

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. Patricia A. Lawton
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Red House Run Elementary School
(As it should appear in the official records)

School Mailing Address 1717 Weyburn Road
(If address is P.O. Box, also include street address.)

City Baltimore State Maryland Zip Code+4 (9 digits total) 21237-1722

County Baltimore State School Code Number* 1406

Telephone (410) 887-0506 Fax (410) 887-0507

Website/URL <http://www.bcps.org/schools/profile.asp> E-mail plawton@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 Tel. (410) 887-4281

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 _____

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
 25 High schools
 9 Other
- 165 TOTAL

2. District Per Pupil Expenditure: \$8,899.00
- Average State Per Pupil Expenditure: \$9,661.00

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. 7.0 Number of years the principal has been in her/his position at this school.

NA 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	29	32	61	7	-----	-----	-----
K	43	36	79	8	-----	-----	-----
1	33	35	68	9	-----	-----	-----
2	34	33	67	10	-----	-----	-----
3	39	26	65	11	-----	-----	-----
4	30	26	56	12	-----	-----	-----
5	47	52	99	Other	-----	-----	-----
6	-----	-----	-----				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							495

6. Racial/ethnic composition of the school: 56% White
29% Black or African American
9% Hispanic or Latino
5% 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: 7%

[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	15
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	21
(3)	Total of all transferred students [sum of rows (1) and (2)]	36
(4)	Total number of students in the school as of October 1	495
(5)	Total transferred students in row (3) divided by total students in row (4)	.07
(6)	Amount in row (5) multiplied by 100	7%

8. Limited English Proficient students in the school: 5%
22% Total Number Limited English Proficient
Number of languages represented: 11
Specify languages: Amharic, Arabic, Cantonese, Greek, Hindi, Ibo, Mandarin, Polish, Spanish, Tagalog, and Urdu

9. Students eligible for free/reduced-priced meals: 40%

Total number students who qualify: 196

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: 13%
66 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>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>13</u> Emotional Disturbance	<u>19</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>1</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>2</u>	<u>NA</u>
Classroom teachers	<u>22</u>	<u>NA</u>
Special resource teachers/specialists	<u>9</u>	<u>3</u>
Paraprofessionals	<u>5</u>	<u>NA</u>
Support staff	<u>3</u>	<u>7</u>
Total number	<u>41</u>	<u>10</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 23.1

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	95%	95%	95%	95%	96%
Daily teacher attendance	96%	96%	97%	96%	98%
Teacher turnover rate	5%	10%	8%	3 %	8 %
Student dropout rate (middle/high)	NA	NA	NA	NA	NA
Student drop-off rate (high school)	NA	NA	NA	NA	NA

PART III - SUMMARY

Red House Run is located in the Rosedale area of northeastern Baltimore County. The school is one of four neighborhood schools and the only school within the cluster that is not receiving Title 1 funds. The Red House Run community is comprised largely of single family homes. In the past five years, the number of multiple dwelling families has significantly increased, doubling previous figures. To date, Red House Run serves 68 multiple family dwellings. Red House Run's catchment area also includes two low-income mobile home parks. Presently, there are two homeless families whose children attend Red House Run.

For the 2005-2006 school year, the school had an enrollment of 495 students in grades pre-kindergarten to five. There are 20 regular education classes, which include two half-day pre-kindergarten classes. In addition, there are four self-contained special education classes comprised of children from throughout the school's district. These include one primary Behavior and Learning Support Program, one Intermediate Behavior and Learning Support Program, and one three/four year old Early Childhood Learning Support Program.

Red House Run is collaboratively committed to ensuring that all students attain mastery of essential academic skills. Faculty and staff demonstrate instructional leadership. Administrators are leaders of leaders and act as coaches and partners. The focus of the school is on learning. When, in spite of high expectations, students do not master the curriculum, interventions and adjustments are the response. Teachers frequently monitor student progress and adjust instruction accordingly. Parents and teachers form partnerships and share similar goals for the children's learning. The Red House Run community maintains the integrity and reputation of the school. Graduates of Red House Run acquire necessary citizenship skills in order to positively impact the community.

