

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal: Ms. Susan Burgess

Official School Name: George Washington Elementary School #22

School Mailing Address: 800 Scott Street

Baltimore

Maryland

21230-1824

City

State

Zip Code+4 (9 digits total)

County NA State School Code Number*0022

Telephone (410) 396-1445 Fax (410) 396-3392

Web site/UR: www.baltimorecityschools.org E-mail: SBurgess@bcps.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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Charlene Cooper Boston
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: Baltimore City Public School System Tel. (410) 396-8898

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

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson: Mr. Brian Morris
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

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

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
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: 100 Elementary schools
 33 Middle schools
 -- Junior high schools
 48 High schools
 27 Other (Charter)

 208 TOTAL

2. District Per Pupil Expenditure: \$11,605 (as per James Figlozzi-Office of Chief Financial Officer)
 Average State Per Pupil Expenditure: \$9,661

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban school with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural

4. 4 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 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	17	15	32	7			
K	23	22	45	8			
1	15	17	32	9			
2	15	19	34	10			
3	23	21	44	11			
4	14	14	28	12			
5	13	13	26	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							241

6. Racial/ethnic composition of the school: 6 % White
94 % Black or African American
-- % Hispanic or Latino
-- % Asian/Pacific Islander
-- % 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: 17%

[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	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	37
(3)	Total of all transferred students [sum of rows (1) and (2)]	40
(4)	Total number of students in the school as of October 1	241
(5)	Total transferred students in row (3) divided by total students in row (4)	.17
(6)	Amount in row (5) multiplied by 100	17

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient
Number of languages represented: 1 English
Specify languages:
9. Students eligible for free/reduced-priced meals: 90%
Total number students who qualify: 217

10. Students receiving special education services: 15%
36 Total Number of Students Served

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

<u>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>5</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>13</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> </u> Multiple Disabilities	

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>1</u>
Classroom teachers	<u>11</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>1</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff	<u>6</u>	<u>0</u>
Total number	<u>26</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

13. Show the attendance patterns of teachers and students as a percentage.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	92%	94%	92%	92%	93%
Daily teacher attendance	*78%	74%	na%	na%	na%
Teacher turnover rate	**14%	14%	0%	38%	36%
Student dropout rate (middle/high)	na%	na%	na%	na%	na%
Student drop-off rate (high school)	na%	na%	na%	na%	na%

*Teacher rate can be attributed to maternity leaves and long term illnesses.

**Teacher turn over rate stabilized as a result of principal turn over.

PART III - SUMMARY

George Washington Elementary #022 in a Snapshot

Vision and Mission

- Accelerating the academic achievement of all students, in partnership with the entire community, to ensure that all students have the attitudes, skills, and proficiencies needed to succeed in college and in the 21st century global workforce.
- Accelerating student progress through effective implementation of Baltimore City Public School's Master Plan, focusing on quality instruction and sustaining a culture of excellence.

George Washington Elementary #22 is a pre-kindergarten through grade five Baltimore City Public School located in South Baltimore. This area is referred to as Washington Village/Pig Town. It is located "in the shadows" of both Oriole Park at Camden Yards, home of the Baltimore Orioles professional baseball team and M&T Bank Stadium, home of the Ravens, the city's professional football team. The neighborhood itself is currently in a rejuvenation and renovation phase. New homes are being built, and older ones are being renovated. New or existing businesses are being enticed to locate into the area.

As of September 2005, the official count of students enrolled in George Washington Elementary was 276 students. Of these 276 students, 232 were African American, 41 were white, 1 was Asian/Pacific Islander, and 2 were Hispanic. The percentage of students receiving free or reduced meals was 93% and 15% of the school's population received special education services. The students were taught by 67% of highly qualified teachers. In addition, the entire teaching staff held the following state issued professional certificates: 35% Advanced, 53% standard, and 12% Conditional.

Although the neighborhood is experiencing a renaissance, the school's population is being adversely affected. The overall number of students attending George Washington has dropped over the last three years. Families have had to move due to houses being sold to "rehabbers" or being rehabbed by owners of former rental properties. As a result of this population shift, there is only one second, one fifth grade and one self contained special education class in the 2006-07 school year and two classes each at the kindergarten, first, fourth grade levels.

On a positive note, George Washington continues to "beat the odds" and outperforms similar schools in the city and the state, as the state test scores demonstrate over the last three years. These scores show consistent growth over time as reflected in enclosed data charts for reading and math.

