

REVISED – MARCH 21, 2005

2004-2005 No Child Left Behind - Blue Ribbon Schools

Program

U.S. Department of Education

Cover Sheet

Type of School: X Elementary Middle High K-12

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

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

School Mailing Address 5608 Boundary Avenue
(If address is P.O. Box, also include street address)

Rock Hall Maryland 21661-1604

City State Zip Code+4 (9 digits total)

County Kent School Code Number* 0504

Telephone (410) 639-2265 Fax (410) 639-2997

Website/URL www.kent.k12.md.us E-mail Bess_Engle@kent.k12.md.us

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 4, 2005
(Principal's Signature)

Name of Superintendent* Dr. Bonnie C. Ward
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Kent County Public Schools Tel. (410) 778-1595

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 Mr. Allan T. Haniffee, Sr.
(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

[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 school 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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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)

- Number of schools in the district:
 - 4 Elementary schools
 - 3 Middle schools
 - Junior high schools
 - 1 High schools
 - Other
 - 8 TOTAL
- District Per Pupil Expenditure: \$7,902.00
 Average State Per Pupil Expenditure: \$8,765.00

SCHOOL (To be completed by all schools)

- 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
- 14 Number of years the principal has been in her/his position at this school.
N/A If fewer than three years, how long was the previous principal at this school?
- Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	15	18	33	7			
K	19	17	36	8			
1	17	17	34	9			
2	21	14	35	10			
3	20	9	29	11			
4	21	16	37	12			
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							204

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school: 75% White
23% Black or African American
1% Hispanic or Latino
 % Asian/Pacific Islander
1% American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 10%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	13
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	21
(4)	Total number of students in the school as of October 1	204
(5)	Subtotal in row (3) divided by total in row (4)	
(6)	Amount in row (5) multiplied by 100	10

8. Limited English Proficient students in the school: 1%
2 Total Number Limited English Proficient
Number of languages represented: 1
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 63%
Total number students who qualify: 128

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the 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: 16%
33 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> 5 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 10 </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 25 </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> 1 </u> Multiple Disabilities	<u> 2 </u> Developmental Delay

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> </u>
Classroom teachers	<u> 9 </u>	<u> </u>
Special resource teachers/specialists	<u> 1 </u>	<u> 4 </u>
Paraprofessionals	<u> 4 </u>	<u> 1 </u>
Support staff	<u> 4 </u>	<u> </u>
Total number	<u> 19 </u>	<u> 4 </u>

12. Average school student-“classroom teacher” ratio: 23 to 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 less 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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	99%	99%	99%	98%	99%
Teacher turnover rate	0%	0%	0%	0%	0%
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III – SUMMARY

Rock Hall Elementary School is a small, rural school located in Rock Hall, population 1,396, in Kent County on Maryland’s Eastern Shore. The area is predominately rural with agriculture and fishing as major forces in the economy. The school serves 204 students. A school-wide Title One program is in place as 62% of the students qualify for free or reduced lunch.

The mission of the school is: Rock Hall Elementary School students will learn to communicate fluently, to think creatively, to develop a solid foundation in the basic skills, to realize their worth, as well as the worth of others, and to become responsible citizens and lifelong learners in a safe and orderly environment. The school slogan is:

**Reaching
High
Expectations
Successfully**

The school has been the recipient of several awards given by the Maryland State Department of Education for “sustained and substantial academic progress,” has been recognized by the governor as a “School of Excellence,” and has been designated a “Distinguished Title One School” this year.

There has been a confluence of fortunate circumstances, which has enabled and empowered our children to reach for and grasp our expectations. First, there is harmony in the efforts of our teachers, parents, community and administrators toward our goals, as expressed in the School Improvement Plan. Second, is the dedicated and caring staff that is willing to experiment, modify procedures and grow professionally. Support from families, community members and businesses enhance the learning environment, and volunteers are an integral part of the academic and talent development program. Conscious planning for representation of all interests is consistent. It is our belief that education is a continuous process shared by parents, students, teachers and community.

Multi-age classrooms and team teaching have been crucial factors in the school’s success. The curriculum is closely aligned with the Maryland Voluntary State Curriculum and performance data drives instructional decisions. Quarterly benchmark assessments and ongoing performance assessments in reading, writing and mathematics are used to ensure that all students are achieving at or above level. Flexible grouping is paramount as each child’s strengths and weaknesses are addressed. Instruction focuses on higher-level thinking, quality student products and interdisciplinary performance based teaching and learning. Academic intervention and acceleration opportunities are provided for all students before, during and after school.

