

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Other  
 Charter  Title I  Magnet  Choice

Name of Principal: Mr. Raymond Myrtle

Official School Name: Highland Elementary School

School Mailing Address:  
Highland Elementary School  
3100 Medway Street  
Silver Spring, MD 20902-2225

County: Montgomery County State School Code Number\*: 774

Telephone: (301) 929-2040 Fax: (301) 929-2042

Web site/URL: http://www.montgomeryschoolsmd.org/schools/highlandes/ E-mail:  
ray\_myrtle@mcps.md.org

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Dr. Jerry Weast

District Name: Montgomery County Tel: (301) 279-3383

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Shirley Brandman

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

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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:	<u>130</u>	Elementary schools
	<u>38</u>	Middle schools
	<u>0</u>	Junior high schools
	<u>25</u>	High schools
	<u>7</u>	Other
	<u>200</u>	<b>TOTAL</b>

2. District Per Pupil Expenditure: 14122

Average State Per Pupil Expenditure: 11398

**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.

0 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	33	38	71	7			0
K	43	27	70	8			0
1	35	35	70	9			0
2	29	41	70	10			0
3	26	34	60	11			0
4	26	37	63	12			0
5	40	26	66	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							470

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
6 % Asian  
14 % Black or African American  
76 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
3 % White  
0 % Two or more races  
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 4 %

This rate is 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.	10
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	19
(4)	Total number of students in the school as of October 1.	487
(5)	Total transferred students in row (3) divided by total students in row (4).	0.039
(6)	Amount in row (5) multiplied by 100.	3.901

8. Limited English proficient students in the school: 61 %

Total number limited English proficient 287

Number of languages represented: 11

Specify languages:

Bengali, Bermese, Creole, French, German, Hausa, Spanish, Tagalog, Teluga, Thai, Wolof

9. Students eligible for free/reduced-priced meals: 79 %

Total number students who qualify: 373

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 free and reduced-price school meals 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 %

Total Number of Students Served: 61

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>12</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>32</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>5</u> Developmentally Delayed

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>0</u>
Classroom teachers	<u>24</u>	<u>0</u>
Special resource teachers/specialists	<u>20</u>	<u>17</u>
Paraprofessionals	<u>7</u>	<u>4</u>
Support staff	<u>9</u>	<u>0</u>
Total number	<u>62</u>	<u>21</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 19 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	95%	95%	95%
Daily teacher attendance	93%	94%	93%	94%	94%
Teacher turnover rate	11%	24%	18%	18%	27%

Please provide all explanations below.

Highland has a very young staff, and most of our teacher absences are due to child care leave with & without pay (maternity leave). Highland averages 7 maternity leaves per year. In addition, Highland teachers receive more professional development than any school in the district, so professional leave levels are very high.

In 2003-2004, Highland went into corrective action, and staff were encouraged to transfer to another building if they did not support the changes in curriculum and teaching practices that were being introduced. Teacher turnover rates continued to be affected by the subsequent corrective action years (2004-2005 and 2005-2606).

In 2006-2007, approximately 30% of our student population left Highland due to a boundary change. The number of available staff positions dropped because of this change, and many teachers sought positions in other schools.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<u><b>100</b></u>	<b>%</b>

## PART III - SUMMARY

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Highland Elementary School (HES) is located in the Montgomery County, Maryland suburb of Silver Spring, just nine miles north of the White House. Highland first opened its doors in 1950, and at that time its neighborhood consisted of small single-family homes and duplexes built to accommodate G.I.s returning from World War II and their young families. Much has changed since then. Most of its homes are now shared housing for families of immigrants who fled civil strife and deprivation overseas and are now seeking new and better lives in the United States. Over 80 percent of students qualify for free and reduced meals. Over 60 percent are being served in the school's English for Speakers of Other Languages (ESOL) program, and for even more, English is still a second language. Despite these odds, Highland students are excelling on the Maryland School Assessment (MSA) and received Maryland State Assessment Recognition Awards every year since 2005.

In the 2008-2009 school year, Highland's student enrollment reached 470 students in grades pre-kindergarten through five. There are twenty-seven classrooms, which include five full-day kindergarten classes, one full-day Head Start class, and two half-day pre-kindergarten classes. The early childhood program demonstrates positive academic results. All but two Head Starters came to kindergarten already reading in autumn 2008. At the end of the 2007-2008 school year, 86 percent of all kindergarten students were reading at a Level 3 or higher, based on the Fountas and Pinnell text gradient. The special education program is a Home School Model with full inclusion. No self-contained special education classrooms exist for our 61 students. Highland is very proud of its innovative English for Speakers of Other Languages (ESOL) program. As with special education, the ESOL program is structured for full inclusion. Only students speaking little or no English at all receive pull-out services. 75 percent of Highland students come from Hispanic families, although eleven languages are represented in its student body.

Highland's Mission Statement calls for its students to develop the basic skills and the tools to become lifelong learners in a diverse, multicultural educational environment. This mission focuses on the following principles:

- Self discipline and respect for others
- High expectations for our respective futures
- Acquisition of the English language
- Parent and community involvement
- A positive learning and working environment

HES partners with the Montgomery County Government Health and Human Services Department to house a Linkages to Learning program that provides wrap-around social and family services in collaboration with the school. As such, Highland goes beyond the traditional role of an elementary school by operating as a community center that features Saturday soccer instruction and a team that competes in the Montgomery County leagues. Housing assistance, mental health counseling, and link-ups to medical providers are all offered on a walk-in basis. Our staff includes a Parent Community Coordinator who is available five days a week to help families negotiate school questions and issues, offers parent outreach regarding knowledge of the school curriculum, provides technology instruction, and offers assistance in coordinating conferences with staff and non-English speaking parents. A Parent Family Involvement Committee, working with a small PTA, organizes events such as Dinners with Dads, Math Nights, English classes, and regular morning meetings for mothers, to strengthen ties with parents who might not otherwise feel comfortable involving themselves in the life of the school.