Students are instructed using the Baltimore County Public Schools Curriculum, which is aligned with Maryland's Voluntary State Curriculum. This rigorous curriculum incorporates all major content areas: reading, mathematics, social studies, science, health and safety, spelling, written communication, art, physical education, vocal and instrumental music, and technology. Through the continued commitment to learning, the staff has created a program that will best address the students' needs. The faculty provides increased reading time with small group instruction and provides the *Reading Intervention Model* for both supplementary strategies and reading interventions. In order to further enhance writing, Red House Run implements a writing enrichment program that was personally created by teachers at the school. Increased math time and a tutorial program is provided to students based upon summative evaluations and Maryland School Assessment scores. Science and social studies instructional times have been extended by infusing content area into reading and math. Furthermore, a schedule has been designed for direct instruction on technology, content standards, and the utilization of appropriate grade level software.

To make connections with the community, an active Student Council organizes a variety of outreach and charitable programs throughout the year. Red House Run Elementary is also characterized by parents who provide educational support to teachers and children through enrichment programs and volunteerism. The PTA is actively involved and supports the curriculum by generously funding math and science programs, additional instructional materials, and community events. The School Improvement Team consists of parents, teachers, and administration who work together to create and implement the yearly School Improvement Plan, ensuring that all students reach their maximum potential.

Red House Run Elementary has an ongoing tradition of high standards by offering a challenging academic program provided by highly qualified and caring teachers. The school has established and upheld the tradition of high expectations and outstanding achievement for forty years. It continues to provide a quality education for our students through a variety of programs and initiatives. Red House Run is committed to nurturing the unique capabilities of all students as they prepare to meet the challenges of the twenty-first century.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In March of 2003, in response to requirements emanating from the federal Elementary and Secondary Education Act of 2001, known as the No Child Left Behind Act, and to sharpen its accountability system, Maryland introduced the Maryland State Assessment (MSA). MSA generates a score that describes how well a student has mastered Maryland's Content Standards, precisely articulated in the Voluntary State Curriculum (VSC). MSA scores are criterion referenced and describe student performance in concert with the standards in the VSC as well as in comparison to students across the nation; school, district, and state achievement is assessed on three levels: Basic (below grade level), Proficient (at grade level), and Advanced (above grade level). Items on the assessment include selected response (multiple choice) and brief and extended written responses. The cornerstone of Maryland's accountability system is Adequate Yearly Progress (AYP). Schools, districts, and the state must show that students are making AYP in reading, math, and at the elementary level in attendance. In addition to student achievement in the aggregate, AYP must be made among eight subgroups of students: American Indian/Alaskan Native, Asian/Pacific Islander, African American, White (not of Hispanic origin), Hispanic, Special Education, Limited English Proficient, and Free/Reduced Lunch (FARM). All results are reported by total population and by subgroups.

The MSA is given to students in grades 3-5 in the areas of reading and mathematics. Information on the state assessment system may be found at www.mdk12.org and www.mdreportcard.org.

Red House Run provides a comprehensive educational program for all students, while serving as a special education outreach cluster school for youngsters exhibiting behavior and learning challenges, and the need for support in the early years. Nonetheless, the school, because of its remarkably tenacious and committed staff, has continued to demonstrate an upward trend in MSA scores, as well as the ability to continuously make AYP since 2003.

MSA data since the year 2003 for third and fifth grades and since 2004 for fourth grade indicate the percentage of students scoring at the proficient or advanced levels increased from 75% to 98% in third grade reading, from 71% to 91% in fourth grade reading, and from 73% to 82% in fifth grade reading. This upward trend is equally evident in the school's mathematics scores. The percentage of students scoring at the proficient or advanced levels increased from 75% to 87% in third grade, from 67% to 95% in fourth grade and from 61% to 81% in fifth grade.