The school is totally inclusive. Goals for every child in the school emphasize success in academics, the development of individual assets, youth character development, talent development, community service and positive recreation. All students are challenged, respected and loved.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Description of the Maryland School Assessment

From 1993 until 2002, Maryland used the Maryland School Performance Assessment Program (MSPAP) to assess and monitor student and school progress. This program included performance tasks that assessed grades 3, 5 and 8 Maryland Learning Outcomes in reading, writing, language usage, mathematics, science and social studies. The MSPAP measured the performance of Maryland schools by illustrating how well the students solved problems individually; their ability to apply what they learned to real world problems, and how well students could relate and use knowledge from different subject areas. School achievement was measured on three proficiency levels: Excellent, Satisfactory and Not Met.

In March, 2003—in response to new requirements from the Federal Elementary and Secondary Education Act of 2001 (ESEA, a.k.a. No Child Left Behind), Maryland introduced the Maryland School Assessment (MSA). The MSA was administered to students in grade 3, 5 and 8 in mathematics and 3, 5, 8 and 10 in reading. Student, school, district and state achievement is measured on three proficiency levels: Advanced, Proficient and Basic. The MSA produces a score that describes how well a student masters the reading and mathematics content specified in the Maryland Content Standards and the Voluntary State Curriculum (VSC). MSA scores are criterion-referenced scores depicting student performance against the Maryland VSC.

Rock Hall Elementary School has high expectations for all students. Our standards insure consistency, quality and equity for each student in gaining knowledge and skills. Assessment drives instruction. The School Improvement Team analyzes the data to understand achievement gaps among groups of students in our school. Existing programs, approaches and supports are reviewed to determine their effect on accelerating academic achievement for all students and eliminating achievement gaps. Interventions such as extended day, extended year, multi-sensory techniques, family involvement, and multi-age grouping are used.

Analysis of achievement in both reading and mathematics indicates that the process is working. There are no marked disparities between subgroups. Scores for our school-wide Title One population have exceeded the state criteria for satisfactory for all five of the reported years. Those achieving scores of excellent have also exceeded the state average for the five-year period. African American children have scores exceeding the state level for satisfactory for all five years, with 83% achieving satisfactory in reading and 33% excellent in mathematics in 2004. Females have shown the same success for all years for which we have disaggregated data. FARMS exceed the state level for satisfactory for 2001-2004 with 93% achieving satisfactory and 11% excellent in reading on their latest assessment. In mathematics 85% were satisfactory and 19% excellent in 2004. Eighty-eight percent of our special education students achieved satisfactory in reading and 75% were satisfactory in mathematics in 2004. There were less than five in the subgroup in 2003 and no disaggregated data for 2000 and 2001. No students were alternatively assessed during the period from 2000 to 2004 despite the fact that we are a totally inclusive school. Our School Improvement Tem has worked diligently to analyze the data and to make a plan which meets the needs of our children. Assessment results are available on website: www.mdreportcard.org

PART V – CURRICULUM AND INSTRUCTION

1. Describe the School’s Curriculum

Rock Hall Elementary School staff believes that education is a continuous shared process shared by parents, teachers, students and community. It is through education that each person should develop as an efficient, well disposed, understanding, earnest, participating member of our school that is designed to give each individual the opportunity and guidance for growth appropriate to his/her stage of development. A comprehensive, challenging and engaging academic program aligned with the Maryland Content Standards, voluntary state curriculum, assessment limits and evidence based strategies is utilized.

Reading, writing, mathematics, science and social studies are taught at all grade levels on a daily basis. Consistent delivery of instruction is designed to meet the need and accelerate the academic achievement of all subgroups of students. Content is presented in a variety of ways and includes the use of manipulatives, technology, models and materials, which increase student comprehension through multi-sensory experiences. Individual learning plans are maintained and utilized for all students not reaching proficiency. Academic acceleration and intervention support programs are available. Everyday Mathematics, the core of the mathematics program, is supplemented with TAI (based on Slavin’s work at John Hopkins University). Social studies and science instruction is characterized by evidence-based strategies, such as the investigation of primary source materials, active experimentation, debates, Reader’s Theater with historical fiction, role playing and simulations. Multiple methods of gathering data on student learning, such as portfolios, interviews, observations, paper and pencil tasks, investigations and written reports are used.

Art, music, physical education and technology are essential components of daily instruction. The Maryland Fine Arts Essential Learner outcomes and indicators of learning for each grade level are incorporated in instructional objectives. Talent in all students is developed by integrating fine arts instruction in content area learning. A partnership with the local arts council and parent teacher organization enables children to share in many cultural experiences.

