

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

U.S. Department of Education

Cover Sheet Type of School: [] Elementary [4] Middle [] High [] K-12 [] Charter

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

Official School Name Hereford Middle School
(As it should appear in the official records)

School Mailing Address 712 Corbett Road
(If address is P.O. Box, also include street address.)

Monkton Maryland 21111-1500
City State Zip Code+4 (9 digits total)

County Baltimore County State School Code Number* 0855

Telephone (410) 887-7902 Fax (410) 887-7904

Web site/URL http://www.herefordms.bcps.org E-mail hems0855@bcps.org

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

(Principal's Signature) Date _____

Name of Superintendent* Dr. Joe A. Hairston
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Baltimore County Public Schools (BCPS) Tel. (410)887- 4554

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. Donald L. Arnold
(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 _____

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

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: 104 Elementary schools
 27 Middle schools
 0 Junior high schools
 26 High schools
 6 Other
- 163 TOTAL
2. District Per Pupil Expenditure: \$ 9467.00
- Average State Per Pupil Expenditure: \$ 9661.00

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
 Suburban
 Small city or town in a rural area
 Rural
4. 5 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				7	157	164	321
K				8	158	173	331
1				9			
2				10			
3				11			
4				12			
5				Other			
6	168	177	345				
2006-2007			TOTAL STUDENTS IN THE APPLYING SCHOOL →				997

Source: Cognos

6. Racial/ethnic composition of the school: 91 % White
5 % Black or African American
2 % Hispanic or Latino
2 % Asian/Pacific Islander
0.3 % 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: 5 %

[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	25
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	28
(3)	Total of all transferred students [sum of rows (1) and (2)]	53
(4)	Total number of students in the school as of October 1	992
(5)	Total transferred students in row (3) divided by total students in row (4)	0.0534
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: _____
 Specify languages:

9. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 54

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: 8%
80 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>4</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>9</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>51</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>2</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>3</u>	<u> </u>
Classroom teachers	<u>54</u>	<u>2</u>
Special resource teachers/specialists	<u>10</u>	<u>1</u>
Paraprofessionals	<u>5</u>	<u>2</u>
Support staff	<u>3</u>	<u>1</u>
Total number	<u>75</u>	<u>6</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 18:1

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	96%	95%	96%	96%	97%
Teacher turnover rate	3%	13%	10%	4%	3%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	0%	0%	0%	0%	0%

PART III – SUMMARY

Each school day forty-eight buses deliver 997 students from a 226 square mile area to Hereford Middle School, which is located in the northern part of Baltimore County, Maryland. Hereford Middle School's vision is to create a community that is committed to developing the full academic potential of young adults within a climate that fosters individual responsibility, concern for each other, and dedication to life-long learning. Three goals support our mission, which is to prepare students to reach their maximum potential as responsible, respectful citizens and active learners.

Goal one is to improve academic achievement for all students. We view each student as an individual and create an educational program that best suits his needs. A student who does not achieve at his true academic potential, can benefit from a variety of remediation programs. Teachers are available before school, during lunch, and after school to assist students. From 2:15 – 3:30 p.m. daily, an after school program, The Hereford Learning Center (HLC), provides students with a location to complete homework, use technology, catch up on missing assignments, or receive one-on-one assistance in reading or math from teachers. Guidance counselors and peer helpers work with students to organize notebooks; this ensures that a student is prepared for instruction. Special education teachers work closely with content area classroom teachers to adapt lessons and incorporate a variety of learning styles in order to help every student in the classroom achieve. The goal of Special Education is to meet the specific learning needs of children. The inclusion setting addresses the needs of students, as identified in an Individual Education Plan, in the general education setting. Our self-contained classroom provides adaptive learning support and functional learning supports to students who would benefit from a smaller, structured learning environment.

Academically successful students benefit from a variety of content driven enrichment programs such as: World Language (Spanish or French –97% of our world language students earn high school credit at the conclusion of grade 8) and/or our Agricultural Science program, which is the only Ag-Science program offered in a middle school in the state of Maryland. Students who show consistent academic growth or achievement join the National Junior Honor Society. Hereford Middle School teachers sponsor approximately 30 after school extra-curricular clubs and programs for students. Some of the most popular clubs are: Symphonic Band, Chorale, Student Council, SADD, the Bay Savers, the Chess Club, and the school literary magazine.