Statistics from four subgroups is shown in the assessment data for Red House Run. The four subgroups represented include Free and Reduced Lunch, African American, White, and Special Education; other subgroups, not identified, are comprised of less than 10 children. All subgroups have made AYP for the past three years, and all have met or exceeded the county and state levels of proficiency. Red House Run's mission to close the achievement gap between subgroups has met with considerable success; over the past three years the gaps have significantly decreased. Since 2004, the proficiency rate for African Americans has increased 28%, for Special Education 12%, and for FARM 27%.

History will continue to repeat itself within the walls of Red House Run Elementary School. Each and every student, individually nurtured and attended to, is given the support needed to succeed. The intensity of the faculty's commitment, realized on a daily basis, is visualized as differentiated lessons are taught, assessments are administered and analyzed, and instruction and groupings are revamped to meet the needs of children. A "can-do" attitude permeates the culture of the school, which manifests itself in a proclivity to succeed, as well as a willingness to go one step further for the sake of the children. Youngsters reap the benefits of these efforts; MSA scores are the proof.

2. Using Assessment Results:

Red House Run Elementary School uses assessment data to drive instruction for the success of all students. Data collected from Scott-Foresman Math summative assessments and Houghton Mifflin Integrated Theme and Skills Tests, as well as daily formative assessments are analyzed by faculty and staff members in order to adjust instruction to meet students' varying needs. The data collected from the Maryland School Assessment (MSA) is also analyzed and is used as a driving force in creating the School Improvement Plan. The initiatives set forth in the School Improvement Plan directly correlate to the needs of students as established by MSA results.

Students scoring in the basic range on MSA, or below grade level on math unit tests or reading theme tests, are closely monitored by staff members. If the inconsistencies in student performance remain after differentiation of classroom instruction, these identified students may participate in established reading and math intervention programs. Students continuing to labor, once intervention strategies are in place, may be referred to a Student Support Team and possibly an IEP team to gain further insight.

Conversely, students scoring in the advanced range or above grade level on assessments are also monitored by staff and may receive enriched instruction for reading and math. Students consistently performing above grade level may also be referred for Gifted and Talented services.

The success of students at Red House Run is a collaborative effort. Vertical teams as well as grade level teams meet monthly with the administration to examine and interpret data collected from summative assessments. Focus plans are developed to make certain that every student is a successful learner. The Professional Development Leadership Team, consisting of the administration and several teachers, meet weekly to analyze data and student performance to design professional development opportunities that ensure continued achievement for both the teachers and students.

3. Communicating Assessment Results

Red House Run Elementary maintains a high level of commitment to students, parents, and community members by imparting achievement in both traditional and innovative ways. MSA data is available on both the Baltimore County and Maryland State websites. State assessment results are also communicated via School Improvement Team meetings and monthly parent and PTA newsletters. Data is provided in a way that can easily be interpreted and analyzed.

Day to day student achievement and performance are conveyed to school constituents via parent-teacher conferences, interims, teacher websites, and the schoolwide home/school connection folder. Individual assignment planners provide daily two-way communication between the parent and teacher. The implementation of the district's latest technology communication system, Connect-ED, a service of Notification Technologies, Inc., provides immediate feedback to parents and community members on school assessments, events, and emergencies. Using the school phone system, messages and reports are delivered to families and community members on any given day and time as designated by school personnel.

Evening programs, offered throughout the year, provide opportunities for parents to access information relative to their children's education and school performance. Family Math Nights, and the Superintendent's extracurricular activities, including Math 24 Challenge, the Science Fair, and the Safe Racer competition, are all offered as opportunities for parents to share in the accomplishments of their children.

Student performance is critical to school achievement; therefore, students demonstrate their understanding of this performance by monitoring and tracking their own achievement. All fourth and fifth grade students are aware of their proficiency levels and teacher-student conferences provide the vehicle for improvement or commitment to scoring beyond the proficiency levels. Red House Run promotes student ownership by allowing students to discover their strengths and weaknesses, thereby controlling their own learning.