As stated, HES is a highly positive environment for learning. The staff implements a national program, Positive Behavior Interventions and Strategies (PBIS), which seeks to reward students for positive behaviors with all-school recognition events and parties. Events such as Holiday Hoopla, March Mathness, Homework

Olympics, the MSA Did-Your-Best-on-the-Test Party, and the Last Day Lollapalooza reward those students who have no office referrals or other behavioral infractions. PBIS encourages all students to engage positively with the school environment and introduces a bit of fun to the school's climate. Through this program, HES decreased its suspension rate from 34 students in 2006-2007, to 12 students in 2007-2008, and in 2008-2009, there are no suspensions to date. HES students work with an Effective Effort Rubric that provides explicit instruction on test-taking skills and working toward maximum capacity. The rubric rewards students who put forth their greatest effort. Explicit instruction is also provided regarding appropriate behavior throughout the school. Students who demonstrate respectful and responsible behavior may receive scrip in the form of "Hawk Bills", dollar-like imitation money named for the Highland Hawk mascot. These may be redeemed for small token rewards such as pencils, pens, and other school supplies at the school store. Students can also redeem their Hawk Bills for classroom privileges such as extra computer time and lunch bunch with their teacher.

The staff is highly collaborative and meets almost daily at common planning time periods during the school day. Teachers at a grade level work with ESOL teachers and Special Education teachers to plan an instructional program that articulates seamlessly, both horizontally and vertically. Our school district's curriculum is supplemented with customized objectives and enhanced student work designed to make instruction more accessible for students whose native language is not English. Teachers also meet regularly to review student data and plan strategically to accommodate students who may not be mastering objectives, or to identify those who might benefit from more advanced work. The school adopted a set of scientifically-based interventions that are enabling staff to provide focused remediation for students experiencing difficulties, especially in reading.

In 2004, HES failed to achieve Adequate Yearly Progress (AYP) for several years and was placed in Corrective Action under the *No Child Left Behind Act of 2001 (NCLB)* by the state of Maryland. The HES staff and community are proud of the fact that many of its students are now scoring at the advanced level on the MSA in ever-increasing numbers. We are proud of our positive and very orderly school environment, and the strong ties that are being forged with the community. The entire HES community knows that positive school climate and strong academic programs are the keys to a bright and productive future for its students.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

In accordance with federal requirements under NCLB, Maryland introduced the Maryland School Assessment (MSA) in 2003 for Grades 3 and 5, and in 2004 for Grade 4. The MSA assesses the Maryland Content Standards in reading, mathematics, and science. MSA scores not only indicate how well students have mastered those skills specified in the Voluntary State Curriculum (VSC) on an individual school basis, but also show how students performed compared to other students across the state.

The MSA is administered annually to students in Grades 3-8 in March of every year. It provides educators, parents, and the public valuable information about individual student, school, school system, and state performance on academic goals. The test is criterion-referenced and measures proficiency and advanced proficiency in reading and mathematics. AYP is designed to measure continuous yearly improvement. Maryland established performance targets called Annual Measurable Objectives (AMOs) to assess student progress. The AMO is designed to ensure that schools meet the NCLB goal of 100 percent student proficiency in reading and mathematics by the end of the 2014 school year. The 2008 AMOs were 69.1 for mathematics and 71.8 for reading. For 2009, the AMO's are 74.2 for math and 76.5 for reading. The MSA is composed of multiple choice questions and both brief constructed responses and extended constructed responses (BCR, ECR). Three achievement levels are determined for students: Basic, Proficient, and Advanced. Information regarding the Maryland School Assessment can be found at [www.mdk12.org](http://www.mdk12.org) and [www.mdreportcard.org](http://www.mdreportcard.org).

Initially, HES had difficulty achieving AYP. In 2003, the Limited English Proficiency subgroup scores were only 11.3 percent in mathematics, which did not meet the state target. In that same year, Hispanic, Free and Reduced Meals Students (FARMS), and Limited English Proficiency subgroups failed to achieve AYP in Reading with scores of 30.3 percent, 31.4 percent, and 9.4 percent respectively. By 2004, the school improved its test scores significantly, with the percentage for All Students in Reading reaching 53.9 percent and in Mathematics, 55.5 percent. However, in 2004, the Special Education subgroup missed AYP Mathematics with a score of 15 percent with an AMO of 44.1 percent. As a result, the school was placed in Corrective Action. Since 2005, the school's performance improved markedly. Since 2003, proficiency rates in Reading increased by 56.9 percent, from 36.9 to 93.8 in 2008. In Mathematics, there was a 51.6 percent increase since 2003, from 42.7 percent to 94.3 percent in 2008. All subgroup scores have increased consistently every year.

We are particularly proud of our 2008 MSA results. In reading, for example, 92.6 percent of African American students scored Proficient or Advanced, as did 93 percent of Hispanic students. 92.9 percent of students with Limited English Proficiency scored proficient or advanced in Reading, as did 87.1 percent of Special Education students. In Mathematics, the results were very similar, with 92.6 percent of African American students, 93.6 percent of Hispanic students, 87.1 percent of Special Education students, and 92.9 percent of Limited English Proficiency students all scoring Advanced or Proficient.

Trend data indicates that increasing numbers of students are scoring Advanced in both Mathematics and Reading at all grade levels, as well with 79.6 percent of all students in Grade 5 scoring Advanced in reading and 55.4 percent in Grade 4 scoring Advanced in mathematics. At the same grade level, 73.1 percent of Limited English Proficient students scored Advanced in Reading this year.

