

PART I - ELIGIBILITY CERTIFICATION

12MD1

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12MD1

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 80 Elementary schools (includes K-8)
 (per district designation): 19 Middle/Junior high schools
12 High schools
0 K-12 schools
111 Total schools in district
2. District per-pupil expenditure: 12299

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	26	29	55		7	0	0	0
1	28	48	76		8	0	0	0
2	29	25	54		9	0	0	0
3	31	25	56		10	0	0	0
4	31	27	58		11	0	0	0
5	32	27	59		12	0	0	0
Total in Applying School:								358

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
3 % Asian
12 % Black or African American
6 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
71 % White
7 % 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 2010-2011 school year: 16%

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, 2010 until the end of the school year.	38
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	22
(3)	Total of all transferred students [sum of rows (1) and (2)].	60
(4)	Total number of students in the school as of October 1, 2010	371
(5)	Total transferred students in row (3) divided by total students in row (4).	0.16
(6)	Amount in row (5) multiplied by 100.	16

8. Percent of English Language Learners in the school: 2%

Total number of ELL students in the school: 8

Number of non-English languages represented: 4

Specify non-English languages:

Spanish, Bsayan, Korean and Japanese

9. Percent of students eligible for free/reduced-priced meals: 17%

Total number of students who qualify: 62

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 8%

Total number of students served: 27

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>12</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>6</u> Multiple Disabilities	<u>0</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>1</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>10</u>	<u>0</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>4</u>
Total number	<u>39</u>	<u>4</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:

21:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	95%	95%	95%	95%
High school graduation rate	%	%	%	%	%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

Established in 1989, Crofton Meadows was a premier school in Anne Arundel County serving a moderately advantaged student body. It was a new facility with strong, experienced leadership, the most up-to-date technology and a superb staff known throughout the county for their professionalism, innovation and creativity. Now some 21 years later, the surrounding area has been redistricted, school leadership has changed several times, Section 8 housing and rental properties have increased and FARMS (Free And Reduced Meals) students comprise 17 percent of a population that is more racially diverse and transient than in the surrounding schools. Our accomplishments, however, remain stellar, surprising some adjacent communities. The entire Crofton Meadows family takes tremendous pride in the fact that our students, despite some formidable challenges, have achieved such high academic standards.

Everything done at Crofton Meadows is reflected in its mission statement: *Challenging Minds, Enhancing Success*. The Crofton Meadows staff exhibits a strong commitment to educational excellence for all students. Over the past three years the staff has engaged in a collective inquiry, reflection and responsible decision-making process focused on student learning. Tenacious monitoring of student data has allowed the staff to identify major patterns of students' strengths and needs at the classroom and individual student levels. Data-driven decision making has greatly contributed to the increase in academic achievement resulting in 100 percent of our students meeting or exceeding state standards in math and greater than 98 percent in reading. The staff also uses the Classroom-Focused Improvement Process for increasing student achievement that is planned and implemented by teachers meeting in grade level teams as part of their regular lesson planning cycle. This six step process has provided teachers with the autonomy to adjust teaching practices and interventions based on the data from assessments of their students' learning.

Over the past few years, the Crofton Meadows staff has developed a very strong team-teaching model. At every grade level there are co-taught classrooms in all core subject areas. Team-teaching has permitted our teachers and para-educators to blend their teaching styles and expertise while maximizing students' accessibility to all programs. While this model does require more collaborative planning, it has built a high level of commitment and trust amongst staff members. Team teaching has enhanced the instructional knowledge base of both special and general educators. The team-teaching model has increased ways of creatively addressing challenges, has developed an appreciation for diversity and has fostered positive social and academic benefits for our students. Teacher turnover is very low at Crofton Meadows which also contributes to the strong relationships and collegiality between and among staff members.

Like many schools across the nation, Crofton Meadows has been impacted by budget and staffing shortages. However, what makes us unique is the shared and creative problem solving we have used to overcome some of these obstacles. Faced with large class sizes, the staff collaborated to make additional math classes at each grade level by pooling the resources of the special education and talent development teacher. These additional classes lowered the student-to-teacher ratio, allowed for increased student-to-teacher interaction and permitted all teachers to monitor individual student progress and understanding more closely.

Recognizing the importance of early literacy development, the Crofton Meadows teachers partnered with several parents to create *Operation Read*, an early literacy program that provides appropriately leveled readers to students in kindergarten and first grade, as well as pre-school students living in our community, our current and future early childhood students. Evening events that provide parents and students the opportunity to engage in early literacy activities and education are a valuable component of *Operation Read*. This project has been extended to a local church in an effort to reach more pre-school age children outside Crofton Meadows' attendance area.