4. Sharing Success

Red House Run Elementary, tucked away in a quite unassuming county neighborhood, has always been known for its successes. The school's stellar reputation, along with its commitment to demonstrating improvement, entices others to want to relish in its success. These successes are shared throughout Baltimore County and Maryland, initiated by both invitation and personal initiative.

Teachers, the heart and soul of Red House Run's accomplishments, share their knowledge and skills in myriad ways. Via a long standing partnership with Towson University, seasoned staff serve as mentors and master teachers for young adults who aspire to enter the world of education. Strong ties with the teaching program at Towson nurture relationships and ensure the spread of promising teaching practices throughout the nation. Further, to hone their skills, already employed teachers from other schools throughout the district partake in Red House Run classroom observations and conversations.

Others assigned to Red House Run present on topics, both in Baltimore and at the state level, spanning curricula including physical education, technology integration, special education and children's literature, inclusion, and gifted and talented education including Primary Talent Development. Members of the staff teach graduate courses via the internet and consult for the Maryland State Department of Education in developing interactive e-communities.

To further share the school's initiatives and achievements, the school community aggressively supports the superintendent's extracurricular academic initiatives including: the Black Saga Competition, Math 24 Challenge, and Safe Racer (Science, Technology, Engineering, Mathematics) Competition. An ongoing relationship with the Baltimore County Library and a dedicated media specialist, guarantees that virtually all students engage in a summer reading program. Students have reaped the benefits of ongoing involvement. Red House Run earned First Place in the Racer competition for 2005, earned First Place in the Sneaks Summer Reading Program in 2001, 2002, and 2003, and First Place for participating in Fire Poster and Essay contests.

Red House Run's successes were further recognized in being named the Lifetime Maryland Demonstration School for Physical Education for the years 1999-2001 and 2001-2003. From 2003-2005, the school was given the title of Award for Excellence in Physical Education, and The National Honor Roll Demonstration Center. The Physical Education teacher is the recipient of the MAHPERD Elementary Teacher of the Year Award.

The school's accomplishments are continuously highlighted on the school's website, in the media, via the Parent Teacher Association, and during administrative meetings and open houses.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The Red House Run Elementary School administration and staff collaborate to provide a rigorous, instructional program for all students. Students are actively engaged in a learning environment that promotes the success of each child. Instruction is consistently aligned with the Maryland Voluntary State Curriculum and Maryland Content Standards to ensure that objectives are being met.

Reading/language arts, mathematics, social studies, and science instruction is delivered in a way that students meet the requirements mapped out by the Voluntary State Curriculum.

Red House Run's multi-sensory instructional program gives attention to specific learning styles and modalities of students. The academic success of all students is addressed through three basic levels of instruction: the standard curriculum, the standard curriculum with supports, and gifted and talented. Specific interventions guide daily instruction for students requiring further differentiation. Embedded within the standard curriculum is the opportunity for students who excel to explore content at a more abstract level.

Reading, writing, mathematics, science, and social studies are taught daily within all grade levels. Lessons and authentic, instructional activities incorporate vocabulary development, concepts, skills, and processes specific to each content area. Teachers work together to make interdisciplinary connections and to achieve consistency among grade levels. This vertical team approach enables students to see the interrelations of content information, and it provides teachers a collaborative basis for planning and presenting subject material at each grade level.