It is clear that the instructional program at HES is increasingly meeting the needs of our students, especially those in the Hispanic, African American, Limited English Proficient, and Special Education subgroups. The use of data as a driving force in planning, instructional delivery, and decisions regarding research-based

interventions has been successful. Staff will continue to develop its use of multiple data sources as we strive for continuous improvement for all of our students.

## **2. Using Assessment Results:**

Perhaps no single factor has had a greater impact on the success achieved at HES over the past five years than the systematic use of assessment results. Since being placed under Corrective Action for the 2004-2005 school year, school improvement team members have reviewed and analyzed disaggregated formative and summative data on a regular basis. These assessment data, which are aligned with the Maryland VSC, are used to gauge the proficiency level of individual students and student subgroups, and determine if there are any discrepancies. When discrepancies are identified, team members discuss why students or the specific subgroups are underperforming and identify ways in which to improve instruction. Whereas this was initially a very “top-down” process, it has become one in which teachers have developed ownership for their own data. For example, during one particular mathematics unit last year, the fourth grade team leader presented data from her own class, which was below standard. Rather than complaining or offering excuses, she came to the meeting with numerous reflections about what she could have done better as a teacher, such as more re-teaching of concepts in small groups. In addition to her own reflections, the team strategized and implemented a collaborative plan where two staff members adjusted their own schedules to assist the teacher by pulling small groups to support upcoming units of study. It is this level of teacher ownership of student data that has been a critical factor in closing the achievement gap at HES.

Prior to reviewing these data with the school improvement team, each grade level holds a data dialogue to analyze students results on the formative and summative assessment measures. As the process was refined over the past five years, these data dialogues were expanded to the point where teams now also review and analyze items such as student reading levels and unit assessment data for mathematics. All members of the grade level team (classroom teachers, ESOL teachers, special education teachers, and reading intervention teachers) participate in data dialogues to review and analyze the data and then determine next steps for students. For example, the team may make decisions about differentiated groupings, concepts in need of re-teaching, or implications for accelerated instruction.

Another layer of data analysis that HES staff implemented over the last two years was the quarterly Reading Intervention data dialogue. Having an extensive reading intervention program for grades K-5, the leadership team created decision trees to determine appropriate intervention programs that best responded to identified student needs. These programs include SOAR to Success, Wilson Reading, Wilson “Foundations”, and a double-dose of guided reading. During these meetings, the reading leadership team, reading intervention teachers, classroom teachers, ESOL teacher, special education teachers, and school administration review, discuss, and analyze student data, such as running record levels, to determine if students are placed in the appropriate intervention, or if they need special interventions at all. This is a collaborative effort which ensures that every child in grades K-5 receives the support they need to become a proficient reader.

## **3. Communicating Assessment Results:**

Parents, students, and the community are informed about assessment results in a variety of ways at HES. First, all parents are invited to attend our quarterly school improvement meetings. At these meetings, all attendees are privy to disaggregated formative and summative data broken down by grade level. This assessment data includes, but is not limited to, standardized test data such as the MSA and Terra Nova 2, formative and summative data aligned to the VSC, formative and summative unit data aligned with Montgomery County Public Schools (MCPS) units of study, student reading levels, and school-wide discipline information.

Since not all parents are able to attend the school improvement meetings, the staff at HES is firmly committed to communicating these results to parents in a variety of ways. For example, students in each grade level record and graph their own assessment data in data notebooks. These data include, but are not limited to, formative and summative assessment scores, progress on basic facts, and reading levels. Not only are these data notebooks a valuable resource for parents, but they also serve as a motivation for students. Although the MCPS secure mathematics assessments must remain at school, parents are informed of assessment results via parent newsletters. The parent of every child who takes the MSA receives an individualized report. In MCPS, the Terra Nova 2 is administered to each second grader, and as with the MSA, the parents receive a summary report. School assessment data, student assignments, and samples of student work can also be found on Highland's award-winning website, which was voted the best elementary school website in Montgomery County for the 2007-2008 school year (<http://www.montgomeryschoolsmd.org/schools/highlandes/>).

#### 4. **Sharing Success:**

Staff members at HES view the Blue Ribbon as an award that can, and should, be shared with others. Given the influx of students from disadvantaged backgrounds into Montgomery County, increasingly more schools are faced with the challenges that Highland has faced for years. Thus, the staff takes a great sense of pride in sharing the efforts that have propelled the success of HES over the past five years. Since officially exiting Corrective Action status in 2006, Highland has been abuzz with visitors from a multitude of places inquiring about "what we're doing" to get such tremendous results. Both administrators at Highland have worked extensively with colleagues on the leadership structures and processes that have propelled the school to Blue Ribbon status. These include, but are not limited to: collaborative planning structures; reading intervention programs; data review and analysis processes; implementation of PBIS program; and leadership style(s). It is not uncommon for members of central office staff, principals, assistant principals, reading specialists, or staff developers from other schools to attend Highland's quarterly school improvement meetings.

One of the areas about which HES receives many questions is reading intervention. In addition to providing inquirers with information about programming, staff members at Highland will invite their colleagues in to observe a reading intervention data dialogue. During these meetings, intervention teachers communicate their findings with a team of professionals, including the classroom teachers, to make decisions about student programming and placements. Colleagues are also invited to observe any of the reading intervention teachers as they work with students on any number of programs.