George Washington's success can be attributed to many factors; most important are the various stakeholders. Although funded by various sources and having differing criteria, the stakeholders have an enormous impact on the school. For example, St. Jerome's Head Start Preschool Program, funded through Catholic Charities, helps prepare four and five year olds for the rigor of elementary school. The after school BOOST Program and the Carol White Physical Education Program, funded by the YMCA directly impacts the school's climate and attendance. Title I funds provide an Instructional Support Teacher and an Instrumental Music position. Additional after school groups include: After School Homework, Boy Scouts, Brownies, and an Intermediate Girls' Etiquette Group.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Data show that 90% all students at George Washington Elementary School scored at the proficient/advanced level in reading and 92% of all students scored at the proficient/advanced level in mathematics as measured by Maryland State Assessment. The MSA (Maryland State Assessment) test is a criterion referenced test that measures student proficiency and advanced proficiency on the Maryland content standards which are embedded in the reading and mathematics Voluntary State Curriculum. Each child receives a score in each content area that categorizes their performance as basic, proficient or advanced. Student performance is also compared to national, state, and district achievement. Items on the MSA include selected response (multiple choice) and brief constructed response as well as extended response items. Accountability is recognized by Adequate Yearly Progress (AYP). Schools, districts, and the State of Maryland must show that students are making AYP in reading and math. Information on the state assessment system may be found at www.mdk12.org and www.mdreportcard.org

MSA data beginning with the SY2003-04, show that third grade performance levels in reading increased from 46% advanced/proficient to 76% in 2004-05 and 96% in 2005-06. In mathematics, 59% were at the advanced/proficient level in 2003-04, increased to 73% in 2004-05, and increased again in 2005-06 to 91%.

MSA data beginning with the SY 2003-04 show that fourth grade performance levels in reading increased from 56% advanced/proficient to 87% in 2004-05 and 94% in 2005-06. In mathematics, 44% were at the advanced/proficient level in 2003-04, increased to 80% to in 2004-05, and increased again in 2005-06 to 97%.

MSA data beginning with the SY 2003-04 show that fifth grade performance levels in reading increased from 50% advanced/proficient to 83% in 2004-05 and dipped slightly to 81% in 2005-06. The slight dip could be attributed to pupil mobility. In mathematics, 73% were at the advanced/proficient level in 2003-04, increased to 80% to in 2004-05, and increased again in 2005-06 to 88%.

George Washington Elementary, an inner city school continues to “beat the odds” and outperforms similar schools in Baltimore City and the State of Maryland as the state assessment scores have demonstrated over the last three years. These scores show consistent growth over time as shown in enclosed data charts for reading and math.

Prior to 2004-05, state scores were higher than George Washington’s scores. But for the last two years in reading and math, GW students have outperformed, scored at the same level or scored slightly below the State of Maryland. GW third graders have outperformed or performed the same as state scores with 96% in 2005-06 and 76% in 2004-05 while the State scored 78% in 2005-06 and 76% in 2004-05. In math, GW third graders outperformed or scored slightly below the state with 91% in 2005-06 and 73% in 2004-05 while the state scored 79% in 2005-06 and 77% in 2004-05

In reading, GW fourth graders outperformed State of MD scores with 94% in 2005-06 and 87% in 2004-05 while the State scored 82 % in 2005-06 and 74% in 2004-05. In math GW fourth graders outperformed the state with 97% in 2005-06 and 80% in 2004-05 while the State of MD

scored 82% in 2005-06 and 77% in 2004-05.

In reading, GW fifth graders have outperformed the state scores with 81% in 2005-06 and 83% in 2004-05 while the State scored 77% in 2005-06 and 74% in 2004-05. In math, GW fifth graders outperformed the state with 91% in 2005-06 and dipped slightly to 73% in 2004-05 while the state scored 79% in 2005-06 and 77% in 2004-05.

2. Using Assessment Results: George Washington's faculty and staff develop the school's improvement plan based on Maryland State Assessment results. First, results are analyzed for overall findings and contributing factors in the "evidence of need" portion of the school improvement plan.

Findings address both strengths and weaknesses in the areas of reading, math, and attendance. In addition, climate, mobility rate, parent/family and community involvement and special education service results are included in the plan. Statistics for "all students" and subgroups (five or larger) are reported by the state and are planned for in the school improvement plan for the coming year. "All students" and Subgroup objectives are developed for implementation.

Then, action plans are developed and include school-wide goals, objectives, and quarterly milestones. This quarterly monitoring is divided into four milestones that increase in percentages throughout the year. Within the action plan section, strategies and activities for implementation are planned and monitored regularly. Action plans are developed based on assessed needs as well as best practices that need to continue in order for the school to move forward and continue meeting Adequate Yearly Progress as set by the state of Maryland.