Goals two and three of Hereford Middle School's mission are to maintain a safe and orderly learning environment and model the characteristics of an ethical citizen. We encourage student involvement in the community. Our guidance department sponsors a Character Counts program that promotes active citizenship. In December of each year, our Grade 7 students participate in Career Day. During Career Day members of the immediate community visit classes and present information to students about career opportunities that are available in Baltimore County and the state of Maryland. In May of each year, our grade 8 students participate in a 3-day grant and school sponsored interdisciplinary program, Bay Days. Through field trips, experiments, classroom activities, and hand-on activities, students build an appreciation of the environment while they learn about the importance and responsibility of living in the Chesapeake Bay watershed.

Hereford Middle School students are connected to the community, state, and world through service projects such as: an annual Bowl-a-thon for cancer, volunteer service at the Baltimore Ronald McDonald House, an annual food drive to collect food for the Hereford Food Bank, and a collection of tuition dollars for a family in Africa.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Every March students in grades three through eight take the Maryland School Assessment (MSA) test, a measure of student achievement in math and reading. The MSA meets the testing requirements of the federal No Child Left Behind Act (NCLB) and measures individual student mastery of reading and math content as outlined in the Maryland Content Standards and the Voluntary State Curriculum (VSC). Three proficiency levels characterize individual student scores on a series of selected response items and constructed response items: Advanced, Proficient, and Basic. Students, who score Advanced or Proficient in the MSA, are considered readers who are able to construct meaning from on-grade level to above grade-level texts and math students who are able to successfully apply math concepts to real-world situations.

The cornerstone of Maryland's accountability system is Adequate Yearly Progress (AYP), the method Maryland uses to track academic progress and make accountability decisions. Schools, school systems, and the state must show that students have achieved AYP in reading, math, and one additional measure. In elementary and middle schools the additional measure is attendance. In addition to student achievement in the aggregate (all students), eight student sub-groups (African-American, American Indian, Asian/Pacific Islander, Hispanic, White, Limited English Proficient, Free and Reduced-Price Meals, and Special Education) must also meet AYP.

Hereford Middle School students demonstrate a consistently strong performance in reading and math on the MSA. Over a three year period, the percent of students who scored at or above proficient in math increased 19% overall (from 76% in 2004 to 90.8% in 2006). In reading, student scores showed an 11% increase overall (from 82.6% in 2004 to 91.6% in 2006).

The score increase in sub-groups who perform at or above proficient in math is dramatic. All reported sub-groups showed gains in math from 2004 to 2006. The African-American population moved from 25% (2004) to 77.4% (2006) proficient or above (a 210% increase) in math. The Asian/Pacific Islanders sub-group showed a 75% increase (from 57% - 100%) in math. For two years, 2005 and 2006, 100% of our Asian/Pacific Islanders population scored at proficient or above. Data for the Hispanic sub-group is available for 2005 and 2006 and in those two years, this sub-group showed an increase in the overall score of 14%. In 2006, 100% of the Hispanic sub-group scored at proficient or above in math. The special education sub-group showed a 64% increase overall in three years. The Free and Reduced Meals (FARM) sub-group doubled when it showed a 100% increase in the number of students who scored proficient or above in math. The white sub-group, at 17% at or above proficient over the three year period, is the most closely aligned with the overall school-wide increase of 19% over three years.

Sub-groups who perform at or above proficient in reading also increased. Asian/Pacific Islanders showed a 117% increase, from 42.9% in 2004 to 93.8% in 2006. The Hispanic sub-group showed an 8% increase from 2005-2006, with no results available in 2004. Special education students increased 49% over three years. Again, the white sub-group showed an 11% increase, which is the same as our overall increase in students who scored at or above proficient in reading. Two groups showed a decrease in reading scores. Our Free and Reduced Meal students showed a decrease of 1.5%. Although our African-American sub-group showed an 11.5% decrease over the three-year period, this decrease is an increase in the scores from 2005; scores were 87.5% in 2004; 71.1% in 2005; and 77.4% in 2006. At closer examination, within the African-American sub-group, the sixth and seventh grade scores increased (33% and 29% respectively) in 2005 and 2006.