Crofton Meadows has a very active Parent Teacher Organization (PTO) and strong contingent of parent and community volunteers. Logging over 12,000 volunteer hours, these caring adults have committed to fundraising opportunities in which all proceeds directly benefit students. Over the past three years the PTO and surrounding community business partners raised over \$50,000 to equip every classroom with the most up-to-date instructional technology. Additionally, they have helped host two annual events, a Math-a-thon and a Health Walk. Both of these events allow for 100 percent of the students to participate while concurrently teaching students about the importance of giving back to their community and supporting those less fortunate. Last year, the students donated a portion of their fundraising proceeds to a fellow student battling non-Hodgkin lymphoma. The students extended their generosity to others in our community including a local homeless shelter. With all this parental and community support we have been able to provide our students with several extra-curricular activities including a science club, book clubs, competitive 24 Game teams, Continental Math Leagues, Destination Imagination, and a yearbook/photography club. Recognizing the importance of the social and emotional well-being of our students, a local IT business, Force 3, has partnered with Crofton Meadows to provide mentors to over 25 of our students.

1. Assessment Results:

Maryland School Assessment (MSA) is administered to all Maryland students in grade 3 through 8 each spring to meet the requirements of the Federal No Child Left Behind Act. MSA results provide valuable data about student performance by grade level, school and county to educators, parents and the community. Crofton Meadows Elementary School has endeavored to meet and exceed Annual Measurable Objectives in all disaggregated subgroups. The expectation that all students can learn is met through relevant rigorous assignments, diligent data analysis and the dedication of the staff to meet each student's individual needs.

Crofton Meadows is extremely proud that 100 percent of all students in Grade 3, Grade 4 and Grade 5 scored Advanced or Proficient in mathematics for the 2010-2011 school year, with over 65 percent of all students scoring Advanced. 65 percent of Hispanic students scored Advanced. 50 percent of students eligible for Free and Reduced Meals (FARMS) and Special Education students scored Advanced. 100 percent of Grade 3 students scored Advanced or Proficient in reading. 98 percent of Grade 4 and Grade 5 students scored Advanced or Proficient in reading. African American students scoring Advanced in reading doubled from 2010 to 2011 with 59 percent scoring Advanced in 2011. 31 percent of Special Education students scored Advanced in 2011.

MSA results are shared with parents at our annual Back to School night in September as well as being posted in our monthly *Mustang Messenger* newsletter. Our website also has a link to both our MSA results and our School Improvement Plan (SIP) for parents to access at home.

Over the last five years, Crofton Meadows has consistently scored over 92 percent in both reading and math on the yearly Maryland School Assessment (MSA). Since 2009, our School Improvement Plan goals have shifted from getting 85 percent of our students to score Proficient or Advanced in reading and math to 100 percent of our students scoring in the Proficient or Advanced range. Our primary School Improvement efforts are focused on getting greater than 50 percent of all of our student subgroups reaching the Advanced range in both reading and math. The efforts of our work are evident in many grade levels. In 2006, 37.2 percent of our third graders scored in the Advanced range on the math MSA and have been on an upward trend ever since with 73.6 percent of third grade students scoring in the Advanced range on the 2011 math MSA. Similar trends are also very evident in the area of reading. In 2006, 46.7 percent of our fifth graders scored in the Advanced range and performance has steadily increased over the past three years with 84.9 percent of fifth graders scoring in the Advanced range on the 2011 reading MSA.

In 2011, Crofton Meadows had a 12.8 percent special education population and was recognized by the State of Maryland as one of the schools most successful with special education student populations. 100 percent of Crofton Meadows special education students scored in the Proficient or Advanced range on the 2011 math MSA compared to only 78 percent in 2006. Despite the fact that only 80 percent of our fourth grade special education students scored Proficient on 2011 reading MSA, results in this category are somewhat deceptive. One student represents 20 percent of the population for Grade 4 2011.

Crofton Meadows has experienced a steady increase in FARMS students. Since 2008 Crofton Meadows' FARMS population has increased from 8 percent to 17 percent. In examining trends, FARMS students have increased from 75 percent of students scoring Proficient or Advanced on the math MSA in 2008 to 100 percent Proficient and Advanced on the Math MSA in 2011. In addition, 100 percent of Crofton Meadows FARMS students also scored Proficient or Advanced on both the 2010 and 2011 reading MSA. Crofton Meadows was also recognized by the state of Maryland as a school most successful with FARMS populations in both reading and math.

Each year, the Crofton Meadows staff and School Improvement Team reviews benchmark assessment results and MSA scores to identify students who have reading and math deficits. These students are identified as targeted students in need of additional academic supports throughout the year. The progress of these students is tracked on a weekly basis to monitor their progress and make adjustments to their groupings, programs and additional non-academic supports.

2. Using Assessment Results:

Data drives instruction at Crofton Meadows. By analyzing data, teachers learn more about each student. Knowing the students leads to higher academic performance as instruction can be driven by need, interest and readiness. Teachers are constantly collecting and analyzing formative and summative assessment data before, during and after instruction to determine how best to meet all student's individual needs in all subject areas. Last year the School Improvement Team and classroom teachers used the Classroom-Focused Improvement process (C-FIP) to bring data discussions to the classroom and student level. This six step inquiry process responds to the overall questions: "What do we know from available data about current levels of student performance and how will we respond to these data?"