Extensive Extended Day and Extended year programs provide opportunities for students to develop their talents and skills as members of the community and school. The goals of the programs are aligned with the academic goals for each child and emphasize the development of individual assets of youth talent development.

2. Describe the School’s Reading Curriculum

Rock Hall Elementary School’s reading curricula is aligned with the Maryland Content Standards, the Voluntary State Curriculum and the assessment limits for each grade level. The methodology and materials are eclectic. Houghton Mifflin’s “A Legacy of Literacy” is the county-wide adopted textbook. Trade books, leveled readers, periodicals and other print materials are used as resources.

Teachers study, experiment, modify procedures and grow continuously in their efforts to meet the needs of all readers. Staff development and materials have been provided in evidence-based reading strategies (phonics and phonemic awareness, repeated reading,

guided reading, directed reading/thinking activities and word study). Journal writing, portfolio assessment, integrated learning, running records, whole language, multi-sensory techniques and reading improvement based on the New Zealand model have also been included. Several staff members use Lindamood Bell and Orton Gillingham strategies as an integral part of reading instruction. Volunteers work one-on-one with students, providing individualized instruction to strengthen reading and writing skills.

The School Improvement Team determines objectives for academic improvement in the area of reading based on an analysis of the data and research based best practices. The five elements of good reading identified by the National Reading Plan are incorporated in the plan. The multi-age configuration, along with extensive staff development, has enabled children at Rock Hall Elementary School to become a community of readers.

3. Describe One Other Curriculum Area

Social Studies encompasses all of the values of our mission statement: to communicate fluently, think creatively, develop a solid foundation in the basic skills, realize one's worth as well as the worth of others and to become responsible citizens and lifelong learners. Many instructional strategies are used to enable the learning of historical and current events, examination of ideas, beliefs and patterns, and the understanding of geographic concepts, economic reasoning, political systems, and diversity and commonality.

An integrated, hands-on approach is used at all grade levels. The advantage of living in a rural area along the Chesapeake Bay is paramount as we pursue our knowledge of social studies. Trips to the Echo Hill Environmental Center, local museums, farmers, national wildlife refuge, on ships such as the Sultana, and centers of government enhance the learning experiences of our boys and girls. Local businesses and civic organizations are an integral part of our school. They provide resources, challenge our students with essay contests and serve as role models and mentors.

A common vision, based on belief that meaningful curriculum, effective instruction, and appropriate assessment are the foundation of our teaching of social studies. Our children learn best when they are actively and collaboratively building knowledge with their classmates and teacher. Each child has value and unique gifts and diversity within our school community is embraced and celebrated.

4. Describe the different instructional methods the school uses to improve student learning.

Our students are a true family of learners as each child is in a multi-age classroom. Multi-age classrooms are comprised of a mixed age group that stays with the same teachers for more than one year. Every child in this configuration can become a successful learner on his own continuum of growth. A multi-age classroom provides a child-centered environment where the process of education is turned into a wonderful and successful adventure in learning.

A reading improvement program based on the New Zealand model of Reading Recovery is used for Title One students. This innovative strategy includes parents as essential partners. Community volunteers staff this program.

Teachers have been trained in multi-sensory techniques for use in the classroom. Lindamood-Bell and Orton Gillingham staff development has been provided and is used as an important adjunct to our reading program. Leveled readers and other trade books are significant components of our instructional materials.

Touch Math, a basic math computation technique emphasizing multi-sensory learning has been implemented. The goal was to increase understanding of concepts and improvement of attitudes towards mathematics.

State of the art technology is available at Rock Hall Elementary School. Each teacher has been provided with a laptop to use at home and children have the availability of computers in the classroom, in the computer lab, and on a mobil laptop lab. A presentation system, digital cameras, and interactive writing board are also in use.

Authentic tasks, journal writing, and integrated learning are also emphasized as we strive to meet the needs of each child.

5. Describe the school's professional development program.

A characteristic of the Rock Hall Elementary School professional development is that it is a sustained effort that permeates the school culture and is found in multiple forms. Professional development includes the principal as instructional leader, teacher, instructional assistants, and volunteers who support programs. While all staff participate in county-wide training, staff is encouraged to pursue further training at regional, state, and/or national conferences. Building level collaborative planning follows professional development as teams work together to implement critical strategies.

The goal of all professional development is to develop teachers' conceptual knowledge and skills. As teachers take on new learning, they are encouraged to try out the new ideas in a risk-free environment and experience the support of their colleagues. Collaborative teams continually collect and analyze student data--a culture of analysis and reflection about teaching and learning results.