Faculty and staff professional development is planned and reflects Baltimore City Public Schools' goals for reading and math. Specific school needs based on Maryland State Assessment results are guided by The School Improvement Plan and steered by the School Improvement Team. A management plan is developed as part of the school improvement plan. This process reflects George Washington's use of data to understand and improve student and school performance.

3. Communicating Assessment Results: At the school level, George Washington Elementary sends home a principal's letter explaining the levels of achievement (advanced, proficient, basic) and what levels are considered as passing (advanced or proficient). Along with the principal's letter, the school sends home individual test scores. Parents are made very aware at the beginning of the school year as to their child's performance on this "high stakes" testing program that is administered in March. The first "Back to School Night" in September serves as the initial in depth sharing of assessment results. At the classroom level, grade newsletters also inform parents about grade level results.

In addition to the above mentioned ways of communicating with parents, the School Improvement Plan, which is based on test scores, is the tool which the School Improvement Team (parents, teachers, administrators, and community people) uses to drive the inner workings of daily instruction. The School Improvement Team meets quarterly to reassess the plan, makes revisions, and adjustments so that goals may be met. Thus all stakeholders are aware of school-wide, grade-wide and individual strengths and needs of all students.

4. Sharing Success: The successes of George Washington Elementary have been shared state-wide, city-wide, and community-wide with media news conferences at Maryland State Department of Education and Baltimore City Public Schools Headquarters. There have been articles in Baltimore Sun Newspaper, local community newspapers, and Baltimore Teachers Union Informational Sheets. A “Blue Ribbon School” flag flies over the school informing all who pass by of the school’s success. The above has been coupled with systemic news releases and CEO’s Bulletin.

The Maryland State Department of Education had a February event planned at the school. Local and state dignitaries are attending the event along with media personnel. Later in March, another recognition ceremony will be held at the state capital, Annapolis. Steps outlined in Part 3 “Communicating Assessment Results” also demonstrate the means by which successes have been communicated with parents and the community at large.

In addition, GW has hosted school teams, local resident principal groups and others to demonstrate best practices, strategies, lesson learned etc. Staff has presented to area principal groups as to best practices and daily instruction. GW serves as a pre-teaching teaching center for Towson University providing students with urban teaching experience. Staff members also are part of a locally based group of teachers who discuss best practices and successful teaching methods, then share and create supplemental materials. At the primary level, a model first grade program “Whole Day First Grade” which is the foundation for intermediate success is in place and has been recognized with a visit by The First Lady, Laura Bush. This year 2006-07 George Washington Elementary was recognized Nationally as Model Title I School.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: George Washington Elementary School uses the Maryland State Department of Education Voluntary State Curriculum (VSC) as dictated by Baltimore City Public Schools' (BCPSS) systemic initiative. This curriculum is based on National Content Standards K-12 for reading/language arts, mathematics, science, social studies, etc. and incorporates assessment limits for specific subjects and grade levels. The voluntary state curriculum (VSC) is the document that identifies the Maryland Content Standards and aligns them with the Maryland Assessment Program. The curriculum documents are formatted so that each begins with content standards or broad, measurable statements about what students should know and be able to do. Indicator statements provide the next level of specificity and begin to narrow the focus for teachers. The objectives provide teachers with clear information about what specific learning should occur. When the objective is tested on the Maryland State Reading and Mathematics Assessments, it will be followed by an assessment limit. In order to provide teachers and students with quality instruction, BCPSS has revised its curricula or obtained curricula from other successful districts in Maryland for reading/language arts (PK-8) and mathematics (PK-8).

To support the selected curriculum the following materials are used throughout the grades: reading-grades PK-5, SRA's Open Court Reading, mathematics-grades K-5, McGraw-Hill's Math in My World, science-grades PK-5, Houghton Mifflin's Discovery Works, social studies-grades PK-5, Macmillan/McGraw-Hill. Intervention components are included as part of Open Court Reading and Voyager Password are used with students repeating the grade or scoring "basic" on the state assessment.

At George Washington teachers strictly adhered to the state's Voluntary State Curriculum and its assessment limits. High level teaching incorporated teacher explanation, modeling, guided practice, release of students to practice individually, assessment, reteaching of students as needed, and challenging students who are able. Assessment, instructional modification and adjustments were on going events based on analysis of student work. For areas of weakness, action plans were developed and followed.

2. Reading: George Washington's reading curriculum and selection process was discussed previously in section labeled "1. Curriculum;" nevertheless, as previously stated individual schools may not select nor may they deviate from systemic decisions in reference to programs, strategies or materials. The use of the Voluntary State Curriculum/Open Court Reading Alignment and Pacing Guide document are required by local and state directives.