Having been not far removed from Corrective Action, the staff at Highland is quite accustomed to having visitors or observers in the classroom. Those that have remained at Highland since that time take an enormous amount of pride in the fact that others are now visiting the school to observe best practices, rather than trying to find out where things are going wrong, as was the case just a few short years ago. Because, as educators, everyone is in this profession for children, there is, perhaps, no greater thrill in being recognized as an exemplary school than having your colleagues inquire about the work that has been put into these successes. Should Highland win the National Blue Ribbon award, it will continue to operate as a place that welcomes any, and all, visitors who want to learn more about the people, programs, and processes that have boosted student success at the school.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The curriculum at HES provides rigorous instruction and sets high expectations for all students. Our highly qualified teachers provide challenging, engaging instruction, which is differentiated to meet the needs of our students. HES uses the Montgomery County Public Schools (MCPS) curriculum, which is aligned with the Maryland VSC across the content areas. Highland's Baldrige Guided School Improvement Plan (BGSIP) goals drive professional development, curriculum planning, and instructional decisions. The BGSIP is developed by the leadership team and is monitored monthly to adjust to the school's specific and current needs.

#### Reading-Language Arts

HES follows a Balanced Literacy philosophy in teaching reading/language arts and writing. We implement the MCPS Reading/Language Arts and Writing curriculum, which is aligned with the grade level indicators from the VSC. As a Reading First school, an additional resource includes the Houghton Mifflin reading series in kindergarten through third grade as a basal text. The reading/language arts block includes whole group and differentiated small group instruction for reading and writing. HES incorporates the five components of reading based on the National Reading Panel: Phonemic Awareness; Phonics; Vocabulary; Fluency; and Comprehension. Both purposes of Literary Experience and Reading to be Informed are a focus of reading instruction. Through the use of Fountas & Pinnell Reader's Notebooks and the selection of high quality texts, students are motivated and engaged during independent reading time.

#### Writing

Writing instruction covers three purposes: Writing to Express Personal Ideas; Writing to Inform; and Writing to Persuade. The Six Traits of Effective Writing (Ideas, Organization, Word Choice, Voice, Sentence Fluency, and Conventions) are embedded into daily writing instruction. Teachers reference Reading and Writing Grade by Grade, a book written by a distinguished group of educators and researchers, to plan their writing instruction. Students are given multiple opportunities to develop writing skills through the writing process approach. The Fountas & Pinnell Reader's Notebooks are routinely used in order for students to reflect on texts they have read independently. Teachers analyze students' written responses each week to monitor their level of comprehension. To ensure that we are meeting the needs of our English Language Learner (ELL) and Special Education populations, reading and writing instruction is consistently differentiated to meet the needs of all learners. Small group instruction and focused intervention support are based on ongoing analysis of instructional data.

Additionally, in 2005, a Writing Teacher Coordinator was added to the staff to supplement and enrich the writing instruction of all students on a weekly basis. The writing teacher helped to develop grade level writing projects that are routinely integrated with media, writing, and technology classes. Through the collaboration of these teachers, our staff is able to consistently deliver a rigorous and meaningful program that raises the quality of student writing.

#### Mathematics

The mathematics program at HES is based on the MCPS curriculum, which provides an instructional program designed to ensure that all students achieve mathematical proficiency through mastery of mathematical skills, concepts, and processes. As with reading, the mathematics curriculum is aligned with the grade level indicators from the VSC. The mathematics block includes whole and differentiated small group instruction, in addition to intervention support. Small group instruction and intervention support are based on teachers' analysis of instructional data. Instruction focuses on components from the National Mathematics Curriculum Standards, including: Algebra/Patterns and Functions; Geometry; Measurement; Statistics; Probability; and

Number Relationships and Computation. The mathematics curriculum is organized into units of study based on the standards. During each unit, students are taught to solve problems, communicate, and reason mathematically. And, again, because of our significant ELL population, HES staff focuses on systematically embedding vocabulary into mathematics instruction.

### Science-Social Studies

Science and social studies are taught on an ongoing basis as part of our district's comprehensive instructional program. For example, science is often integrated into mathematics instruction. At various grade levels, students develop knowledge in biology, chemistry, physics, earth/space, and environmental science. Science inquiries begin in pre-kindergarten with teacher use of non-fiction texts, structuring student observations, and conducting explorations that have real world applications. By fifth grade, science investigations include developing a testable question, making a hypothesis/prediction, following a well designed procedure, forming a conclusion, and communicating results. MCPS developed science kits to teach the core science content through hands-on experiments and investigations. Social studies is routinely integrated into reading/language arts instruction. The MCPS social studies curriculum is a comprehensive study of our community, nation, and world. In the primary grades, students focus on learning about themselves, their school, and their community. In the upper grades, students study the disciplines of geography, civics, cultures, and economics in relation to historical eras and today's events.

### Fine Arts

Our students are exposed to the fine arts through weekly general music and visual arts programs using the MCPS curriculum. In the general music class, students have the opportunity to create, perform, and respond to music using a variety of techniques. Chorus is offered to students in grades four and five who want to develop their individual and ensemble vocal skills. Fourth and fifth grade students may also elect to participate in an instrumental music program of woodwinds, string, brass, and percussion instruments. Students learn to perform music from various historical periods and genres. In the visual arts classroom, students are exposed to the exploration, expression, communication, and creation of art. In all grades, students explore art elements such as color, line, texture, form, space, shape, and patterns. The fine arts curriculum was designed to encourage students to express themselves creatively using their own artistic style.

## **2a. (Elementary Schools) Reading:**

HES staff believes that all of our students can become lifelong readers and writers, regardless of their cultural background or economic status. Our focus is on consistently implementing the MCPS reading/language arts and writing curriculum to ensure fidelity of instruction. HES uses Words Their Way, a research-based word study program to teach spelling in grades K-5. Because a high percentage of our students are ELLs, a major emphasis is placed on fostering a strong program aligned to the unique instructional needs of this group of learners. Exposing students to more non-fiction texts helps to build their English vocabulary and world knowledge. HES staff believes that explicit and systematic instruction in phonemic awareness and phonics is fundamental to teaching ELL students to read and comprehend text. Structured vocabulary instruction and helping to build background knowledge are critical to developing able readers. HES implements a co-teaching model for special education and ESOL students. All students are taught the content of the curriculum in the regular classroom with Special Education and ESOL teachers providing support to scaffold the content in order to meet the needs of the learners. Classroom, Special Education, and ESOL teachers plan together on a daily basis to align their instruction and ensure that the individual student's needs are being met.

