. The early reading program includes a strong emphasis on systematic phonics instruction, as well as explicit, direct instruction in word recognition and reading for meaning. Instruction is provided in small homogeneous groups that allow for flexible regrouping according to the students' needs. Students are given a variety of opportunities to build their expressive language skills and listening comprehension.

Students in all grades are taught to be strategic readers by using a variety of comprehension strategies. These strategies teach students to monitor their own thinking processes as they interact before, during, and after reading the text, depending on the purpose for reading. To ensure the success of our reading program, Centennial Lane has implemented a one-to-one reading program where parents, seniors, and student interns are trained to coach first and second below grade level students on letter and word recognition and reading comprehension. The interventions in the intermediate grades have varied from year to year in correlation with the needs of the students. These interventions include SOAR to Success, phonics interventions, and extra reading instruction with a Reading Specialist.

Our extended school community also creates fundamental transformations in the reading and learning culture of the school. The fifth grade students have served as reading mentors to first graders through a buddy reading program. In addition, high school students and parent volunteers work with teachers to specifically target the individual needs of struggling students. A summer tutoring program was initiated offering individual tutoring, at no cost to parents, to students who were targeted as being at risk for remaining below grade level. Centennial Lane, therefore, implements an integrated reading program that focuses not only on the pedagogy and content, but more importantly on our learners and their individual needs. This approach was chosen to address state learning outcomes, county expectations, and the expectations of the community. It is grounded in research on best practices in reading and stresses a developmental approach to reading instruction.

3. Other Curriculum Area-Gifted & Talented Education- The Gifted and Talented program at Centennial Lane is based on talent-spotting students who possess a combination of above average ability, high levels of task commitment and creativity. These characteristics may present themselves in the area of general intellectual capabilities, specific academic aptitude, or the creative, visual, or performing arts (Annotated Code of Maryland, 8 201.202). The development of these students occurs through two distinct modes of enrichment: the Gifted and Talented Mathematics curriculum and The School wide Enrichment Program.

Students in third through fifth grade are identified for the Mathematics Program through testing or portfolio review and can be nominated by a teacher, parent, or test scores. The accelerated curriculum provides extensive rigor and pace equivalent to that of students two grade levels ahead. The School Wide Enrichment Program consists of Curriculum Extension Units, Instructional Seminars and General Exploratory Activities, the combination of which provides innumerable opportunities for all students to pursue their unique talents and interests and challenge students to achieve their fullest potential. The curriculum units are highly structured; rigorous classes that serve to extend the grade-level curriculum and mirror the concepts, goals and objectives outlined in the essential curriculum and state standards. The seminars and exploratory activities are based on student interest and require that students work collaboratively with professionals in their field of study and create a unique, thoughtful solution to an authentic problem. Extensive communication with the parent and teacher communities is used to continuously articulate the programs goals as well as increase understanding of the many ways in which giftedness may present itself across a diverse population. This program has been enormously successful with 61% of students in grades 2-5 enrolled in at least one facet of the program as of January 2003**.** This program serves a large percentage of our students and helps to maintain high achievement scores by encouraging active student collaboration, providing instruction in creative problem solving, and offering content which challenges students to meet their full potential thus addressing the school's mission.

Special care is taken to ensure participation in the program by all subgroup populations within the school community. This is achieved by testing all students, regardless of nomination status, who score 90% or higher on the CTBS or in the Advanced category on the MSA. In addition, we rely on a highly objective identification tool to review all students who are above grade level. It is our goal to increase subgroup population to 50% by the 2004-2005 school year. Parents may also nominate students through an alternate pathways method for inclusion in the program.

4. **Instructional Methods to Improve Student Learning-** At Centennial Lane, we believe in acceleration for all students. To achieve this goal teachers are committed to differentiating instruction to meet the needs of all our students. Data compiled from assessment, observation and portfolio review are used to individualize academic programs for all and to meet the specific needs of ESOL, special education and 'at risk' students. This data is used to complete individualized support plans for below grade level students and to determine appropriate interventions and strategies to be used in the classroom. Programs such as One-to-One reading and SOAR to Success (a content oriented reading comprehension program) have both been used to provide struggling students with individual or small group reading instruction. In addition, struggling readers are given an extra dose of direct reading instruction each day with our reading specialist in addition to their regularly scheduled reading instruction in their classroom. Saxon phonics is used in grades K-2 for one half hour per day to reinforce decoding skills. This allows our second grade teachers to spend more time on teaching well-written reading comprehension answers and less time on decoding gaps.