The pacing guide helps teachers gauge short and long range planning. It divides units into suggested lesson windows aligned with Open Court Reading Program and BCPSS approved calendar. The Curriculum Aligned Document for Reading, Writing, Controlling Language, Listening, and Speaking addresses the connection between Maryland Voluntary State Curriculum Content Standards and the skill development within the Open Court Reading Program. This document aligns subject matter, instruction, and assessment in reading/language arts. Open Court Reading end of unit and lesson assessments provide information for instructional planning. Teachers use the information in the alignment document to augment instruction within the Open Court Reading Program.

3. Mathematics: Mathematics instruction at George Washington, although guided and structured by Maryland’s Voluntary State Mathematics Curriculum, is modified and adjusted by “Math Works” which consists of materials generated by a professional learning community of teachers. This locally based group designs lessons around best practices in mathematics and focuses on repeated exposure to a skill through daily homework assignments, and daily reviews. They operate under the premise that, “It can take a child as many as 24 exposures to a skill before it becomes a part of their long term memory. Once students understand and master skills for an objective then, students are provided opportunities for practice over time.” Steps in teaching VSC objectives must provide hands-on activities, modeling and guided practice, teacher checking, differentiation with suggestions built in for re-teaching, checking again, and teacher supervised practice. For those students in need of enrichment or extension, suggestions are also provided. The “Math Works” group of teachers learns about math concepts, discusses best practices and successful teaching methods, shares teacher created supplemental materials, and clarifies what is to be taught.

4. Instructional Methods: The various instructional methods used at George Washington are incorporated throughout this application. The manner in which assessment results are used (mentioned in Part IV, 2. Using Assessment Results) demonstrates the importance of analyzing, studying findings, understanding contributing factors and developing goals, milestones and action plans. Long and short term goals are established and monitored. In Part IV (1. Curriculum, 2. Reading, and 3. Mathematics), the recurring methods are modeling, guided practice, repeated exposure, assessment, differentiation, re-teaching, challenging, extending, hands-on, analyzing student work, instructional modifications through adjustments, making connections, building background, and other research based best practices. It seems that a successful school is able to juggle all of the above at the proper time and place with the properly identified students. “Knowing your students” is paramount. The faculty and staff at George Washington Elementary work very hard to “know” their students.

Cultural Arts

Despite limited resources and personnel, GW strives to provide and expose students to a variety of experiences. Being in the city allows students opportunities to visit and participate in cultural outreach programs with The Baltimore Museum of Art, The Reginald F. Lewis Museum of African American Culture, The Sports Legends Museum, The Ballet Company, The Baltimore Symphony Orchestra and others. In addition, GW is allotted an art teacher and an instrumental music teacher for 2 ½ days per each week. Students do participate in physical education classes twice a week. Various clubs and activities are held after school and taught by school staff. These activities include: modern dance, book club, homework club, computer club, Junior Achievement, Boy Scouts, and Girl Scouts. Visiting programs also enhance student exposure to the arts. For example, a modern dance troupe performed and taught students several professional dance techniques and Baltimore Clay Works staff worked with young artists at GW.

5. Professional Development: Professional development is both systemic and school based. The systemic professional development ensures support and implementation of Baltimore City Public Schools curricula. The School Improvement Plan provides guidance from the school based perspective. Coupling these efforts with effective and ongoing job-embedded professional development at the school level for classroom teachers provides learning and coaching opportunities, for teachers to effectively teach, assess student learning, and adjust teaching strategies based on current student performance. Teachers studied student work in order to

identify next steps for instruction. Topics have been as varied as differentiation of instruction, linking formative and summative assessments with daily instruction, developing higher level questions to extend and enhance critical thinking, Voluntary State Curriculum, analysis of local and state assessments for areas of instructional focus, writing brief constructed response questions, Open Court Reading Program and its components, McGraw-Hill Mathematics and its components, Math Works and others.

PART VII - ASSESSMENT RESULT

In order to interpret Maryland State Assessments (MSA) results, take into account that the Maryland State Department of Education defines results in terms of the following subgroups: African American, White, Hispanic, FARMS, special education, and limited English proficiency. At George Washington Elementary, only two of the above mentioned subgroups apply. Those subgroups are African American and FARMS. There are not enough children to create additional subgroups.