Beginning with our youngest learners, the Crofton Meadows staff understands that literacy is the single most important predictor of success. At the individual level, low literacy skills have a lifetime impact. Teaching children to read and developing strongly literate children is the single most difficult task teachers face. To guide our decision making Dynamic Indicators of Basic Early Literacy Skills, Next Edition (DIBELS Next) is administered three times a year as a set procedure for measuring and assessing the acquisition of early literacy skills from kindergarten through grade 2. This assessment is comprised of seven measures to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary. DIBELS were designed for use in identifying children experiencing difficulty in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties. Classroom teachers use the data to make critical instructional adjustments, organize effective student groups and identify targeted skills for small group instruction.

Sub-tests determine if each student is At Risk, Some Risk or Benchmark for needing intensive or strategic reading intervention. Based on the results, the targeted students are placed in researched based intervention groups that meet daily with the reading specialist to target deficit skills using explicit direct instruction. The mid-year assessment results are analyzed and every student's progress is reviewed to make critical decisions to adjust grouping according to performance.

Over the past four years, greater than 90 percent of the Crofton Meadows students in Kindergarten and first grade have consistently scored at or above benchmark by the spring administration. These results are shared and discussed during grade group meetings, SIT meetings and full staff meetings allowing all vested parties to fully understand where our students are and where we need to get them. This strong foundation in early literacy paves the way for Crofton Meadows' success on district and state assessments.

Data binders are given to each teacher the first day back to school to provide a comprehensive historical snapshot of every student in their class. All state and county assessment data, 504s, IEPs, and enrichment or intervention programs each student has been exposed to are located in one place. Homeroom teachers add to these binders by collecting evidence of, or for learning on an ongoing basis to document student progress and/or deficits. This practice is sustained throughout the year to monitor student performance and ensures all students' needs are being met. Targeted at-risk students are monitored weekly using a variety of measures including short cycle assessments, topic tests and fluency measures. If necessary, additional assessment data is gathered to pinpoint specific areas of weakness. These multiple and frequent measures are used to appropriately match students' reading and math interventions and monitor the effectiveness of these interventions. Teacher created explicit mini-lessons address skills not mastered with

additional teacher modeling, cooperative learning activities and guided practice. In addition to supporting the at-risk students, the students who score in the Advanced range are placed in Advanced Learner Programs (ALPS) such as William and Mary for Language Arts or Mentoring Mathematical Minds for Math (M3.) Many students scoring in the Proficient range are also exposed to some of the advanced curriculum with additional support.

Advancements in technology have made tracking student data easier and more accessible. Utilizing Scantron Achievement Series, teachers are now able to view the results of topic tests, weekly assessments and district assessments in easy to read color-coded graphs. The data can be broken down to analyze error patterns in student responses by grade, class, child, test item or curriculum standard which provides a wealth of information. Grade level teams collaboratively score district assessments and use assessment protocol matrices to identify weak standards, misconceptions and to decide when to "re-do", "review", or "re-teach."

3. Sharing Lessons Learned:

Collaboration with other professionals is an essential component of staying current in educational trends. Instructional Rounds is an effective strategy used at Crofton Meadows several times a year, to share effective teaching and learning strategies with other schools. An instructional team of observers consisting of the Regional Assistant Superintendent, Principal, Reading Teacher, Lead Teachers and classroom teachers visit classrooms throughout a building to observe instructional practices and record non-evaluative observations. These observations help develop and cultivate a strong learning community. Instructional Rounds combine the expertise of district level leaders and classroom teachers while providing teachers with the opportunity to compare their own practices to others and reexamine practices in light of what was observed. The team debriefs best practices and determines next steps for continuous improvement.

Crofton Meadows participates in multiple vertical teaming opportunities within the school and with middle school colleagues. Vertical teaming provides opportunities to observe instruction at a higher level to help adjust current grade level instruction to prepare students for the upcoming challenges and rigor.

In an effort to increase their own knowledge, Crofton Meadows staff attends a variety of professional training. Information is later shared on professional development days. The reading teacher attends monthly reading teacher trainings and shares relevant instructional strategies and resources during grade group and staff meetings. Recognizing that great instructional practices are embedded in daily instruction, the principal shares and highlights strategies and practices that are observed during daily instructional walk-throughs.

Classroom teachers from other schools and county resource teachers have observed instruction at Crofton Meadows to improve student performance throughout Anne Arundel County and have asked what the staff at Crofton Meadows does to maintain high student achievement. Crofton Meadows' staff regularly share teacher made resources and best instructional practices, sending instructional materials via email and posting them on Blackboard, an on-line professional sharing community. This practice benefits many students of Anne Arundel County, allowing more time to be focused on instruction. Furthermore, our former principal has been promoted to Senior Manager of Elementary School Improvement to guide the continuous improvement process in other schools throughout the county.

Crofton Meadows is a Professional Development School (PDS) partnering with Bowie State University. Over the past seven years, multiple teachers have served as mentor teachers and have collaborated to write Action Research grants to support early literacy and Science, Technology, Engineering and Mathematics (STEM) initiatives. Mentor teachers and student interns co-presented STEM Action Research at the Bowie State PDS Conference, the Anne Arundel County Public School PDS Conference, as well as the Maryland State PDS Conference.