Throughout the building, problem-solving strategies are emphasized to promote critical thinking skills. On any given day one can observe students working in small groups to analyze, hypothesize or attempt various solutions to numerous problems. This discovery approach allows students to become fully engaged and to take intellectual risks in a comfortable and supportive environment. Teachers use modeling and guided instruction to support student understanding and independence. For instance, in September, language arts teachers work with their classes to create exemplary written responses. As students become more adept at demonstrating comprehension they move to formulating responses with a

partner and finally, independently. The Strategies At Work program in mathematics is used at all grade levels to teach students the strategies needed to solve computation problems, this encourages less reliance on rote memory in regard to computational skills.

We believe that the key to a successful program relies on collaboration among staff and between parents and staff. Teachers collaborate to plan and teach integrated units, and cross-curricular instruction is used school-wide. For example, students are taught comprehension and writing skills in all subject areas from mathematics to social studies. Technology is also used frequently across all subject areas. In addition, a few years ago we held specific in-services for our related arts teachers so that they could integrate the essential concepts and skills taught at each grade level into their own curriculum. Our programs would not be as successful without the help of our parents who come in quite often to present on various topics so that students may begin to see some real-world applications for their classwork.

5. School's Professional Development Program- As a school we firmly believe that the foundation of effective instruction is build upon the depth of knowledge our teachers possess. We have therefore dedicated our energies to providing ongoing staff development for all our teachers and instructional assistants. Topics are determined by evaluating staff interest and needs assessments given at the beginning of each year as well as by concerns voiced in decision-making teams such as, Team leaders, School Improvement Team, and various resource teams. As dictated by these findings, our most recent training workshops have been offered in each of the content areas as well as use of technology in the classroom, identification of and programming for special education and gifted and talented students, closing the gap between genders and subgroup populations, ESOL, using data to drive instruction and collaborative team building. During each of these sessions, teachers are asked to provide input and share a plan, formally or informally, for utilizing acquired knowledge and skills in the future.

One of the tasks of the School Improvement Team, which consists of parents and teachers, is to evaluate and reflect on the results of standardized tests administrated at the state and local levels. This past year they have formulated seven objectives related to improving student achievement on these assessments. One such goal was that, "By June 2004 the percentage of 4th grade students achieving at proficiency level of "Basic" on the MSA reading subtest will decrease from the 4.5% on the 2003 Gr. 3 assessment to 2.0% on the Grade 4 assessment." To meet these objectives, we requested that our county language arts resource teacher work with a cadre of teachers who, once proficient themselves, trained the remaining staff in specific comprehension strategies such as inferencing, summarizing and questioning. In addition, our own reading specialist holds monthly meetings during which she presents additional reading topics and strategies for both primary and intermediate teachers, these are called our Language Arts Resource meetings.

As a staff we genuinely value collaboration and continuous learning. There are numerous book and study groups which teachers can participate in throughout the year. Currently, we are preparing for next year with a study group focusing on Art Costa's The School As A Home for the Mind . In addition, our principal sets funds aside each year to allow teachers to attend conferences and workshops across the country.

PART VII - ASSESSMENT RESULTS

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.

Grade __3____

Test Maryland School Assessment-Reading

Edition/publication year 2003 Publisher Harcourt Educational Measurement

Number of students in the grade in which the test was administered __112__

Number of students who took the test __111__
(One third grader was not present for the test, this student received a score of "0" which is computed into the school score)

What groups were excluded from testing? Why, and how were they assessed?

The MSA testing program was designed to measure every student's progress in the content standards. Excluded from testing were students who were not instructed in courses related to content standards. As an example, severely handicapped students who are not instructed in math, reading, etc. but who are receiving occupational therapy services would not be included in the MSA testing program. All other students, special education or not, are responsible for taking either the MSA test or the Alternative MSA test. **Centennial Lane Elementary School had no students the taking the Alt-MSA.**

Number excluded __0____ Percent excluded __0___

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Student scale scores on the MSA and Alt-MSA are grouped into one of three categories: Basic, Proficient or Advanced. The 2003 Maryland score report defines Proficient as "the minimum academic achievement level expected for every student" and Advanced as "a highly challenging and exemplary level of achievement indicating outstanding accomplishment". The definition of Advanced from the MSA testing program is identical to the definition of Excellent from the MSPAP testing program and continues to demonstrate the rigorous standards of the MSA test.