The School Improvement Plan for Hereford Middle School identifies strategies, interventions, and enrichment opportunities that will continue to increase the numbers of students who perform at or above proficient in the reading and math MSA.

2. Using Assessment Results

Current Maryland School Assessment (MSA) data is used to create a year-long staff development calendar that outlines methods and strategies that will improve daily classroom instruction and student achievement. During the school year, various staff members model information that highlights identified areas of need in our student population at monthly faculty and department meetings. For example, how math skills (in the area of statistics) are utilized in physical education was demonstrated during a faculty meeting by a member of the Physical Education department.

MSA data analysis drove the creation of a school-wide vocabulary program. Using vocabulary models from state websites, reading, English, and social studies content teachers taught students key strategies to decode three types of vocabulary questions. Our math and science departments focused their efforts on data identified objectives in mathematics that required reinforcement. All content areas developed content-based reading activities to strengthen student knowledge in the areas of main idea, supporting details, inferences, summarizing, and paraphrasing. Hereford Middle School created a “Got VSC” poster that lists MSA and VSC assessment limit objectives in student-friendly vocabulary.

With a score of below proficient or in the lower one-third of the proficient range of the MSA in math, a student is eligible to enroll in a three-year middle school math program called “Algebraic Thinking.” Enrolled students receive an additional 45-minutes of math instruction every other day that is designed to develop mathematical ability through alternate learning strategies.

A list of students who score below proficient and students who score in the lower third of the proficient range on the MSA is provided to content and special area teachers at the start of each school year. Teachers modify classroom instruction to target areas of need for each student and monitor student progress on periodic benchmark assessments.

3. Communicating Assessment Results:

Hereford Middle School prides itself on its ability to keep an open line of communication with the members of the community and parents. A monthly newsletter, phone calls via Connect Ed (an automated phone system), and emails from the principal highlight school achievements and upcoming Hereford activities. Teachers use a variety of communication tools to inform parents. Interims, emails, planners, teacher websites, and phone calls keep parents connected to their child’s academic performance. Weekly team meetings and quarterly parent conference nights offer a wide range of meeting times. Many teams use team websites, recognition assemblies, and “Student of the Week” certificates to recognize student achievement.

Students, teachers, administrators, and parents meet monthly in two venues to review overall school performance. The Parent Teacher Student Association (PTSA) and School Improvement Team (SIT) disseminate new information concerning state-wide initiatives, ease fears that come with change, determine how the community can help the school and plan new, exciting programs. One result of these meetings is the creation of an MSA night, where parents have the opportunity to attend an evening meeting to learn about the statewide tests and ask questions about the impact of the data on the school and the individual students. Another result of the PTSA and SIT initiative is the Hereford Learning Center (HLC). The HLC provides students with after school support in math, reading, homework, or organizational skills.

Hereford maintains contact with its five feeder elementary schools and Hereford High School to identify common initiatives. A vertical team meeting with the elementary schools and high school helps

teachers successfully transition 5th and 8th grade students. Joint staff development workshops with the high school faculty ensure that the learning community is connected and that students will continue to meet the levels of academic success for years to come.

4. Sharing Success

Hereford Middle School administrators encourage the faculty and staff to share the success of our students and our professional expertise with neighboring county schools and teachers at the state and national levels. Each year part of our staff is invited to write, pilot, evaluate, and/or update county-wide curricula in all departments and on all levels. Hereford Middle School teachers have presented at county-wide professional development seminars, in-service trainings, and college-level courses. Teachers have participated in MSA workshops, evaluated test questions of the ETS/Praxis, and presented nationally at the National Middle School Convention and National Social Studies Convention. Several teachers applied for and earned National Board Certification. Teachers have received Chamber of Commerce Awards and Teacher Association of Baltimore County (TABCO) Rookie of the Year Awards.