4. Engaging Families and Communities:

Crofton Meadows has an intentionally transparent, caring relationship with families and the surrounding neighborhood with the ultimate goal being to provide the best possible support and growth for students. Communication between home and school is encouraged and maintained through open discussions, email, phone calls, daily agendas, and a friendly school environment. Collaborative relationships are welcomed and nurtured by a staff that is proud to be a working part of the community.

A side-by-side rapport between the staff and Parent Teachers Organization (PTO) has produced 12,000 volunteer hours and events such as Family Reading Night, Math Night, Jump Rope for Heart, Health-Walks, Math-a-thons, and Girls on the Run. The PTO helped raise money for a student with lymphoma by sponsoring bake sales, special bracelets, and pancake breakfasts. They raised money for document cameras and smart boards as well. Their Bypass the Backpack weekly email keeps parents abreast of current news.

For six years, the guidance counselor coordinated a county award winning program with Force 3, a local IT company that supplied over 25 mentors to coach and befriend selected third through fifth graders. Force 3 has provided basketball hoops and balls, and has sponsored field trips, birthday celebrations, and lunch dates for mentees. These relationships continue, sometimes even into middle school. The guidance counselor also synchronized community business and faith groups' efforts so that St. Paul's Lutheran could provide holiday food baskets to families in need. Backpacks filled with healthy weekend snacks from the United Methodist Church continue to be enjoyed weekly by three pupils. H.O.P.E. supplied clothing for a family when their mother lost her job. The Crofton Chamber of Commerce and local businesses give backpacks and school supplies for needy students and the local Kiwanis Club donates dictionaries each year to every third grade student. CORE Essentials, a character development program to recognize students exhibiting exemplary character is provided by Chick-fil-A.

Created by first grade teachers and managed by parent volunteers, Operation Read, an early literacy program, serves over 125 preschool through first grade children. Bags of age appropriate, thematic books are distributed weekly. Annual Operation Read nights provide reading fun as well as modeling and literacy information for parents. Incentives allow children to acquire free books. Since 2000, this county award winning program has been funded by grants and our PTO. It has been presented at the Maryland International Reading Association Conference and continues to thrive.

1. Curriculum:

The curricular framework used in Anne Arundel County Public Schools (AACPS) is the Maryland State Curriculum. Teachers follow county pacing guides to teach the standards sequentially. Flexible grouping, interventions and accessibility of Advanced Learners Programs teach the concepts and standards at an appropriate level to maximize student learning. The overall curriculum includes reading/language arts, math, science, social studies, art, music, library/media, physical education and technology.

Reading/Language Arts

The Elementary Reading/Language Arts Program in AACPS is designed to accelerate achievement for all students. Schools utilize meaningful and engaging techniques to implement the state curriculum. The regular school day includes a 120-minute block for Reading/English Language Arts, with an additional 30 minutes designated for enrichment or intervention.

The comprehensive instructional program of AACPS is based on the five essential components of good reading instruction as outlined in No Child Left Behind: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Math

The Maryland Curriculum for mathematics identifies the grade-level expectations by seven standards including algebra, geometry, measurement, statistics, probability, number computation and processes. Math is taught daily for a 60-minute block. The math curriculum is outlined by the eight Standards of Mathematical Practice. All students are expected to develop these skills which demonstrate a positive attitude and interest in mathematics and result in increased student achievement.

Science

Maryland Curriculum standards for elementary science include earth and space science, life science, chemistry, physics and environmental science. From their very first day in school, students are actively engaged in learning to view the world scientifically. Students are encouraged to ask questions about nature and to seek answers, collect, count, measure, organize data, make and record observations using simple illustrations and oral language. Getting into the spirit of science and liking science are what count most.

As students gain experience in conducting simple investigations in our fully stocked science lab, they are encouraged to observe more carefully, record data clearly in journals, charts and simple graphs as well as in brief constructed responses. Class discussions provide the beginnings of scientific argument and debate. By the end of Grade 5, children will have had multiple experiences applying and practicing all of the listed science skills and processes.

Social Studies

At Crofton Meadows, students learn to become citizens in a democracy. The social studies disciplines are varied and diverse (economics, political science, history, geography, and humanities) encompassing an expansive range of content. This content engages students in a comprehensive process of confronting multiple dilemmas, and encourages students to speculate, think critically, and make personal and civic decisions based on information from multiple perspectives.

Library and Media

During the students' weekly library and media time they are taught skills and strategies to be effective users of ideas and information. The library media specialist, in partnership with teachers, provides instruction to students in information literacy, communication, reading and technology. Library media

resources provide students with meaningful and authentic learning experiences that promote student achievement and lifelong learning.

Physical Education

Our physical education program provides five required themes which include Basic Movement, Dance & Rhythms, Manipulatives, Ball Handling and Fitness using the Fitnessgram assessments for Grades 4 and 5. Supplemental themes include Track & Field and Hoops to name a few. Some of the most exciting activities the students compete in are Jump Rope for Heart, the Pumpkin Run, and integrating technology using Wii active games.

Visual and Performing Arts

Crofton Meadows students are provided a music and art program which ensures that all students have access to a program where they can learn to value music and art through the acquisition of skills, knowledge and concepts. A foundation is formed for a lifetime of experiences and growth in the arts. The music curriculum involves and affects both thought and emotion and makes a unique contribution to the growth and development of children and society as a whole. Theoretical and hands-on art instruction provide a foundation for future art appreciation. Students have opportunities to share and sell their artwork on Artsonia and student work is displayed throughout the building and around the community.