MARYLAND SCHOOL ASSESSMENT (MSA)

BLUE RIBBON SCHOOLS

Content: Reading **Testing month: March** **Grade: 3**	**2002-2003**
SCHOOL SCORES	
% At Basic	4.5
% At or Above Proficient	95.5
% At Advanced	27.0
Number of students tested	111
Percent of total students tested	99.1
Number of students excluded	0
Percent of students excluded	0
SUBGROUP SCORES	
1. Asian	
% At Basic	0
% At or Above Proficient	100.0
% At Advanced	50.0
Number of students tested	24
2. Male	
% At Basic	5.4
% At or Above Proficient	94.6
% At Advanced	17.9
Number of students tested	56
3. Female	
% At Basic	3.6
% At or Above Proficient	96.4
% At Advanced	36.4
Number of students tested	55
STATE SCORES	
% At Basic	41.9%
% At or Above Proficient	58.1%
% At Advanced	8.6%

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.

Grade __3____

Test Maryland School Assessment-Mathematics

Edition/publication year 2003 Publisher McGraw/Hill___

Number of students in the grade in which the test was administered __112__

Number of students who took the test __111__

(One third grader was not present for the test, this student received a score of "0" which is computed into the school score)

What groups were excluded from testing? Why, and how were they assessed?

The MSA testing program was designed to measure every student's progress in the content standards. Excluded from testing were students who were not instructed in courses related to content standards. As an example, severely handicapped students who are not instructed in math, reading, etc. but who are receiving occupational therapy services would not be included in the MSA testing program. All other students, special education or not, are responsible for taking either the MSA test or the Alternative MSA test. **Centennial Lane Elementary School had no students the taking the Alt-MSA.**

Number excluded __0____ Percent excluded __0___

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Student scale scores on the MSA and Alt-MSA are grouped into one of three categories: Basic, Proficient or Advanced. The 2003 Maryland score report defines Proficient as "the minimum academic achievement level expected for every student" and Advanced as "a highly challenging and exemplary level of achievement indicating outstanding accomplishment". The definition of Advanced from the MSA testing program is identical to the definition of Excellent from the MSPAP testing program and continues to demonstrate the rigorous standards of the MSA test.

MARYLAND SCHOOL ASSESSMENT (MSA)
BLUE RIBBON SCHOOLS

Content: Mathematics **Testing month: March** **Grade: 3**	**2002-2003**
SCHOOL SCORES	
% At Basic	6.3
% At or Above Proficient	93.7
% At Advanced	49.5
Number of students tested	111
Percent of total students tested	99.1
Number of students excluded	0
Percent of students excluded	0
SUBGROUP SCORES	
1. Asian	
% At Basic	0.0
% At or Above Proficient	100.0
% At Advanced	75.0
Number of students tested	24
2. Male	
% At Basic	5.4
% At or Above Proficient	94.6
% At Advanced	17.9
Number of students tested	56
3. Female	
% At Basic	3.6
% At or Above Proficient	96.4
% At Advanced	36.4
Number of students tested	55
STATE SCORES	
% At Basic	34.9%
% At or Above Proficient	65.1%
% At Advanced	14.8%

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.

Grade __5____

Test Maryland School Assessment-Reading

Edition/publication year 2003 Publisher Harcourt Educational Measurement

Number of students in the grade in which the test was administered __123__

Number of students who took the test __123__

What groups were excluded from testing? Why, and how were they assessed?

The MSA testing program was designed to measure every student's progress in the content standards. Excluded from testing were students who were not instructed in courses related to content standards. As an example, severely handicapped students who are not instructed in math, reading, etc. but who are receiving occupational therapy services would not be included in the MSA testing program. All other students, special education or not, are responsible for taking either the MSA test or the Alternative MSA test. **Centennial Lane Elementary School had no students the taking the Alt-MSA.**

Number excluded __0____ Percent excluded __0___

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Student scale scores on the MSA and Alt-MSA are grouped into one of three categories: Basic, Proficient or Advanced. The 2003 Maryland score report defines Proficient as "the minimum academic achievement level expected for every student" and Advanced as "a highly challenging and exemplary level of achievement indicating outstanding accomplishment". The definition of Advanced from the MSA testing program is identical to the definition of Excellent from the MSPAP testing program and continues to demonstrate the rigorous standards of the MSA test.