Subject: Reading Grade: 3 Test: Maryland State Assessment

Edition/Publication Year: 2005-2006 Publisher: SRA McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES*					
% proficient plus advanced	96	76	46	33	
% advanced	11	14	5	0	
Number of students tested	44	37	39	55	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	0	1	--	
Percent of students alternatively assessed	2	0	2	--	
SUBGROUP SCORES					
1. African American	94	79	41	28	
% proficient plus advanced	9	--	--	--	
% advanced	30	30	28	40	
Number of students tested					
2. FARMS					
% proficient plus advanced	95	74	52	34	
% advanced	14	---	--	--	
Number of students tested	36	32	28	44	
3. Special Education	*	*	*	*	
State Scores					
% proficient plus advanced	78	76	71		
% advanced	15	18	13		

*Too few to constitute subgroup

Subject: Reading Grade: 4 Test: Maryland State Assessment

Edition/Publication Year: 2005-2006 Publisher: SRA McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES*					
% proficient plus advanced	94	87	56	NA	
% advanced	48	18	6		
Number of students tested	28	39	48		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	1	1		
Percent of students alternatively assessed	4	3	2		
SUBGROUP SCORES					
1. African American	93	91	47	NA	
% proficient plus advanced	48	--	--		
% advanced	29	31	--		
Number of students tested					
2. FARMS					
% proficient plus advanced	93	94	57	NA	
% advanced	47	--	--		
Number of students tested	30	32	--		
3. Special Education	*	*	*	*	
State Scores					
% proficient plus advanced	82	74	68		
% advanced	23	18	15		

*Too few to constitute subgroup

Subject: Reading Grade: 5 Test: Maryland State Assessment

Edition/Publication Year: 2005-2006 Publisher: SRA McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES*					
% proficient plus advanced	81	83	50	34	
% advanced	27	37	2	6	
Number of students tested	24	41	48	53	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	1	0	--	
Percent of students alternatively assessed	0	2	0	--	
SUBGROUP SCORES					
1. African American					
% proficient plus advanced	87	84	47	39	
% advanced	26	--	--	--	
Number of students tested	23	27	40	33	
2. FARMS					
% proficient plus advanced	74	82	50	38	
% advanced	11	--	--	--	
Number of students tested	19	33	36	40	
3. Special Education	*	*	*	*	
State Scores					
% proficient plus advanced	77	74	68		
% advanced	34	30	29		

*Too few to constitute subgroup

Subject: Mathematics Grade: 3 Test: Maryland State Assessment

Edition/Publication Year: 2005-2006 Publisher: SRA McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES*					
% proficient plus advanced	91	73	59	45	
% advanced	16	35	10	5	
Number of students tested	43	37	39	58	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	0	1	--	
Percent of students alternatively assessed	2	0	2	--	
SUBGROUP SCORES					
1. African American					
% proficient plus advanced	88	73	55		
% advanced	9.4	--	--		
Number of students tested	30	30	28	41	
2. FARMS					
% proficient plus advanced	92	74	66		
% advanced	13.5	--	--		
Number of students tested	36	32	28	44	
3. Special Education	*	*	*	*	
State Scores					
% proficient plus advanced	79	77	72		
% advanced	25	26	20		

*Too few to constitute subgroup

Subject: Mathematics Grade: 4 Test: Maryland State Assessment

Edition/Publication Year: 2005-2006 Publisher: SRA McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES*					
% proficient plus advanced	97	80	44		
% advanced	71	10	8		
Number of students tested	28	39	48		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	3	2		
Percent of students alternatively assessed	4	8	4		
SUBGROUP SCORES					
1. African American					
% proficient plus advanced	97	81	38		
% advanced	72	--	--		
Number of students tested	29	31	--		
2. FARMS					
% proficient plus advanced	97	85	43		
% advanced	70	--	--		
Number of students tested	30	32	--		
3. Special Education	*	*	*		
State Scores					
% proficient plus advanced	82	77	70		
% advanced	32	27	20		

*Too few to constitute subgroups

Subject: Mathematics Grade: 5 Test: Maryland State Assessment

Edition/Publication Year: 2005-2006 Publisher: SRA McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES*					
% proficient plus advanced	88	80	73	24	
% advanced	27	23	4	0	
Number of students tested	24	40	48	53	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	1	0	--	
Percent of students alternatively assessed	0	2	0	--	
SUBGROUP SCORES					
1. African American					
% proficient plus advanced	91	74	72	21	
% advanced	26	--	--	--	
Number of students tested	23	27	40	33	
2. FARMS					
% proficient plus advanced	84	79	76	25	
% advanced	11	--	--	--	
Number of students tested	19	33	36	40	
3. Special Education					
	*	*	*	*	
State Scores					
% proficient plus advanced	73	69	63		
% advanced	19	17	13		

*Too few to constitute subgroups