Technology

Students make connections that align with the Maryland Technology Standards. Lessons and activities consist of content-related and interactive web links, video clips, audio tools, interactive white boards, document cameras, digital cameras, and software applications. In addition to two full computer labs and a roving lab of ten laptops, each classroom has a minimum of five computers. Students use computer software (Microsoft Word, etc.) to draft compositions and produce online slide shows (using Microsoft Power Point) to share research results, preparing themselves to be productive citizens in a digital world.

2. Reading/English:

Crofton Meadows' rigorous reading program provides explicit, direct instruction through foundational building blocks of reading aligned with the Maryland State Curriculum. Open Court Reading (OCR) was the core reading program adopted by Anne Arundel County and utilized in daily reading instruction. Standards not explicitly taught in OCR were augmented using county approved supplemental materials to meet the high standards of rigor expected at Crofton Meadows.

Differentiated instruction is mandatory for all teachers in the development and implementation of lessons. Alternative instructional materials allow teachers to challenge the advanced students while providing additional resources and support for lower performing students. Research-based programs including Voyager Intervention Program, Early Reading Intervention and LEXIA were used diagnostically to meet student needs at all levels. In addition to the core reading program, lessons were developed using resources including Maryland State Department of Education lesson seeds, Florida Center for Reading Research, Comprehension Toolkit, junior novels, X-Zone magazines, Time for Kids, National Geographic Kids and Elements of Reading Vocabulary.

At all grade levels, students receive direct explicit instruction of the foundational reading skills of phonemic awareness, phonics, fluency, vocabulary, and comprehension. This establishes a strong foundation for students of all abilities and backgrounds. Comprehension and decoding skills are systematically taught and revisited through meaningful literature and multiple literary genres. A strong emphasis is placed on comprehension strategies and using Thinking Maps. Students actively engage in partner reading, Reader's Theater and Quick Reads to improve fluency.

Daily whole group instruction includes a variety of formative and summative assessments which lead to the formation of small groups for enrichment and intervention. Groupings for students are flexible and dependent upon student needs, as supported by assessment results. Classroom teachers and resource staff

collaborate to “double-dose” students to provide systematic, targeted instruction in phonemic awareness, phonics, vocabulary development and comprehension strategies. Intervention is taught through co-teaching by the classroom teachers, special education teachers and paraprofessionals, reading teacher, and talent development teacher.

Last year, the speech and language pathologist integrated speech therapy in regular classroom settings to support students with language impairments. Word knowledge groups were formed to develop language for students with language deficits. Weekly assessments were the basis for re-teaching strategies developed cooperatively with reading and classroom teachers. Daily interventions include explicit guided reading instruction and research-based interventions.

Enrichment is provided using advanced novels, Jacob’s Ladder, and the William & Mary Language Arts Program. These programs provide increased rigor and higher level thinking skills through literature circles, discussion groups, and research projects. Student-led discussions help peers construct in-depth meaning of text. Parent volunteers, including a former reading teacher, provide individual support under teacher guidance and conduct book clubs for further enrichment.

3. Mathematics:

Scott Foresman enVision Math is the text book series adopted by Anne Arundel County Public Schools as one tool for math instruction. All students have online access to the text book. This program is aligned with Maryland Content Standards in grade level pacing guides.

Pre-assessments data is used to compress and compact instruction for homogenous advanced math groups. These placements are reevaluated quarterly to provide students with the opportunity to flexibly transition between math groupings according to their prior knowledge of concepts by topic. During the 2010-2011 school year, four second grade students tested out of second grade math and were accelerated to the third grade advanced math class. Hands on Equations, M3, M2, and Continental Math League are programs implemented as part of our ALPS programs to enrich the curriculum. These programs improve critical and creative problem solving, enrich mathematical communication and motivate students to explore concepts in new and challenging ways.

Crofton Meadows’ daily math instruction includes teacher modeling, guided practice using manipulatives, cooperative learning, independent practice, digital lessons, interactive Smart Board lessons and spiral review. To differentiate, teachers additionally provide access to a variety of leveled math centers and games incorporating the use of technology. All grades participate in a “licking the facts” challenge where students practice math facts nightly. Another math incentive is the Math Wizard Wall, a bulletin board located in the main hallway divided by classes K-5, where students achieving 90 percent or above on an AACPS math topic test have their name displayed and are rewarded with certificates for success.

In addition, Crofton Meadows also uses FAST Math, Touch Math and DO the Math as intervention programs to provide additional support. A daily Morning Math program for targeted students pre-teaches current concepts and skills to At Risk students. This approach has increased student participation and performance during their daily math instruction. Special education teachers, as well as paraprofessionals, aid in co-teaching math. Utilizing every available adult with smaller flexible groups contributes to our high academic performance. This ‘whatever it takes’ attitude encapsulates the staff’s dedication to our students.