BLUE RIBBON SCHOOLS

Content: Reading **Testing month: March** **Grade: 5**	**2002-2003**
SCHOOL SCORES	
% At Basic	3.3
% At or Above Proficient	96.7
% At Advanced	74.0
Number of students tested	123
Percent of total students tested	100.0
Number of students excluded	0
Percent of students excluded	0
SUBGROUP SCORES	
1. Asian	
% At Basic	10.0
% At or Above Proficient	90.0
% At Advanced	70.0
Number of students tested	20
2. Male	
% At Basic	3.4
% At or Above Proficient	96.6
% At Advanced	72.4
Number of students tested	58
3. Female	
% At Basic	3.1
% At or Above Proficient	96.9
% At Advanced	75.4
Number of students tested	65
STATE SCORES	
% At Basic	34.4%
% At or Above Proficient	65.7%
% At Advanced	26.0%

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.

Grade __5____

Test Maryland School Assessment-Mathematics

Edition/publication year 2003 Publisher McGraw/Hill___

Number of students in the grade in which the test was administered __123__

Number of students who took the test __123__

What groups were excluded from testing? Why, and how were they assessed?

The MSA testing program was designed to measure every student's progress in the content standards. Excluded from testing were students who were not instructed in courses related to content standards. As an example, severely handicapped students who are not instructed in math, reading, etc. but who are receiving occupational therapy services would not be included in the MSA testing program. All other students, special education or not, are responsible for taking either the MSA test or the Alternative MSA test. **Centennial Lane Elementary School had no students the taking the Alt-MSA.**

Number excluded __0____ Percent excluded __0___

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Student scale scores on the MSA and Alt-MSA are grouped into one of three categories: Basic, Proficient or Advanced. The 2003 Maryland score report defines Proficient as "the minimum academic achievement level expected for every student" and Advanced as "a highly challenging and exemplary level of achievement indicating outstanding accomplishment". The definition of Advanced from the MSA testing program is identical to the definition of Excellent from the MSPAP testing program and continues to demonstrate the rigorous standards of the MSA test.

MARYLAND SCHOOL ASSESSMENT (MSA)
BLUE RIBBON SCHOOLS

Content: Mathematics **Testing month: March** **Grade: 5**	**2002-2003**
SCHOOL SCORES	
% At Basic	5.7
% At or Above Proficient	94.3
% At Advanced	35.0
Number of students tested	123
Percent of total students tested	100.0
Number of students excluded	0
Percent of students excluded	0
SUBGROUP SCORES	
1. Asian	
% At Basic	10.0
% At or Above Proficient	90.0
% At Advanced	50.0
Number of students tested	20
2. Male	
% At Basic	3.4
% At or Above Proficient	96.6
% At Advanced	41.4
Number of students tested	58
3. Female	
% At Basic	7.7
% At or Above Proficient	92.3
% At Advanced	29.2
Number of students tested	65
STATE SCORES	
% At Basic	45.0%
% At or Above Proficient	55.0%
% At Advanced	9.5%

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.

Grade __3____

Test Maryland School Performance Assessment Program-Reading

Edition/publication year 2002 Publisher McGraw/Hill___

Number of students in the grade in which the test was administered __108__

Number of students who took the test __106__
(Two third graders were not present for the test, these students received a score of "0" which is computed into the school score)

What groups were excluded from testing? Why, and how were they assessed?

The MSPAP testing program was designed to measure every student working towards a Maryland State diploma. Excluded from testing were students working towards a Certificate, e.g., students with severe disabilities. These students were tested with the Independence Mastery Assessment Program (IMAP). **Centennial Lane Elementary School had no students in the IMAP program.**

Number excluded __0____ Percent excluded __0___

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Student scores on tasks are used to generate a proficiency level score for each of the six Learning Outcome domains (reading, writing, language usage, mathematics, science, social studies). This proficiency level ranges from a high of 1 to a low of 5. Proficiency levels of 3 or higher (3,2,1) are grouped as Satisfactory, with levels of 2 or 1 being labeled Excellent. The Maryland score report defines Satisfactory as "a realistic and rigorous level of achievement indicating proficiency" and Excellent as "a highly challenging and exemplary level of achievement". These definitions demonstrate the high expectations of the MSPAP test.

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.

Grade __3____

Test Maryland School Performance Assessment Program-Reading

Edition/publication year 2001 Publisher McGraw/Hill___

Number of students in the grade in which the test was administered __115__

Number of students who took the test __113__

(Two third graders were not present for the test, these students received a score of "0" which is computed into the school score)

What groups were excluded from testing? Why, and how were they assessed?