### Instructional Block

The reading/language arts block is 120 minutes across all grade levels and consists of whole group, small group, independent reading, and writing instruction. During whole group reading instruction, students are introduced to the grade level indicators from the VSC. Small group reading instruction provides an opportunity for teachers to differentiate instruction to meet students' needs. This instruction targets the skills

or processes that students need to master in order to progress as readers. Teachers systematically plan for differentiated small groups daily using the guided reading template developed by Jan Richardson, a national reading consultant. Teachers use ongoing student assessment data to drive instruction for flexible grouping. Students are exposed to real world situations through engaging narrative and expository leveled texts of various genres. By selecting high quality texts that are interesting to the students, teachers help them develop greater world knowledge and vocabulary. Fluency instruction is a strong component of each guided reading lesson, as it is essential to the development of skilled and proficient readers. HES teachers incorporate strategies from the Timothy Rasinski fluency program into each lesson. This program uses rich children's literature to teach fluency in an engaging and authentic way, which we believe is a critical component of reading. The texts in the Rasinski series allow children to practice fluency through poetry, rhymes, songs, and stories.

Attention is given to high ability learners in the reading area as well. The Junior Great Books program is a part of regular classroom instruction for students who might benefit from more challenging instruction in grades K -5. In grades 3-5, the William and Mary Reading / Language Arts units, developed at the Center for Gifted Education at The College of William and Mary, help address the needs of students who demonstrate verbal talent.

#### Reading Intervention

Students are placed in intervention groups based on their specific reading needs. In order to identify which students would benefit from more intensive reading intervention support, the reading team utilizes Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data, mClass 3D (the MCPS reading assessment), Grade Level Reading Intervention Decision Trees, progress monitoring data, and teacher feedback. The intervention programs include: Soar to Success; Wilson "Foundations" and Wilson Reading; and "double dose" of daily guided reading. Reading intervention teachers, along with classroom teachers, share student progress during quarterly data dialogue meetings. In addition, these teachers communicate every other week through Reading Communication Logs. Teachers rely on the logs to plan explicit and specific instruction to meet the needs of every student.

#### **2b. (Secondary Schools) English:**

This question is for secondary schools only

#### **3. Additional Curriculum Area:**

HES staff believes that all students have the ability to learn the skills and strategies of problem solving and reasoning through mathematics. Students acquire these skills and strategies through demonstrating mastery of the indicators in the MCPS Mathematics Curriculum. Students are encouraged to communicate mathematically both in oral and written form. Mathematics lessons include the use of technology and manipulatives to build students' interest and understanding of math concepts.

#### Instructional Block

At HES, all grade level mathematics classes follow the same extended math block structure. Grades three through five have a ninety minute mathematics block, grades one and two have a seventy-five minute math block, and kindergarten has a 60 minute math block. The components of the mathematics block include: calendar math; warm up; focus lesson; independent practice; small group; and closure.

#### Program Components

There are many unique qualities to HES's mathematics program. Most of the mathematics classes are co-taught with general educators and Special Educators or ESOL teachers. The co-teaching teams plan differentiated mathematics instruction together on a weekly basis. Students benefit from the co-teaching

model used during the math block. In the co-teaching model, the classroom teacher focuses instruction on the content of the lesson while the specialists (ESOL and Special Education teachers) focus on the strategies necessary for the learner to master the content. Each grade level, beginning in kindergarten, has an accelerated mathematics class that is taught the next grade level's curriculum. These accelerated students will complete Algebra by eighth grade, which is a goal of our school district and a key gateway for students to access higher mathematics classes in high school. Teachers of both accelerated and on grade level math classes meet with multiple small groups daily during a thirty to forty minute block. Small groups are flexible and change daily based on formative assessments. Teachers analyze and discuss disaggregated formative and summative data at the end of each unit of study. Decisions are made at these data dialogue meetings that then drive future instruction. Students receive intervention support based on their specific needs. Touch Math and FASTT Math are examples of these interventions. Calendar Math is a program used in kindergarten through grade four. It allows students the opportunity to interactively develop concepts and skills over time. Calendar Math's consistent review of concepts and skills helps to build essential number concepts for students.

#### 4. **Instructional Methods:**

In order to standardize instructional methodology across the school, HES teachers studied the works of Jonathon Saphier and Robert Gower, particularly their book The Skillful Teacher. This work is particularly relevant to a high poverty population characterized by ELL students because it stresses the need for mastery level objectives and for striving towards real clarity in instruction. Rather than merely covering the material or assigning activities, teachers think carefully about what they really want students to learn and be able to do, and how they will approach their goals. Teachers identify the skill they wish to teach, think about and highlight the essential steps in the process, what tips and coaching pointers students will need, what constitutes meaningful practice, and how to best evaluate learning. In the area of clarity, HES places a strong emphasis on anticipating student misconceptions and confusions which may result from imprecise instruction or too great a difficulty level with vocabulary. Teacher skill in checking for and unscrambling confusion is an equally high priority. The use of explanatory devices, which includes the visuals, diagrams, and graphic organizers of all kinds, is a priority. Effective planning and instruction also includes modeling thinking aloud, highlighting important information, translating or restating in simpler language, and presenting physical models are also important models in instructional explanation.