Mathematics is celebrated and encouraged in a variety of different ways, from the Math Wizard wall to an annual Family Math Night run by teachers, student interns, and parent volunteers that engages students in multi-modality activities that cover a wide variety of mathematical skills and concepts related to a theme such as outer space. 24 Club is an extra-curricular computational club, managed by teachers before school, with students repeatedly placing at the county and state levels in 24 Competitions.

4. Additional Curriculum Area:

The music program at Crofton Meadows helps children learn the essentials of musicianship and performance, as well as helping develop overall learning. In every music lesson the students are encouraged to incorporate knowledge from other disciplines. They fortify math skills when dictating or discussing rhythms, patterns, and overall forms of music. Social studies is prevalent as origins, cultures, and the history of music are explored. While enhancing their music reading fluency students are promoting their overall reading process. Students are required to support and explain their thinking process as we explore various musical concepts.

Every student is provided with the opportunity to succeed in music through multi-modal instruction and differentiation. During the recorder unit, one might walk into the Crofton Meadows music classroom and hear what seems to be noise, noticing that there is an assortment of songs, diversity of written work, and a range of available guides. However, this is not noise; it is student driven differentiation. Students choose the appropriate music and scaffold guides which allow them to progress through the musical experience. Students are given opportunities to offer insights into any lesson. Students also have the opportunity to add even more rigor through extra-curricular music classes: band, strings and chorus. The chorus program was modified from a mandatory class for fifth graders to a voluntary program for both fourth and fifth grade students. Currently, chorus is working on seven songs, two of which are at the middle school level.

The Crofton Meadows music program is involved with local and global communities. When the earthquake happened in Haiti in 2010, the chorus debuted a song written in French by one of our teachers, to promote Hearts for Haiti, a fundraiser in which Crofton Meadows raised money to purchase a ShelterBox. The music program also participates in local community events including expos, school concerts, county sponsored music camps, and major events at Crofton Meadows. Students learned the song “Math is Cool” to promote MSA. Various classes learned songs and dances to perform during our annual Volunteer Breakfast. This year students are learning a song to accompany the annual Jump Rope for Heart event. As a result of our Blue Ribbon achievement, our students have been invited to sing at a Bowie Baysox baseball game. We also plan on participating in the Cherry Blossom Parade in Washington, D.C., and sing for soldiers returning home from deployments.

5. Instructional Methods:

Crofton Meadows’ staff is highly qualified to engage students using a variety of instructional methods to achieve maximum student potential. Collaborative team planning for instruction includes whole and small group lessons, with flexible grouping in both reading and math to best meet each learner’s needs. Co-teaching models are implemented to support special education students in the regular classroom. This model builds the expertise of both teachers and allows for increased opportunities to differentiate and provide small group instruction. Modifications and accommodations are implemented on a daily basis and may include chunking of text, reduced distractions on tests, highlighting reading strips, Fidgets, modified paper, color coding, and assistance with organization. Daily intervention programs are also in place to pre-teach or re-teach skills, as needed, to foster a learning environment where all at risk students are successful learners.

Crofton Meadows’ classrooms have Smart Board interactive whiteboard systems, document cameras, computers and ceiling mounted projectors. Two sets of Senteo Smart Response Clickers are available to give teachers instant feedback to monitor student performance and adjust instruction. Incorporating technology daily to deliver instruction keeps students engaged and allows for increased response options for formative assessment.

Crofton Meadows strives to meet the diverse needs of individual subgroups. Disaggregated data are evaluated after topic tests, benchmark assessments, and MSA to monitor the progress of all learners to attack and eliminate any gaps in student achievement by subgroups.

Math and reading Focus Walls highlight current skills and student work samples. Both the reading and math series are available on-line and provide families with access to the text book and additional resources for practice at home. In the primary grades, Action Research, learning centers and cooperative learning support early literacy and STEM initiatives.

Classroom resources are multicultural, ensuring our students see themselves reflected in the instructional materials. Classroom libraries are arranged by topic and level, encouraging independent reading based on interest and readiness with a variety of main characters with whom students can identify.

Advanced Learners are challenged with enrichment programs such as M3, Hands on Equations, William and Mary, Jacob's Ladder, Touch Pebbles, Socratic Seminar or, in the case of four students, accelerated grade placement for math. Several Crofton Meadows students have submitted and won county and state recognition in the Young Author's writing contest.

6. Professional Development:

Crofton Meadows' teachers continually seek sound, research-based practices to improve their skills and knowledge. Professional development opportunities for staff focused on strategies explicitly aimed at investigating how students learn and effectively gauging that learning, ultimately increasing student achievement. Professional development was purposefully connected to curriculum material, county initiatives and district and state standards. Since professional development opportunities are readily applicable, teachers immediately implement new techniques to enhance student performance. Debriefing sessions encourage reflection and sharing to refine practices and to evaluate the impact new techniques have on student achievement.

Beyond school based professional development, teachers attend graduate courses, participate in online classes, capitalize on county workshops, articulate between and across grades, visit other schools, and peruse professional reading online and at home. The collegial climate at Crofton Meadows allows for open, ongoing conversation and sharing among teachers so that teachers can continually grow professionally as well as effectively meet their students' needs.