The MSPAP testing program was designed to measure every student working towards a Maryland State diploma. Excluded from testing were students working towards a Certificate, e.g., students with severe disabilities. These students were tested with the Independence Mastery Assessment Program (IMAP). **Centennial Lane Elementary School had no students in the IMAP program.**

Number excluded __0____ Percent excluded __0___

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Student scores on tasks are used to generate a proficiency level score for each of the six Learning Outcome domains (reading, writing, language usage, mathematics, science, social studies). This proficiency level ranges from a high of 1 to a low of 5. Proficiency levels of 3 or higher (3,2,1) are grouped as Satisfactory, with levels of 2 or 1 being labeled Excellent. The Maryland score report defines Satisfactory as "a realistic and rigorous level of achievement indicating proficiency" and Excellent as "a highly challenging and exemplary level of achievement". These definitions demonstrate the high expectations of the MSPAP test.

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP)
BLUE RIBBON SCHOOLS

Content: Reading **Testing month: May Grade: 3**	**2001-2002**	**2000-2001**
SCHOOL SCORES		
% Below Satisfactory	40.7	28.1
% At or Above Satisfactory	59.3	71.9
% At Excellent	8.3	8.8
Number of students tested	106	113
Percent of total students tested	98.1	98.2
Number of students excluded	0	0
Percent of students excluded	0	0
SUBGROUP SCORES		
1. Asian		
% Below Satisfactory	32.0	22.2
% At or Above Satisfactory	68.0	77.8
% At Excellent	16.0	11.1
Number of students tested	21	19
2. Male		
% Below Satisfactory	57.4	30.8
% At or Above Satisfactory	42.6	69.2
% At Excellent	4.3	1.9
Number of students tested	57	59
3. Female		
% Below Satisfactory	27.9	25.8
% At or Above Satisfactory	72.1	74.2
% At Excellent	11.5	14.5
Number of students tested	49	54
STATE SCORES		
% Below Satisfactory	65.6%	58.2%
% At or Above Satisfactory	34.4%	41.8%
% At Excellent	3.7%	5.3%

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.

Grade __3____

Test Maryland School Performance Assessment Program-Mathematics

Edition/publication year 2002 Publisher McGraw/Hill___

Number of students in the grade in which the test was administered __108__

Number of students who took the test __106__
(Two third graders were not present for the test, these students received a score of "0" which is computed into the school score)

What groups were excluded from testing? Why, and how were they assessed?

The MSPAP testing program was designed to measure every student working towards a Maryland State diploma. Excluded from testing were students working towards a Certificate, e.g., students with severe disabilities. These students were tested with the Independence Mastery Assessment Program (IMAP). **Centennial Lane Elementary School had no students in the IMAP program.**

Number excluded __0____ Percent excluded __0___

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Student scores on tasks are used to generate a proficiency level score for each of the six Learning Outcome domains (reading, writing, language usage, mathematics, science, social studies). This proficiency level ranges from a high of 1 to a low of 5. Proficiency levels of 3 or higher (3,2,1) are grouped as Satisfactory, with levels of 2 or 1 being labeled Excellent. The Maryland score report defines Satisfactory as "a realistic and rigorous level of achievement indicating proficiency" and Excellent as "a highly challenging and exemplary level of achievement". These definitions demonstrate the high expectations of the MSPAP test.

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.

Grade __3____

Test Maryland School Performance Assessment Program-Mathematics

Edition/publication year 2001 Publisher McGraw/Hill___

Number of students in the grade in which the test was administered __115__

Number of students who took the test __113__

(Two third graders were not present for the test, these students received a score of "0" which is computed into the school score)

What groups were excluded from testing? Why, and how were they assessed?

The MSPAP testing program was designed to measure every student working towards a Maryland State diploma. Excluded from testing were students working towards a Certificate, e.g., students with severe disabilities. These students were tested with the Independence Mastery Assessment Program (IMAP). **Centennial Lane Elementary School had no students in the IMAP program.**

Number excluded __0____ Percent excluded __0___

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Student scores on tasks are used to generate a proficiency level score for each of the six Learning Outcome domains (reading, writing, language usage, mathematics, science, social studies). This proficiency level ranges from a high of 1 to a low of 5. Proficiency levels of 3 or higher (3,2,1) are grouped as Satisfactory, with levels of 2 or 1 being labeled Excellent. The Maryland score report defines Satisfactory as "a realistic and rigorous level of achievement indicating proficiency" and Excellent as "a highly challenging and exemplary level of achievement". These definitions demonstrate the high expectations of the MSPAP test.