In reading, students exhibit their comprehension of text using a variety of skills and strategies including decoding, fluency, monitoring and clarifying, predicting, making inferences, summarizing, and evaluating the author's craft. In written language, students are engaged in meaningful, integrated writing processes that require them to produce written compositions with organized thoughts and clear descriptions. In the mathematics program, students first learn concepts in a concrete format using a variety of manipulatives. Next, they move on to a more abstract level, associating these concepts with words and numbers. Finally, students describe their problem solving methods and strategies, using appropriate mathematics vocabulary. The hands-on science program allows students to calculate hypotheses, perform purposeful investigations, work in cooperative groups, and communicate scientifically. Social studies is delivered in a way that students learn the fundamentals for becoming responsible citizens through the examination of history, geography, economics, civics, and multicultural education. Field trips integrated into core curricular areas are designed to extend and reinforce classroom instruction.

Art, cultural arts assemblies, vocal music, and instrumental music encourage students to excel in the arts. Participation by students in physical education enhances student health, fitness, and well-being. As we look toward the future, the technology and library media programs teach children the skills they will need to become technologically literate.

Specific interests are explored and developed through the extension of the core curriculum via extra curricular activities including: Black Saga, Science Safe Racer Competition, Young Authors, Art's Fire Prevention Poster Contest, Science Fair, 24 Challenge, Math Fair, Recorder Club, Vocal Chorale, and Student Council.

Red House Run's success is a compilation of dedicated administrators, teachers, staff and students who possess a passion for teaching and learning.

2a. Reading:

Red House Run Elementary's rigorous reading program incorporates all five areas of reading education including phonemic awareness, phonics, fluency, vocabulary, and comprehension. It's highly qualified teachers implement Maryland's Voluntary State Curriculum (VSC). Open Court Phonics Kits and Houghton Mifflin Legacy of Literacy are the core instructional materials used within classrooms; both align with the VSC. Open Court Phonics Kits are utilized in grades Pre-K through three to strategically provide youngsters with phonemic awareness and phonics instruction. Houghton Mifflin Legacy of Literacy is used in grades one through five to develop and refine word analysis, fluency, vocabulary, and comprehension skills. This anthology provides exposure to expository (non-fiction) and narrative (fiction) texts. Ongoing assessment is a part of daily reading instruction. Both informal and formal assessments enable teachers to use flexible grouping. This flexibility ensures that the needs of all readers will be met. Differentiation is infused into all lessons. A reading resource teacher and reading specialists allow for continual co-teaching within classrooms and the reteaching of skills and concepts via small group instruction. Teachers are provided with common planning times that allow them to plan together as a grade level, as well as across grade levels.

DIBELS is an assessment used with students in grades kindergarten through three. This test assesses kindergarteners', first graders', and second graders' phonemic awareness/phonics skills. Students in grades one through three are assessed on fluency skills. Students not meeting the designated benchmarks are monitored through intervention groups. The results of these assessments guide the reading resource teacher and reading specialists in implementing intervention programs such as SIPPS (systematic phonics instruction), Foundations (systematic phonics instruction), and Fluency Formula (systematic fluency instruction). Sight Word instruction is also provided when data indicates a weakness in the area.

Students exceeding grade level standards also receive instruction which meet their needs via the implementation of the Primary Achievement and Curriculum Enrichment program in grades one and two.

An equally accelerated program is provided to third through fifth grade students through the county's Gifted and Talented program. Both programs align with the VSC.

All Red House Run students, Pre-K through five, participate in a nightly reading program. Part of nightly homework includes reading fifteen minutes. Each marking quarter, students maintain a reading log in order to track their at-home reading.

Because all teachers at Red House Run are highly qualified and committed to student achievement, the integration of subject areas occurs routinely. Collegial collaboration enables teachers to implement reading instruction throughout all aspects of the curriculum. Students incorporate the areas of reading within the classroom, gymnasium, library, art and music rooms.

3. Additional Curriculum Area

Red House Run's mathematics program is designed to support the attainment of the grade level standards in the Maryland Voluntary State Curriculum, (VSC), for Mathematics, and the Performance Indicators as outlined in the BCPS Blueprint for Progress and in the Master Plan for Baltimore County Public Schools. Instructional materials provide differentiation of content, process, and/or products to accommodate student learning needs. The faculty ensures that mathematics is taught using the processes of problem solving, reasoning, making connections, and communicating mathematically. In daily lessons, math concepts and vocabulary are integrated into real life situations and other content areas including reading, written communication, science, social studies, physical education, music, art, and technology. Students are actively involved in the learning process by participating in hands-on activities, small group and partner work, and discussions between teacher and student and students alone.