Evidence of the worth of our professional development is apparent as one looks at the changes that have accelerated student learning. Multi-age classrooms, multi-sensory learning, Touch Math, Dimensions of Learning, Asset Building, guided reading, Reading Recovery and other initiatives have had a substantial impact on the academic and social growth of our children. Teacher and students have become communities of learners.

STATE CRITERION-REFERENCED TESTS
Maryland State Assessment (MSA) 2003-2004

And

Maryland School Performance Assessment Program (MSPAP) 2002-2001

Subject Reading Grade 3

	MSA 2003-2004	MSA 2002-2003	MSPAP 2001-2002	MSPAP 2000-2001	MSPAP 1999-2000
Testing month	February	February	May	May	May
SCHOOL SCORES – MSPAP – Title I School-wide					
Not Met	5	15	33	15	21
Satisfactory	95	70	68	85	79
Excellent	8	15	5	15	25
Number of students tested	37	26	40	32	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American (specify subgroup)					
Not Met	17	33	30	29	33
Satisfactory	83	67	70	71	67
Excellent	8	0	0	14	33
Number of students tested	12	5	10	7	12
2. Females (specify subgroup)					
Not Met	**	**	29	0	21
Satisfactory			71	100	79
Excellent			10	21	25
Number of students tested	18	15	21	14	26
3. FARMS (specify subgroup)					
Not Met	7	23	32	23	**
Satisfactory	93	69	68	77	
Excellent	11	8	5	0	
Number of students tested	27	12	18	13	27
4. Special Education (specify group)					
Not Met	13	*	43	*	*
Satisfactory	88		57		
Excellent					
Number of students tested	8	3	7	*	12
STATE SCORES					
Not Met	29	42	70	74	70
Satisfactory	59	50	30	26	30
Excellent	13	9	5	3	5

*Less than 5 in the subgroup.

**There was no disaggregated data for these subgroups published in 2000.

STATE CRITERION-REFERENCED TESTS
Maryland State Assessment (MSA) 2003-2004

And

Maryland School Performance Assessment Program (MSPAP) 2002-2001

Subject Mathematics Grade 3

	MSA 2003-2004	MSA 2002-2003	MSPAP 2001-2002	MSPAP 2000-2001	MSPAP 1999-2000
Testing month	February	February	May	May	May
SCHOOL SCORES – MSPAP – Title I School-wide					
Not Met	14	26	8	7	2
Satisfactory	87	74	92	93	98
Excellent	30	26	13	38	57
Number of students tested	37	26	40	32	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American (specify subgroup)					
Not Met	33	33	17	13	8
Satisfactory	67	67	83	88	92
Excellent	33	17	17	25	54
Number of students tested	12	5	12	8	13
2. Females (specify subgroup)	**	**			
Not Met			14	7	3
Satisfactory			86	93	97
Excellent			14	43	48
Number of students tested	18	18	22	14	27
3. FARMS (specify subgroup)					
Not Met	15	23	16	7	**
Satisfactory	85	69	84	93	
Excellent	19	8	16	40	
Number of students tested	27	12	19	15	30
4. Special Education (specify group)		*			
Not Met	25		0	20	67
Satisfactory	75		100	80	33
Excellent			33	40	5
Number of students tested	8	3	9	5	17
STATE SCORES					
Not Met	28	35	67	74	67
Satisfactory	52	50	33	26	33
Excellent	20	15	5	3	5

*Less than 5 in the subgroup.

**There was no disaggregated data for these subgroups published in 2000.

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

Content: **Reading and Math**
Testing Month: **February** **Grade:** **4**

	Reading 2003-2004	Math 2003-2004
SCHOOL SCORES		
Not Met	18.5	18.5
Satisfactory	81.5	81.5
Excellent	22.2	59.3
Number of students tested	27	27
Percent of total students tested	100	100
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
SUBGROUP SCORES		
1. African American (specify subgroup)		
Not Met	16.7	0
Satisfactory	83.3	100
Excellent	33.3	66.7
Number of Student Tested	6	6
2. FARM (specify subgroup)		
Not Met	16.7	33.3
Satisfactory	83.3	66.7
Excellent	25.5	50.0
Number of Students Tested	12	12
3. Special Education (specify subgroup)		
Not Met	0	33.3
Satisfactory	100	66.7
Excellent	0	0
Number of Students Tested	3	3
STATE SCORES		
Not Met	24.9	30.4
Satisfactory	59.3	49.6
Excellent	15.8	20.0

First year of testing in grade 4.