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP)
BLUE RIBBON SCHOOLS

Content: Mathematics **Testing month: May Grade: 3**	**2001-2002**	**2000-2001**
SCHOOL SCORES		
% Below Satisfactory	40.9	29.3
% At or Above Satisfactory	59.1	70.7
% At Excellent	6.4	5.2
Number of students tested	106	113
Percent of total students tested	98.1	98.2
Number of students excluded	0	0
Percent of students excluded	0	0
SUBGROUP SCORES		
1. Asian		
% Below Satisfactory	32.0	22.2
% At or Above Satisfactory	68.0	77.8
% At Excellent	16.0	5.6
Number of students tested	21	19
2. Male		
% Below Satisfactory	49.0	20.4
% At or Above Satisfactory	51.0	79.6
% At Excellent	2.0	1.9
Number of students tested	57	59
3. Female		
% Below Satisfactory	34.4	37.1
% At or Above Satisfactory	65.6	62.9
% At Excellent	9.8	8.1
Number of students tested	49	54
STATE SCORES		
% Below Satisfactory	69.2%	57.6%
% At or Above Satisfactory	30.8%	42.4%
% At Excellent	2.1%	4.6%

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.

Grade __5____

Test Maryland School Performance Assessment Program-Reading

Edition/publication year 2002 Publisher McGraw/Hill___

Number of students in the grade in which the test was administered __129__

Number of students who took the test __126__

(Three fifth graders were not present for the test, these students received a score of "0" which is computed into the school score)

What groups were excluded from testing? Why, and how were they assessed?

The MSPAP testing program was designed to measure every student working towards a Maryland State diploma. Excluded from testing were students working towards a Certificate, e.g., students with severe disabilities. These students were tested with the Independence Mastery Assessment Program (IMAP). **Centennial Lane Elementary School had no students in the IMAP program.**

Number excluded __0____ Percent excluded __0___

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Student scores on tasks are used to generate a proficiency level score for each of the six Learning Outcome domains (reading, writing, language usage, mathematics, science, social studies). This proficiency level ranges from a high of 1 to a low of 5. Proficiency levels of 3 or higher (3,2,1) are grouped as Satisfactory, with levels of 2 or 1 being labeled Excellent. The Maryland score report defines Satisfactory as "a realistic and rigorous level of achievement indicating proficiency" and Excellent as "a highly challenging and exemplary level of achievement". These definitions demonstrate the high expectations of the MSPAP test.

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.

Grade __5____

Test Maryland School Performance Assessment Program-Reading

Edition/publication year 2001 Publisher McGraw/Hill___

Number of students in the grade in which the test was administered __132__

Number of students who took the test __130__

(Two fifth graders were not present for the test, these students received a score of "0" which is computed into the school score)

What groups were excluded from testing? Why, and how were they assessed?

The MSPAP testing program was designed to measure every student working towards a Maryland State diploma. Excluded from testing were students working towards a Certificate, e.g., students with severe disabilities. These students were tested with the Independence Mastery Assessment Program (IMAP). **Centennial Lane Elementary School had no students in the IMAP program.**

Number excluded __0____ Percent excluded __0___

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Student scores on tasks are used to generate a proficiency level score for each of the six Learning Outcome domains (reading, writing, language usage, mathematics, science, social studies). This proficiency level ranges from a high of 1 to a low of 5. Proficiency levels of 3 or higher (3,2,1) are grouped as Satisfactory, with levels of 2 or 1 being labeled Excellent. The Maryland score report defines Satisfactory as "a realistic and rigorous level of achievement indicating proficiency" and Excellent as "a highly challenging and exemplary level of achievement". These definitions demonstrate the high expectations of the MSPAP test.