Our students participate in various annual competitions such as The Maryland Mathalon, Mathcounts, Math League, Baltimore County 24 Contest, Quiz Bowl, National Geography Bee, the Rotary Club writing contest, the state Home and Garden Show, and the Hereford Public Library writing contest. In 2002 the Mathcounts team placed first in the Chesapeake Chapter and second in the state. In 2005, Hereford students won first place in all three of the Baltimore County “24” math contests. One student earned a position on the Maryland State Mathcounts team and participated in the National Mathcounts contest in Chicago. In the Maryland Math League Contest, the 6th grade team placed 5th out of 41 schools and first in the region. Students are encouraged to participate in school and county level intramural basketball teams. Physical Education teachers sponsor a “Baby Bull Run” and “Lunch Run” club to encourage physical fitness.

Hereford Middle School shares the success and accomplishments of our students and faculty by sponsoring a “Spotlight Night.” During this yearly event, students actively demonstrate their knowledge in content area competitions, they display their artwork, their projects, and their floral arrangements. Parents, members of the local community, county educational leaders, and elected officials attend “Spotlight Night.”

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Art: Students use art elements, design principles, and problem solving skills to perceive, interpret, and respond to ideas, experiences, and the environment as a form of visual communication. The art program emphasizes an interdisciplinary approach that enables students to see the connection between art, reading, math, science, and social studies. After-school workshops assist students in the creation of a portfolio of work for application to our Gifted and Talented art program. Students in after-school art clubs created murals in the cafeteria, gym, and student lavatories to enhance the appearance of our school.

English: The English program, grades 6 – 8, is an integrated program that emphasizes reading, writing, vocabulary, grammar, usage, and mechanics. At each grade level the English program includes at least four long literary works. Students maintain a writing portfolio that contains major compositions that focus on the purposes for writing: writing to inform, writing to persuade, and writing for personal expression.

Health: In Health class students explore and apply the five realms of wellness: social, emotional, physical, spiritual, and intellectual health. Units focus on nutrition and consumer science, human development, first aid and safety, heart health, drug and alcohol abuse prevention, stress management, anger management and bullying, self-esteem, and family relationships. Grade 7 health students are part of the CollegeEd program.

Music: Music is offered as an elective to sixth, seventh and eighth grade students. Most students study World Music, American Music, Band, Orchestra, or Chorus. The skills from these classes enable students to become life long learners in music and teach them aesthetic skills to relate to their other studies.

Physical Education: Students engage in a challenging, well-rounded program comprised of a variety of team and individual sports and lifetime/leisure activities. The values of sportsmanship, cooperation, respect, and teamwork are re-enforced throughout class activities. Reading and math skills such as paraphrasing and problem solving are included to reinforce VSC objectives.

Science: Grades 6, 7, and 8 science units (biology, chemistry, physics and earth/space) require students to apply scientific knowledge to a practical or world situation. Students learn critical thinking skills and use technology as they gather, analyze, and evaluate data - students have the opportunity to *do* science instead of reading about it. Students use the scientific method to examine historic and modern scientific theories by constructing, predicting and testing their problem questions.

Social Studies: Grade 6 students complete a World Cultures program that emphasizes three units of study: South America, East Asia, and South Asia. Grade 7 students complete a World Cultures program that highlights four units: Middle East, Russia, Europe, and Africa. The Grade 8 American History program stresses the study of early sedentary societies through the era of Reconstruction. All grade level programs offer rigorous activities involving high-level critical thinking skills in order to develop student ability to locate, organize, interpret, analyze, explain, and evaluate primary and secondary sources.

Mathematics: Sixth grade students enroll in Algebraic Foundations, Math 6 or GT Math. Seventh grade students are offered Algebraic Thinking Part I, Pre-Algebra or Algebra 1. Eighth grade students register for: Pre-Algebra, Algebra 1 or Algebra 2. A “Head and Shoulders” program allows students to advance

above grade level in their study of mathematics. We currently have seven seventh grade students enrolled in Algebra 2 and one sixth grade student enrolled in Algebra 1.

World Languages: The French and Spanish program involves students in the exchange of information about themselves, their families, their needs, preferences and feelings

NOTE: Art, English, mathematics, science, and social studies classes offer accelerated and enriched Gifted and Talented curricula that address the needs of advanced learners.