The students not only need to demonstrate their ability to solve a problem but also to identify the process needed to solve the problem, explain the procedure, and justify why answers are correct. Students must communicate this orally and in writing using words, drawings, diagrams, charts, and

mathematical symbols. Teachers use this evidence of learning to plan differentiated instruction that meet students' learning needs as they work toward meeting grade level expectations.

The faculty uses a rigorous, standardized unit assessment program that is directly linked to the Maryland VSC and the Maryland School Assessment. Teachers use data analysis to analyze students' performance on the assessment and to make instructional decisions for future lesson planning. Students who are struggling are provided a math tutorial three days a week. Students that are exceeding the standards are provided enrichment and/or acceleration. Further, teachers provide extra-curricular enrichment experiences such as the 24 Tournament Challenge, Math Challenge Night, Monthly Math Challenge, and Monday Math Moment.

4. Instructional Methods

Red House Run's diverse student population creates a need for the implementation of a variety of instructional methods. Students are grouped heterogeneously and teachers differentiate instruction to meet the needs of all students. Within every lesson, teachers incorporate direct instruction, guided practice, and independent practice. Teachers closely monitor student progress throughout direct instruction and independent practice. Contingent on these observations and need, teachers will re-teach within small groups, one on one, or with the whole class to ensure student comprehension of the daily lesson before administering an authentic assessment that applies the new learning. The progression of lessons is one that incorporates concrete, experiential, and abstract learning to ensure an optimal learning environment.

Red House Run is an inclusive setting, instructing all students in the general education classroom whenever feasible. The school houses a Behavior Learning Support program for students with specific emotional needs and an Early Childhood Learning Support program serving children with developmental delays. Special education resource teachers, along with two reading specialists and a Science Technology Engineering Math resource teacher provide support to classroom teachers throughout all grade levels. These teachers also form small groups to review and practice learned skills and to provide differentiated instruction. Occasionally, teachers will continue with the same group of children for several years (looping) so as not to interrupt their academic progress and stability.

Given opportunities to attain information in different ways, the Red House Run community strongly believes that all students can learn. Teachers steadfastly utilize a multi-sensory approach to instruction, incorporating visual, auditory, kinesthetic, and tactile learning opportunities during every lesson. In addition, multidisciplinary and cross-curricular lessons are created by special area teachers who confer with classroom teachers in order to connect content learning to their specialty area.

Instructional assistants and additional adult support are an integral part of instruction. They assist teachers by providing support for individual or small groups of students within the classroom. They also meet with targeted students to reemphasize sight words and to refine areas of deficit.

5. Professional Development

Red House Run Elementary is a Professional Learning Community. Professional development is embedded in the School Improvement Plan and reflects teacher commitment to student achievement.

A Professional Development Leadership Team, a group of teacher leaders and administrators, meet weekly in order to reflect and discuss best practices, teacher needs, and student achievement. Further, through collaboration and team meetings, classroom teachers indicate areas where additional professional knowledge is needed. County in-service meetings, faculty and grade level meetings, and credited courses provide teachers with knowledge and best practices to move students forward. This knowledge is disseminated to colleagues and swiftly put into practice.

Both faculty and grade level meetings begin with opportunities for sharing practices that are working within classrooms. This provides an opportunity for cross grade level communication.

To better address the needs of students, Red House Run develops its own supplemental

programs. To enhance their knowledge of new programs, and to hone skills, teachers participate in county wide in-service training.

Assessment and training of differentiated strategies continue to be ongoing. As student needs change, so do the methods teachers utilize. As differentiation takes place in all aspects of the curriculum, teachers continually work to sharpen strategies that will promote and foster student independence.