Several staff members attended a series of professional development sessions on Thinking Maps and developed a school based training series for the staff. Evidence displayed in hallways and classrooms affirms that students are embracing this brain-based way of thinking and solving problems. Students are utilizing Thinking Maps in meaningful ways to enhance their understanding of thinking processes in order to visualize, organize and clarify new information. This deeper understanding of their own thought processes enables students to integrate, and then apply, new content with prior knowledge.

All staff and paraprofessionals have been in-serviced on a variety of enrichment and intervention strategies. Such training offers a broad menu of options to individualize instruction to boost the achievement of every learner.

For the past several years, our staff has targeted differentiation of learning so that all children's needs could be addressed. Inquiry Groups including mentor teachers, staff and Bowie State University interns have read, discussed and implemented practices from Rick Wormeli's book Fair Isn't Always Equal and Doug Lemor's Teach Like a Champion. Several teachers attended the Journey to Greatness - Through Differentiated Instruction Conference at Baltimore's Convention Center and received training from national Differentiated Instruction experts.

Evidence of the impact of effective differentiated instruction on student performance was measured between January and March of 2011. In January, 17 students scored Basic on the Anne Arundel County Language Arts Benchmark Assessment. Based on the data collected, diagnostic, prescriptive, differentiated interventions enabled 15 of those students to score Proficient on MSA. In addition, six students scored Basic in January on the Math Benchmark Assessment. By March on MSA, all scored

Proficient! The techniques and strategies learned in professional development opportunities continue to facilitate marked gains in student achievement.

7. School Leadership:

The philosophy that guides the leadership of Crofton Meadows Elementary School is to provide our educators with the resources, skills, and time to increase student achievement while ensuring the students have a safe and comfortable learning environment. While the Principal is the head instructional leader, our collaborative leadership consists of primary and intermediate lead teachers, grade level team leaders, a cultural liaison, a mathematics department head, a reading teacher, and a faculty advisory council that all provide feedback, guide instruction and make systematic changes.

The Principal is the guiding force behind developing and implementing a daily schedule that maximizes student-teacher interactions, allows for adequate independent and collaborative planning time and is flexible to meet the fluid nature of education. Along with an efficient schedule, the Principal differentiates staff development to provide specific, data driven learning opportunities to the teachers that can be immediately implemented to improve instruction and advance student learning. The Principal observes and reports the quality of instruction determined by student learning and takes any necessary action steps for improved instruction to enhance academic success for all students. Types of action steps may include county and school staff development, regrouping of students, specific skill development or addressing certain concepts or skills.

The Principal understands that leadership influences the actions of the teachers who ultimately influence student achievement. Shared decision making amongst teachers, collaborative planning and peer review of teaching practices has positively correlated to the high level of achievement of the Crofton Meadows students have sustained. Facilitated professional dialogue around best practices has moved teachers out of isolation and into receptive, reflective practitioners. This is reflected in our increased percentage of students accessing Advanced Learners Programs and scoring Advanced on MSA.

Understanding the association between increased student learning and leadership, the principal relied on contributions from a diverse constituent base. At Crofton Meadows, teachers are empowered to take risks and try researched-based instructional practices to meet the needs of every student. Teachers are encouraged to think outside the box: creative solutions for our unique needs are explored, monitored and adjusted based on individual student progress. Positive professional relationships and increased teacher participation bolster teacher enthusiasm which directly impacts students' enthusiasm and confidence for learning and problem solving.

The leadership exuded by the entire leadership team at Crofton Meadows is collaborative, analytical and makes all decisions in the best interest of the students. The leadership team meets monthly to discuss any issues or concerns the faculty, staff, students or parents may express. They take a proactive approach with many foreseeable situations and collaboratively come up with a solution. Due to the relative small faculty, almost all of the teachers have a leadership role of one kind or another. This helps to keep everyone involved and invested in school improvement and student learning.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Maryland State Assessment

Edition/Publication Year: Yearly Publisher: Maryland Department of Education/Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Advanced plus Proficient	100	97	95	95	94
Advanced	74	62	59	43	37
Number of students tested	52	58	75	63	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced plus Proficient	100		81		91
Advanced	40		25		18
Number of students tested	10	8	16	4	13
2. African American Students					
Advanced plus Proficient		90	95	75	91
Advanced		30	45	33	27
Number of students tested	6	10	22	12	11
3. Hispanic or Latino Students					
Advanced plus Proficient					
Advanced					
Number of students tested	3	1	6	1	8
4. Special Education Students					
Advanced plus Proficient			82		
Advanced			27		
Number of students tested	8	6	11	3	8
5. English Language Learner Students					
Advanced plus Proficient					
Advanced					
Number of students tested	1		2		
6. Asian					
Advanced plus Proficient					
Advanced					
Number of students tested	3	1	3	5	3
NOTES:					

12MD1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Maryland State Assessment