2b. English:

Sixth graders at Hereford Middle School receive daily reading instruction through the *Scott Foresman Reading* program. The program addresses skills and concepts in alignment with the Maryland Voluntary State Curriculum for Reading. Unit assessments, administered six times during the year, ensure that instruction is data driven. The program includes leveled readers that address the needs of students who show weaknesses in particular reading skill areas as evidenced by the unit assessments.

Students reading two or more years below grade level receive instruction through the *Language!* program by Sopris West. *Language!* is a comprehensive research-based literacy program that addresses the skills of phonics, spelling, vocabulary, grammar, reading comprehension, writing and oral presentation for 90 minutes a day. Qualification for the *Language!* program is based on a score below the 40th percentile on the Maryland School Assessment followed by an assessment in the areas of word recognition, reading comprehension and spelling skills. Ongoing and summative assessments guide instruction. The program also incorporates the use of technology through teacher support materials and student enrichment activities.

Unit titles in the English curriculum speak to the literary experience found at each grade level. Grade six units (Personal World, Cultural World, Modern World, and Natural World) connect students to one another and the world. Grade seven units (The Nuts and Bolts of Non-Fiction, The Power of Poetry, The Fabulous Form of Fiction, and The Dynamics of Drama) emphasize author perspective. In grade eight, units (Explaining the Meaning, Connecting Through Literature, Persuading Others, and Expressing the Theme) encourage students to become reflective and analytic readers and writers. At each grade level, one unit is devoted to the study of Shakespeare. The minimum required reading for each grade level is four long works (one per unit). Students read four self-selected works (one per quarter) independently. Students are encouraged to “Strive for 25” (part of the Maryland VSC) through teacher sponsored books clubs (Just for Readers), an interdisciplinary “Drop Everything and Read” (DEAR) program, participation in the Maryland Black-Eyed Susan Award program, book talks, visiting authors, a summer reading program, and contests. A daily grammar drill program at each grade level provides students an opportunity to analyze the structure and form of words, phrases, clauses, and diagram sentences. Weekly grammar packets enrich, reinforce, and extend grammar skills. Vocabulary programs reflect the study of context clues, roots, prefixes, suffixes, and common meanings. As writers, Hereford Middle School students participate in real world communication by writing friendly letters to the service men and women, thank you notes to Career Day presenters, publishing student literary magazine (*The Bear*), and writing a school newspaper (*The Moon*). Additionally, students participate in three community/school system sponsored writing contests. Short Cycle Assessments and Benchmark Tests allow teachers to monitor student progress and mastery of the VSC Objectives.

3. Additional Curriculum Area:

Hereford Middle School holds the distinction of offering the only middle school level Agricultural Program in the state of Maryland. Our program is nationally recognized, but more importantly it reflects the geographic location and pride the Hereford community takes in passing on the traditions of farming and the animal sciences to students. The Agriscience program, offered to seventh and eighth grade

students, is an exploratory program in which students participate in hands-on activities related to understanding the Agricultural Industry and its importance to producing food and fiber for the world. Agriscience units that include: Introduction to Agriculture, House Plant care and hydroponic gardening, Landscape design, Natural Resources, Floral Design, Animal Science, the Ag Engineering Structures Challenge, and Student Service Learning address the mission of Hereford Middle School, to prepare students to reach their maximum potential as responsible, respectful citizens and active learners. In addition, seventh grade students receive the College Ed program, an exploration of careers and college opportunities, as a part of their instruction. The nature of the Agriscience curriculum emphasizes the agricultural applications of math (measurement, cost, and graphing data); science; reading (analysis and summary of information); and technology/engineering (computer assisted drafting and analysis of building structures). Agriscience lessons written as direct connections to the math and reading indicators/objectives of the VSC contribute to the growth of our MSA scores. Reluctant learners are engaged by the interactive environment of the Agriscience class. Students have the opportunity to excel as they participate in exciting projects, real-world applications, and challenges. After school FFA Chapter activities and summer learning opportunities are available to students who wish to learn more about this dynamic industry.

4. Instructional Methods:

Hereford Middle School teachers use a variety of instructional methods and strategies to deliver VSC based lessons that incorporate a variety of learning styles. Grade level content area teachers meet during common planning period every other week to ensure that instruction is uniform within each unit, to share instructional ideas, and to modify lessons to meet student needs.