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP)
BLUE RIBBON SCHOOLS

Content: Reading **Testing month: May Grade: 5**	**2001-2002**	**2000-2001**
SCHOOL SCORES		
% Below Satisfactory	20.6	22.1
% At or Above Satisfactory	79.4	77.9
% At Excellent	40.5	36.6
Number of students tested	126	130
Percent of total students tested	97.6	98.4
Number of students excluded	0	0
Percent of students excluded	0	0
SUBGROUP SCORES		
1. Asian		
% Below Satisfactory	10.0	19.4
% At or Above Satisfactory	90.0	80.6
% At Excellent	35.0	27.8
Number of students tested	25	22
2. Male		
% Below Satisfactory	28.1	26.1
% At or Above Satisfactory	71.9	73.9
% At Excellent	23.4	33.3
Number of students tested	61	61
3. Female		
% Below Satisfactory	13.4	17.7
% At or Above Satisfactory	86.6	82.3
% At Excellent	56.7	40.3
Number of students tested	65	69
STATE SCORES		
% Below Satisfactory	46.6%	43.1%
% At or Above Satisfactory	53.4%	56.9%
% At Excellent	11.2%	12.3%

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.

Grade __5____

Test Maryland School Performance Assessment Program-Mathematics

Edition/publication year 2002 Publisher McGraw/Hill___

Number of students in the grade in which the test was administered __129__

Number of students who took the test __126__

(Three fifth graders were not present for the test, these students received a score of "0" which is computed into the school score)

What groups were excluded from testing? Why, and how were they assessed?

The MSPAP testing program was designed to measure every student working towards a Maryland State diploma. Excluded from testing were students working towards a Certificate, e.g., students with severe disabilities. These students were tested with the Independence Mastery Assessment Program (IMAP). **Centennial Lane Elementary School had no students in the IMAP program.**

Number excluded __0____ Percent excluded __0___

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Student scores on tasks are used to generate a proficiency level score for each of the six Learning Outcome domains (reading, writing, language usage, mathematics, science, social studies). This proficiency level ranges from a high of 1 to a low of 5. Proficiency levels of 3 or higher (3,2,1) are grouped as Satisfactory, with levels of 2 or 1 being labeled Excellent. The Maryland score report defines Satisfactory as "a realistic and rigorous level of achievement indicating proficiency" and Excellent as "a highly challenging and exemplary level of achievement". These definitions demonstrate the high expectations of the MSPAP test.

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.

Grade __5____

Test Maryland School Performance Assessment Program-Mathematics

Edition/publication year 2001 Publisher McGraw/Hill___

Number of students in the grade in which the test was administered __132__

Number of students who took the test __130__

(Two fifth graders were not present for the test, these students received a score of "0" which is computed into the school score)

What groups were excluded from testing? Why, and how were they assessed?

The MSPAP testing program was designed to measure every student working towards a Maryland State diploma. Excluded from testing were students working towards a Certificate, e.g., students with severe disabilities. These students were tested with the Independence Mastery Assessment Program (IMAP). **Centennial Lane Elementary School had no students in the IMAP program.**

Number excluded __0____ Percent excluded __0___

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Student scores on tasks are used to generate a proficiency level score for each of the six Learning Outcome domains (reading, writing, language usage, mathematics, science, social studies). This proficiency level ranges from a high of 1 to a low of 5. Proficiency levels of 3 or higher (3,2,1) are grouped as Satisfactory, with levels of 2 or 1 being labeled Excellent. The Maryland score report defines Satisfactory as "a realistic and rigorous level of achievement indicating proficiency" and Excellent as "a highly challenging and exemplary level of achievement". These definitions demonstrate the high expectations of the MSPAP test.

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP)
BLUE RIBBON SCHOOLS

Content: Mathematics **Testing month: May Grade: 5**	**2001-2002**	**2000-2001**
SCHOOL SCORES		
% Below Satisfactory	13.0	17.2
% At or Above Satisfactory	87.0	82.8
% At Excellent	36.6	44.8
Number of students tested	126	130
Percent of total students tested	97.6	98.4
Number of students excluded	0	0
Percent of students excluded	0	0
SUBGROUP SCORES		
1. Asian		
% Below Satisfactory	10.0	21.6
% At or Above Satisfactory	90.0	78.4
% At Excellent	45.0	54.1
Number of students tested	25	22
2. Male		
% Below Satisfactory	12.5	14.1
% At or Above Satisfactory	87.5	85.9
% At Excellent	37.5	40.8
Number of students tested	61	61
3. Female		
% Below Satisfactory	13.4	20.6
% At or Above Satisfactory	86.6	79.4
% At Excellent	35.8	49.2
Number of students tested	65	69
STATE SCORES		
% Below Satisfactory	50.6%	45.7%
% At or Above Satisfactory	49.4%	54.3%
% At Excellent	9.6%	11.7%