The co-teaching model is another important characteristic of instruction at HES, with ESOL and special education teachers working side-by-side with regular education teachers in a full inclusion model. ESOL and Special Education teachers participate with grade level teachers in weekly planning meetings. When a concept or skill has been taught, it is immediately evaluated using a common formative assessment. The class is then divided up between the two teachers to reteach some students as necessary and to continue to challenge other students who are now ready to move forward. This approach also ensures that all students have access to mainstream curriculum. The ESOL teacher frequently preteaches or "front loads" students before a new concept or skill is taught to compensate for the fact that their pupils may have missed prior instruction because they lack English language fluency. This enables them to benefit from instruction and more successfully keep up with their peers.

Literacy blocks of 120 minutes allow teachers the time needed to successfully deliver instruction to guided reading and writing groups. A balanced literacy approach ensures that attention is given to modeled, shared, guided, and independent reading and writing. Heavy emphasis is placed on independent reading. Students report to their teachers what they have been reading in Readers Notebooks, in which teachers respond to students, offering encouragement or advice. Head Start and kindergarten classes are full-day and pre-kindergarten classes are half day. All early childhood classes are heavily academic. Most students leave Head Start as emergent readers. Eighty-six percent of kindergarten students read at a Level 3 on the Fountas and Pinnell text gradient by the end of the year. Mathematics Blocks, up to 90 minutes in Grades 3-5, provide teachers with the instructional time needed to provide enrichment and acceleration to meet the needs of all

students. Approximately thirty percent of students are taught middle school mathematics objectives by fifth grade. Touch Math and FASTT Math (sic) help learning disabled students more easily grasp mathematics skills and concepts. Calendar Math in Grades K-4 employs the calendar and concrete manipulatives to help students develop number sense.

## 5. Professional Development:

The student learner is the centerpiece of our professional development efforts at HES. With a student body that is 75 percent Hispanic, 11 different languages are spoken, and has a poverty rate of 80 percent, the staff knows that it must learn to educate a population where language acquisition and poverty present key challenges for our learners. HES functions as a Professional Learning Community (PLC) with a very large and active Baldrige Guided School Improvement Team that annually produces a focused School Improvement Plan. This plan fully complies with Title I schoolwide regulations and includes clear and specific action plans.

In 2005-2006 and 2006-2007, the HES staff studied two texts by Irene Fountas and Gay Su Pinnell, Comprehension and Fluency and Guiding Readers and Writers in Grades 3-6 as a part of our professional learning community focus. Staff worked intensively with Sandi Cangialosi, a nationally recognized literacy consultant. Following her recommendations, teachers referenced Katie Wood Ray's books titled What You Know By Heart and About the Authors: Writing Workshop with our Youngest Writers for continued professional development. The goal of this professional development was to ensure that reading and writing pedagogy articulated smoothly and seamlessly from grade to grade, and even across classrooms at any given grade level.

The high percentage of ELLs at HES has necessitated a high level of staff proficiency in teaching phonics, vocabulary, and the ability to incorporate word work strategies into daily instruction. Many of our students do not speak English when early literacy instruction begins. Most come from homes where the degree of adult literacy is very low. To this end, all teachers received training in the Words Their Way program, in the use of the Wilson Linguistics Reading Program, and in the Wilson "Foundations" Program. While the Wilson program assumes that the learner has fully developed alphabet recognition skills and may only have deficits in phonics, the Wilson Foundations Program assumes that the learner may have no alphabet recognition skills at all. A team of four reading intervention teachers were also trained to use the SOAR to Success Program for children whose comprehension skills may need additional remediation. Students are tested and placed in the intervention which best matches their needs based on reading assessment data.

All staff, including ESOL and Special Education teachers, completed nine out of eleven modules of LETRS (Language Essentials for Teachers of Reading and Spelling). Realizing that one main reason why some students never master English composition may be due to a lack of ease and comfort in handling pencils and pens, the staff also received training in the Zaner-Bloser Handwriting Program to help ensure fluency and ease in managing writing tools.

By no means is the only goal of professional development at HES aimed at remediation. Primary grade teachers have been trained in MCPS Program of Assessment, Diagnosis, and Intervention, a program designed to foster higher order thinking skills and vocabulary in young learners. Teachers in Grades 3-5 were all trained to teach the William and Mary Reading and Language Arts Program for Highly Able Learners, a product of the Center for Gifted Education at The College of William and Mary. All teachers are participating in Junior Great Books training, as space is available in coursework offered by the school district.

HES uses Title I funds to support a Mathematics Content Coach, who works with all grade levels. The coach assists grade level teachers in the writing and use of formative assessments in mathematics, which are used to determine if students fully understand a lesson or explanation. She guides teachers in the use of

manipulatives, and conducts demonstration lessons for grade level teachers as they begin a new mathematics unit. As MSA requires Brief Constructed Responses (BCRs) as part of the test, she also works with teachers and students to build capacity in mathematical writing. She models demonstration lessons for teachers on specific topics in the curriculum about which teacher may feel unsure. These lessons have included demonstrations on topics in Calendar Math, a program designed to encourage students' number sense. Most recently she instructed upper grade teachers on FASTT Math, a computer program designed to build student capacity with basic facts.