To support students who need enrichment or instructional assistance, teachers offer before school, after school, and during lunch help. Students attend the Hereford Learning Center to complete homework assignments, get assistance with organization and receive math and reading help. Prior to the High School Assessment (HSA) and at various times throughout the school year, math teachers offer special after-school skills sessions. Students who have the skills to take Algebra I, but need help with abstract concepts take *Algebra with Assistance*. Students who take Pre-Algebra but may need assistance with basic math facts or taking concepts from concrete to the abstract take *Come-Back Math*.

Each content area integrates technology. Science, math, and self-contained classroom teachers use laptops to introduce different concepts and encourage students to use white boards and tablets. The guidance department does classroom lessons that reinforce the instructional methods of the classroom teacher. They work with students on understanding in which way they learn best, assist students with organizational problems, and explain to students how to best seek assistance. Hereford Middle works with each student as an individual to create life-long learners.

5. Professional Development:

Just as we believe that each student is an individual, we believe that every content area plays an integral part in a student's academic success. In order to foster that belief, we plan professional development activities based on the needs of the staff and the students.

One of our goals for the 2006-2007 school year is to reinforce the VSC through the special areas. Whenever possible and appropriate, teachers reinforce a vocabulary, math, and/or reading concept. This encourages students to see that vocabulary, math, and reading skills are important in all content areas, not just the core areas of math, science, social studies, and English. All content area teachers create and use a reading lesson that addresses the reading indicators of the VSC.

Department chairpersons and the administration created a "Got VSC?" poster for every staff member and student. The poster reflects the assessment limits of the Reading and Math Voluntary State Curricula as general topic questions that assist teachers and students in recognizing the VSC indicators in daily instruction. A school created vocabulary binder that isolates and provides practice in the skills needed to understand vocabulary in context, vocabulary in isolation, and vocabulary with multiple meanings is used by social studies and English teachers. This vocabulary instruction assists our students

with comprehension of texts across the curriculum as they become better equipped to understand the meaning of words.

Hereford Middle School teachers and administration participate in staff development opportunities with our high school. This vertical teaming process assists our students as they transition from the middle to the high school level. It also helps prepare our students for the High School Assessments as the content areas communicate with each other about the expectations of these high stake assessments.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 6 Test Maryland School Assessment

Edition/Publication Year 2006

Publisher Maryland State Department of Education (MSDE)

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month: March					
SCHOOL SCORES*					
% “Meeting” plus “Exceeding” State Standards	94	93	91		
% “Exceeding” State Standards	65	56	52		
Number of students tested	306	311	336		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	<5	<5	<5		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1 White					
% “Meeting” plus “Exceeding” State Standards	94	94	91		
% “Exceeding” State Standards	66	57	53		
Number of students tested	268	275	288		
2. Black					
% “Meeting” plus “Exceeding” State Standards			62		
% “Exceeding” State Standards			15		
Number of students tested	<10	<10	13		
3. Special Education					
% “Meeting” plus “Exceeding” State Standards	68	71	53		
% “Exceeding” State Standards	20	14	20		
Number of students tested	25	28	30		
4. FARM					
% “Meeting” plus “Exceeding” State Standards	90	80	70		
% “Exceeding” State Standards	30	33	20		
Number of students tested	20	15	10		

STATE CRITERION-REFERENCED TESTS

Subject Mathematics Grade 6 Test Maryland School Assessment

Edition/Publication Year 2006

Publisher Maryland State Department of Education (MSDE)

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

	2005- 2006	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month: March					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	90	87	81		
% "Exceeding" State Standards	39	30	24		
Number of students tested	305	320	336		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	<5	<5	<5		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. White					
% "Meeting" plus "Exceeding" State Standards	91	87	82		
% "Exceeding" State Standards	40	31	25		
Number of students tested	284	295	315		
2. Black					
% "Meeting" plus "Exceeding" State Standards			69		
% "Exceeding" State Standards			8		
Number of students tested	<10	<10	13		
3. Special Education					
% "Meeting" plus "Exceeding" State Standards	54	61	40		
% "Exceeding" State Standards	8	14	7		
Number of students tested	24	28	30		
4. FARM					
% "Meeting" plus "Exceeding" State Standards	70	87	60		
% "Exceeding" State Standards	30	27	20		
Number of students tested	20	15	10		

STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 7 Test Maryland School Assessment

Edition/Publication Year 2006

Publisher Maryland State Department of Education (MSDE)

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month: March					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	92	90	90		
% "Exceeding" State Standards	51	48	50		
Number of students tested	326	346	331		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	<5	<5	<5		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. White					
% "Meeting" plus "Exceeding" State Standards	93	91	90		
% "Exceeding" State Standards	53	50	21		
Number of students tested	298	325	308		
2. Black (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	75	58	79		
% "Exceeding" State Standards	33	8	21		
Number of students tested	12	12	14		
3. Special Education					
% "Meeting" plus "Exceeding" State Standards	67	48	45		
% "Exceeding" State Standards	83	21	0		
Number of students tested	24	29	20		
4. FARM					
% "Meeting" plus "Exceeding" State Standards	78	73	67		
% "Exceeding" State Standards	28	9	8		
Number of students tested	18	11	12		

STATE CRITERION-REFERENCED TESTS

Subject Mathematics Grade 7 Test Maryland School Assessment

Edition/Publication Year 2006

Publisher Maryland State Department of Education (MSDE)

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

	2005- 2006	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month: March					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	91	92	81		
% "Exceeding" State Standards	58	57	56		
Number of students tested	326	346	331		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	<5	<5	<5		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. White	92	92	85		
% "Meeting" plus "Exceeding" State Standards	35	36	29		
% "Exceeding" State Standards	298	325	308		
Number of students tested					
2. Black					
% "Meeting" plus "Exceeding" State Standards	67	92	57		
% "Exceeding" State Standards	8	8	7		
Number of students tested	12	12	14		
3. Special Education					
% "Meeting" plus "Exceeding" State Standards	67	55	25		
% "Exceeding" State Standards	17	10	5		
Number of students tested	24	29	20		
4. FARM					
% "Meeting" plus "Exceeding" State Standards	78	91	33		
% "Exceeding" State Standards	33	18	0		
Number of students tested	18	11	12		

STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 8 Test Maryland School Assessment

Edition/Publication Year 2006

Publisher Maryland State Department of Education (MSDE)

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

	2005- 2006	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month: March					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	87	86	82		
% "Exceeding" State Standards	51	47	49		
Number of students tested	354	344	355		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	<5	<5	<5		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. White					
% "Meeting" plus "Exceeding" State Standards	88	87	82		
% "Exceeding" State Standards	38	40	33		
Number of students tested	331	318	336		
2. Black					
% "Meeting" plus "Exceeding" State Standards	62	75			
% "Exceeding" State Standards	8	13			
Number of students tested	13	16	<10		
3. Special Education					
% "Meeting" plus "Exceeding" State Standards	48	36	35		
% "Exceeding" State Standards	12	0	0		
Number of students tested	25	14	23		
4. FARM					
% "Meeting" plus "Exceeding" State Standards	78	91	3		
% "Exceeding" State Standards	33.3	18.2	0		
Number of students tested	18	11	12		

STATE CRITERION-REFERENCED TESTS

Subject Mathematics Grade 8 Test Maryland School Assessment

Edition/Publication Year 2006

Publisher Maryland State Department of Education (MSDE)

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month: March					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	88	84	76		
% "Exceeding" State Standards	41	42	38		
Number of students tested	354	344	355		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	<5	<5	<5		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. White					
% "Meeting" plus "Exceeding" State Standards	89	84	77		
% "Exceeding" State Standards	49	42	39		
Number of students tested	331	318	336		
2. Black					
% "Meeting" plus "Exceeding" State Standards	69	63			
% "Exceeding" State Standards	15	19			
Number of students tested	13	16	<10		
3. Special Education					
% "Meeting" plus "Exceeding" State Standards	40	29	26		
% "Exceeding" State Standards	4	7	4		
Number of students tested	25	14	23		
4. FARM					
% "Meeting" plus "Exceeding" State Standards	75	91	33		
% "Exceeding" State Standards	33	18	0		
Number of students tested	18	11	12		