The appraisal process allows teachers to set professional goals and assess their success in meeting them. Continuous dialogue and documented feedback from the administration enable teachers to move students forward and achieve optimum learning.

Mentor relationships foster collaboration and sustain a cohesive faculty. Through current knowledge, creativity, and commitment, teachers are able to skillfully develop lessons that foster student engagement and learning. As a result, students in every class, across grades realize their potential.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS Maryland School Assessment (MSA)

Reading
Grade: 3

Test: Maryland School Assessment (MSA)
Publisher: Harcourt

School year	2005-2006	2004-2005	2003-2004
Testing month	March	March	February
SCHOOL SCORES			
% at or above Basic	100	100	100
% at or above Proficient	98	75	75
% at Advanced	16	27	12
Number of students tested	55	84	69
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Free and Reduced Lunch			
% at or above Basic	100	100	100
% at or above Proficient	95	68	74
% at Advanced	19	24	4
Number of students tested	21	38	27
2. Special Education			
% at or above Basic	*	*	*
% at or above Proficient	*	*	*
% at Advanced	*	*	*
Number of students tested	*	*	*
3. White			
% at or above Basic	100	100	100
% at or above Proficient	100	84	76
% at Advanced	18	33	16
Number of students tested	34	51	50
4. African American			
% at or above Basic	100	100	*
% at or above Proficient	83	61	*
% at Advanced	17	10	*
Number of students tested	12	21	*
STATE SCORES			
% at or above Basic	100	100	100
% at or above Proficient	78	76	71
% at Advanced	15	18	13

*Too few students to constitute a group

STATE CRITERION-REFERENCED TESTS
Maryland School Assessment (MSA)

Mathematics
Grade: 3

Test: Maryland School Assessment (MSA)
Publisher: CTB McGraw Hill

School year	2005-2006	2004-2005	2003-2004
Testing month	March	March	February
SCHOOL SCORES			
% at or above Basic	100	100	100
% at or above Proficient	87	73	75
% at Advanced	27	25	30
Number of students tested	55	84	69
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Free and Reduced Lunch			
% at or above Basic	100	100	100
% at or above Proficient	76	60	78
% at Advanced	14	21	26
Number of students tested	21	38	27
2. Special Education			
% at or above Basic	*	*	*
% at or above Proficient	*	*	*
% at Advanced	*	*	*
Number of students tested	*	*	*
3. White			
% at or above Basic	100	100	100
% at or above Proficient	94	76	72
% at Advanced	32	31	36
Number of students tested	34	51	50
4. African American			
% at or above Basic	100	100	*
% at or above Proficient	75	77	*
% at Advanced	25	5	*
Number of students tested	12	21	*
STATE SCORES			
% at or above Basic	100	100	100
% at or above Proficient	79	77	72
% at Advanced	25	26	20

* Too few students to constitute a group

STATE CRITERION-REFERENCED TESTS

Maryland School Assessment (MSA)

Reading
Grade: 4

Test: Maryland School Assessment (MSA)
Publisher: Harcourt

School year	2005-2006	2004-2005	2003-2004
Testing month	March	March	February
SCHOOL SCORES			
% at or above Basic	100	100	100
% at or above Proficient	91	88	71
% at Advanced	26	16	15
Number of students tested	98	74	79
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Free and Reduced Lunch			
% at or above Basic	100	100	100
% at or above Proficient	86	82	56
% at Advanced	24	9	6
Number of students tested	42	34	34
2. Special Education			
% at or above Basic	100	100	100
% at or above Proficient	100	60	40
% at Advanced	9	0	7
Number of students tested	11	10	15
3. White			
% at or above Basic	100	100	100
% at or above Proficient	93	90	72
% at Advanced	28	20	15
Number of students tested	58	49	54
4. African American			
% at or above Basic	100	100	100
% at or above Proficient	83	73	69
% at Advanced	17	0	8
Number of students tested	24	15	13
STATE SCORES			
% at or above Basic	100	100	100
% at or above Proficient	82	74	68
% at Advanced	23	18	15