## **6. School Leadership:**

As with all organizations, leadership begins at the top. At HES, Mr. Ray Myrtle is now in his fourth year as the school principal. He took over as the school was in Corrective Action. In just a few short years, Mr. Myrtle worked collaboratively with school and central office staff to transform HES from a school hoping to pass state assessments to one that achieved Blue Ribbon status in a state that has recently been recognized as having the best public school system in the United States by two independent reports. Mr. Myrtle, just like one of Maryland's favorite sons, Cal Ripken, Jr., takes pride in leading by example. He did not come to HES with a lot of motivational speeches about how he was going to turn things around, but rather spent the first year or so of his tenure at the school doing the little things that make a difference. For example, he spent upwards of two hours each day outside at recess. This was Mr. Myrtle's way of preventing the all too frequent discipline problems that occurred on the playground, but even more importantly, it gave him an opportunity to build relationships with the students. Even now, as discipline problems have diminished each of the four years since his arrival, to the point where they are nearly non-existent, Mr. Myrtle still spends the same amount of time on the playground each day. Staff also noted right away that Mr. Myrtle had a penchant for keeping things orderly and clean around the building and in the classrooms. Often times, he could be spotted picking up trash himself outside or in the hallways. These small gestures demonstrated to staff how Mr. Myrtle felt about the importance of teaching and learning in a positive environment. It is this attention to detail with all things Highland-related that has completely changed the culture of the school.

Obviously, the most critical factor in shaping the school's success was the attention to detail with regard to the school's instructional program. During his first year, Mr. Myrtle was in virtually every single classroom each day of the year inspecting and analyzing the instructional program. What he found was a highly dedicated and capable group of professionals who knew how to teach and work with our unique population of students, but often times lacked the training or resources to do their most effective work. During his time at HES, Mr. Myrtle brought in a renowned literacy consultant to work with the staff for two years, purchased motivating materials for teachers and students, and offered a litany of trainings for staff ranging from complex guided reading strategies to handwriting instruction. While he greatly values mathematics and the other core academic subjects, it is no secret that Mr. Myrtle is a "reading principal" and that HES is a "reading school". Mr. Myrtle firmly believes that literacy is the key to opening all doors on the path to academic success.

While Mr. Myrtle provided direction and vision with regard to the school's instructional program, he has a shared leadership style and he believes in hiring talent from within. For example, when his initial assistant principal left the school midway through Mr. Myrtle's second year, he looked no further than his own staff development teacher, Mr. Scott Steffan, to work alongside him in that role. Mr. Steffan, who is currently the longest-tenured member of the core leadership team, began working at Highland the year before the school entered Corrective Action. As a former consulting teacher, Mr. Steffan was able to collaborate immediately with Mr. Myrtle and apply his skills to the teacher evaluation process, and thus begin the difficult work of developing a staff of teachers who believed in their vision of student success. During the next two years, Mr. Myrtle and Mr. Steffan worked together as a team to motivate teachers who were excelling, provide training and professional development for those who needed support, and have courageous conversations about teaching and learning for those who were underperforming. In addition to their individualized work with teachers on the professional growth process, Mr. Myrtle and Mr. Steffan also identified a need for greater

consistency with regard to school-wide discipline. Excited about the opportunity to become a PBIS school for the 2007-2008 school year, Mr. Steffan worked with a team of staff members on implementing this program school-wide. The program has been such a success that HES is now in the process of applying for a Maryland GOLD Recognition Award identifying exemplary PBIS schools in the state. Having the faith to delegate something as critical as school-wide discipline to his assistant principal exemplifies the type of faith that Mr. Myrtle has in his leadership team. Because of this, the school administration at HES is truly able to work as a collaborative team and present a unified front to staff.

Mr. Myrtle has tremendous faith in his core leadership team, which consists of the assistant principal, reading coach, reading specialist, mathematics coach, and staff development teacher. As with Mr. Steffan, each of these team members was hired from within, except for the staff development teacher. The reading coach, reading specialist, and mathematics coach all served as teachers at HES prior to stepping into their current leadership roles. This has provided them with intimate knowledge about HES students, in addition to the processes and structures that have created an organized and well-managed work environment. Mr. Myrtle works in collaboration with this team, which meets on a weekly basis, to delegate roles and responsibilities. While there is a necessary hierarchy of leadership in the school, one of Mr. Myrtle's strengths as a leader is his ability to empower teacher leaders in the building and provide everyone with an opportunity to contribute. Team meetings are an excellent example of this shared leadership style. At these meetings, Mr. Myrtle expects team leaders to send out an agenda two days in advance of the meeting, run the meetings themselves, and then post notes two days after the meeting. Team leaders work in conjunction with classroom teachers, Special Education teachers, ESOL teachers, and members of the core leadership team to plan instruction, create common assessments, and make decisions about student learning. At the conclusion of each meeting, a list of action items is created for team members to complete. This part of the process is truly collaborative and allows for each member of the team to participate in the planning process. Teachers in the building, especially team leaders, often speak about being a part of the process, not only because they have the leeway to make decisions about student learning, but also because they consistently work in conjunction with school leadership to make such decisions.

Another example of this shared leadership style occurred early in Mr. Myrtle's tenure as he met with fourth and fifth grade teachers about the reading materials they were using with students. He felt that many of the texts being used by teachers were not engaging, especially for boys. Upon reflection, each of these teachers agreed that there was a real need for more motivational materials. Rather than dictating what needed to be purchased, Mr. Myrtle provided teachers with a budget and had them collaborate with the school reading specialist to find more engaging materials. Both teams purchased a variety of texts, mostly nonfiction, on subjects ranging from snakes to roller coasters to video games. These materials have not only motivated students, but reenergized the teachers, as well. Both the teachers and school leadership believe that these materials played a critical role in the number of students scoring at the advanced level in reading for 5th grade on the 2008 MSA. Because teams work collaboratively with school leadership, yet operate as unique entities with the power to make decisions, there is tremendous buy-in from staff with regard to the instructional program.



# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Maryland School Assessment

Edition/Publication Year: 2007

Publisher: MSDE

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	92	78	79	70	65
% Advanced	24	5	8	14	10
Number of students tested	62	99	98	118	105
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	0	0	0	0	3
Percent of students alternatively assessed	0	0	0	0	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	92	78	77	65	63
% Advanced	15	4	7	14	8
Number of students tested	46	66	54	87	76
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
% Proficient plus % Advanced	89	75	73	66	62
% Advanced	13	3	9	9	10
Number of students tested	43	69	61	90	74
<b>3. (specify subgroup): Special Education</b>					
% Proficient plus % Advanced	80	56	69	42	29
% Advanced	20	6	8	11	0
Number of students tested	5	18	13	19	14
<b>4. (specify subgroup): Limited English Proficient</b>					
% Proficient plus % Advanced	88	71	70	49	50
% Advanced	13	4	0	0	5
Number of students tested	40	45	23	37	40

Notes:

Subject: Reading                      Grade: 3 Test: Maryland School Assessment (MSA)  
Edition/Publication Year: 2007      Publisher: MSDE

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	95	80	78	47	55
% Advanced	31	12	3	4	5
Number of students tested	62	99	98	118	105
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	0	0	0	0	3
Percent of students alternatively assessed	0	0	0	0	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	94	81	82	43	51
% Advanced	27	11	0	2	4
Number of students tested	48	74	60	94	78
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
% Proficient plus % Advanced	93	79	79	42	49
% Advanced	20	9	2	3	4
Number of students tested	45	76	66	98	74
<b>3. (specify subgroup): Special Education</b>					
% Proficient plus % Advanced	80	78	62	42	21
% Advanced	40	6	0	0	0
Number of students tested	5	18	13	19	14
<b>4. (specify subgroup): Limited English Proficient</b>					
% Proficient plus % Advanced	93	76	78	24	40
% Advanced	13	2	0	0	0
Number of students tested	40	45	23	37	40

Notes:

Subject: Mathematics                      Grade: 4 Test: Maryland School Assessment (MSA)  
Edition/Publication Year: 2007      Publisher: MSDE

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	95	85	81	74	51
% Advanced	55	26	19	21	3
Number of students tested	65	95	113	91	117
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	3
Percent of students alternatively assessed	0	0	0	0	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	94	84	78	74	48
% Advanced	50	18	18	22	3
Number of students tested	50	62	89	69	81
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
% Proficient plus % Advanced	96	86	78	73	45
% Advanced	49	12	16	20	3
Number of students tested	54	62	94	67	80
<b>3. (specify subgroup): Special Education</b>					
% Proficient plus % Advanced	86	77	68	47	17
% Advanced	43	24	16	0	0
Number of students tested	14	17	19	17	23
<b>4. (specify subgroup): Limited English Proficient</b>					
% Proficient plus % Advanced	96	85	60	59	19
% Advanced	62	20	3	0	0
Number of students tested	26	20	30	27	27

Notes:

Subject: Reading                      Grade: 4 Test: Maryland School Assessment (MSA)  
Edition/Publication Year: 2007      Publisher: MSDE

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	95	91	78	76	56
% Advanced	44	25	9	4	2
Number of students tested	64	95	113	91	117
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	3
Percent of students alternatively assessed	0	0	0	0	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	94	87	75	75	53
% Advanced	45	24	9	4	0
Number of students tested	49	62	89	69	81
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
% Proficient plus % Advanced	96	92	78	72	51
% Advanced	43	23	9	5	0
Number of students tested	53	62	94	67	80
<b>3. (specify subgroup): Special Education</b>					
% Proficient plus % Advanced	100	82	68	71	35
% Advanced	57	12	11	6	0
Number of students tested	14	17	19	17	23
<b>4. (specify subgroup): Limited English Proficient</b>					
% Proficient plus % Advanced	100	95	60	67	33
% Advanced	73	20	3	4	0
Number of students tested	26	20	30	27	27

Notes:

Subject: Mathematics  
Edition/Publication Year: 2007

Grade: 5 Test: Maryland School Assessment  
Publisher: MSDE

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	92	85	80	57	45
% Advanced	20	13	9	1	3
Number of students tested	93	119	89	113	116
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	0	0	0	2
Percent of students alternatively assessed	0	0	0	0	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	90	83	76	50	42
% Advanced	19	9	7	0	3
Number of students tested	70	88	59	82	81
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
% Proficient plus % Advanced	92	86	79	55	43
% Advanced	16	11	10	0	3
Number of students tested	64	95	62	74	75
<b>3. (specify subgroup): Special Education</b>					
% Proficient plus % Advanced	87	73	69	33	10
% Advanced	7	12	0	0	0
Number of students tested	15	26	16	27	20
<b>4. (specify subgroup): Limited English Proficient</b>					
% Proficient plus % Advanced	96	77	60	26	32
% Advanced	23	5	0	0	0
Number of students tested	22	39	20	23	31

Notes:

Subject: Reading

Grade: 5 Test: Maryland School Assessment (MSA)

Edition/Publication Year: 2007 Publisher: MSDE

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	93	73	76	56	56
% Advanced	80	24	16	7	13
Number of students tested	93	119	89	113	117
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	0	0	0	2
Percent of students alternatively assessed	0	0	0	0	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	90	72	73	54	50
% Advanced	76	23	14	6	11
Number of students tested	70	88	59	82	82
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
% Proficient plus % Advanced	91	75	73	51	55
% Advanced	77	25	10	7	16
Number of students tested	64	95	62	74	76
<b>3. (specify subgroup): Special Education</b>					
% Proficient plus % Advanced	80	62	56	26	38
% Advanced	60	23	0	0	0
Number of students tested	15	26	16	27	21
<b>4. (specify subgroup): Limited English Proficient</b>					
% Proficient plus % Advanced	82	56	60	39	39
% Advanced	64	13	0	0	3
Number of students tested	22	39	20	23	31

Notes:

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