* Too few students to constitute a group

STATE CRITERION-REFERENCED TESTS
Maryland School Assessment (MSA)

Mathematics
Grade: 4

Test: Maryland School Assessment (MSA)
Publisher: CTB McGraw Hill

School year	2005-2006	2004-2005	2003-2004
Testing month	March	March	February
SCHOOL SCORES			
% at or above Basic	100	100	100
% at or above Proficient	95	85	67
% at Advanced	42	32	11
Number of students tested	98	74	79
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Free and Reduced Lunch			
% at or above Basic	100	100	100
% at or above Proficient	95	76	50
% at Advanced	36	21	6
Number of students tested	42	34	34
2. Special Education			
% at or above Basic	100	100	100
% at or above Proficient	73	50	27
% at Advanced	0	20	0
Number of students tested	11	10	15
3. White			
% at or above Basic	100	100	100
% at or above Proficient	93	88	77
% at Advanced	50	37	9
Number of students tested	58	49	54
4. African American			
% at or above Basic	100	100	100
% at or above Proficient	96	70	54
% at Advanced	21	7	15
Number of students tested	24	15	13
STATE SCORES			
% at or above Basic	100	100	100
% at or above Proficient	82	77	70
% at Advanced	32	27	20

* Too few students to constitute a group

STATE CRITERION-REFERENCED TESTS
Maryland School Assessment (MSA)

Reading
Grade: 5

Test: Maryland School Assessment (MSA)
Publisher: Harcourt

School year	2005-2006	2004-2005	2003-2004
Testing month	March	March	February
SCHOOL SCORES			
% at or above Basic	100	100	100
% at or above Proficient	82	69	73
% at Advanced	30	27	21
Number of students tested	67	85	84
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Free and Reduced Lunch			
% at or above Basic	100	100	100
% at or above Proficient	91	64	58
% at Advanced	39	21	12
Number of students tested	23	44	51
2. Special Education			
% at or above Basic	*	100	100
% at or above Proficient	*	29	56
% at Advanced	*	7	13
Number of students tested	*	14	16
3. White			
% at or above Basic	100	100	100
% at or above Proficient	84	70	76
% at Advanced	39	30	24
Number of students tested	44	54	66
5. African American			
% at or above Basic	100	100	100
% at or above Proficient	79	59	54
% at Advanced	7	18	0
Number of students tested	14	17	11
STATE SCORES			
% at or above Basic	100	100	100
% at or above Proficient	77	74	68
% at Advanced	34	30	29

STATE CRITERION-REFERENCED TESTS

Maryland School Assessment (MSA)

Mathematics

Test: Maryland School Assessment (MSA)

Grade: 5

Publisher: CTB McGraw Hill

School year	2005-2006	2004-2005	2003-2004
Testing month	March	March	February
SCHOOL SCORES			
% at or above Basic	100	100	100
% at or above Proficient	81	55	61
% at Advanced	17	12	8
Number of students tested	69	85	84
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Free and Reduced Lunch			
% at or above Basic	100	100	100
% at or above Proficient	83	50	42
% at Advanced	21	9	6
Number of students tested	24	44	51
2. Special Education			
% at or above Basic	*	100	100
% at or above Proficient	*	24	19
% at Advanced	*	7	0
Number of students tested	*	14	16
3. White			
% at or above Basic	100	100	100
% at or above Proficient	83	59	64
% at Advanced	22	13	9
Number of students tested	46	54	66
5. African American			
% at or above Basic	100	100	100
% at or above Proficient	79	35	36
% at Advanced	0	6	9
Number of students tested	14	17	11
STATE SCORES			
% at or above Basic	100	100	100
% at or above Proficient	73	69	63
% at Advanced	19	17	13