Edition/Publication Year: Yearly Publisher: Maryland Department of Education/Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Advanced plus Proficient	100	95	97	97	94
Advanced	43	35	42	29	33
Number of students tested	52	58	75	63	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced plus Proficient	100		93		91
Advanced	30		13		
Number of students tested	10	8	15	4	11
2. African American Students					
Advanced plus Proficient		90	96	83	91
Advanced		10	22	17	36
Number of students tested	6	10	24	12	11
3. Hispanic or Latino Students					
Advanced plus Proficient					
Advanced					
Number of students tested	3	1	5	1	8
4. Special Education Students					
Advanced plus Proficient			91		
Advanced			9		
Number of students tested	8	6	11	3	8
5. English Language Learner Students					
Advanced plus Proficient					
Advanced					
Number of students tested	1		1		
6. Asian					
Advanced plus Proficient					
Advanced					
Number of students tested	3	1	3	5	3
NOTES:					

12MD1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Maryland State Assessment

Edition/Publication Year: Yearly Publisher: Maryland Department of Education/Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Advanced plus Proficient	100	100	97	98	93
Advanced	79	74	70	58	52
Number of students tested	57	70	63	78	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced plus Proficient	100	100	91		80
Advanced	58	45	55		20
Number of students tested	11	11	11	9	10
2. African American Students					
Advanced plus Proficient		100	86	92	85
Advanced		42	43	38	35
Number of students tested	6	19	14	13	20
3. Hispanic or Latino Students					
Advanced plus Proficient				100	
Advanced				50	
Number of students tested	3	6	4	10	5
4. Special Education Students					
Advanced plus Proficient		100		100	
Advanced		36		30	
Number of students tested	5	11	6	10	7
5. English Language Learner Students					
Advanced plus Proficient					
Advanced					
Number of students tested		1	2	3	2
6. Asian					
Advanced plus Proficient					
Advanced					
Number of students tested	1	3	4	3	5
NOTES:					

12MD1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Maryland State Assessment

Edition/Publication Year: Yearly Publisher: Maryland Department of Education/Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Advanced plus Proficient	98	99	98	100	91
Advanced	49	54	35	42	37
Number of students tested	57	70	62	78	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced plus Proficient	100	100	100		80
Advanced	25	18	18		30
Number of students tested	11	11	11	9	10
2. African American Students					
Advanced plus Proficient		95	100	100	90
Advanced		26	15	39	35
Number of students tested	6	19	13	13	20
3. Hispanic or Latino Students					
Advanced plus Proficient				100	
Advanced				40	
Number of students tested	3	6	4	10	5
4. Special Education Students					
Advanced plus Proficient		91		100	
Advanced		27			
Number of students tested	5	11	6	10	7
5. English Language Learner Students					
Advanced plus Proficient					
Advanced					
Number of students tested		1	1	3	2
6. Asian					
Advanced plus Proficient					
Advanced					
Number of students tested	1	4	5	5	6
NOTES:					

12MD1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Maryland State Assessment

Edition/Publication Year: Yearly Publisher: Maryland Department of Education/Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Advanced plus proficient	100	98	93	87	91
Advanced	45	35	32	29	29
Number of students tested	64	60	73	93	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced plus proficient	100		93		
Advanced	17		7		
Number of students tested	12	7	14	8	5
2. African American Students					
Advanced plus proficient	100	92	87	90	75
Advanced	20	15	20	5	8
Number of students tested	19	13	15	80	12
3. Hispanic or Latino Students					
Advanced plus proficient					
Advanced					
Number of students tested	6	1	6	7	1
4. Special Education Students					
Advanced plus proficient	100			27	70
Advanced					
Number of students tested	10	6	8	11	10
5. English Language Learner Students					
Advanced plus proficient					
Advanced					
Number of students tested		1	2	3	
6. Asian					
Advanced plus proficient					
Advanced					
Number of students tested	3	5	4	6	3
NOTES:					

12MD1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Maryland State Assessment

Edition/Publication Year: Yearly Publisher: Maryland Department of Education/Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Advanced plus proficient	98	95	100	94	95
Advanced	85	63	68	62	47
Number of students tested	64	60	72	93	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced plus proficient	100		100		
Advanced	75		43		
Number of students tested	12	7	14	8	5
2. African American Students					
Advanced plus proficient	95	85	100	90	83
Advanced	80	31	47	50	33
Number of students tested	19	13	15	20	12
3. Hispanic or Latino Students					
Advanced plus proficient					
Advanced					
Number of students tested	6	1	6	7	1
4. Special Education Students					
Advanced plus proficient	90			73	
Advanced	70			9	
Number of students tested	10	6	8	11	10
5. English Language Learner Students					
Advanced plus proficient					
Advanced					
Number of students tested	1	1	2	3	1
6. Asian					
Advanced plus proficient					
Advanced					
Number of students tested	3	5	4	6	3
NOTES:					

12MD1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Advanced plus Proficient	100	98	94	92	92
Advanced	64	57	52	42	39
Number of students tested	173	188	211	234	240
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced plus Proficient	100	100	87	85	85
Advanced	37	30	26	18	15
Number of students tested	33	26	41	21	28
2. African American Students					
Advanced plus Proficient	100	95	90	88	83
Advanced	29	30	37	12	25
Number of students tested	31	42	51	105	43
3. Hispanic or Latino Students					
Advanced plus Proficient	100		93	88	78
Advanced	58		43	44	28
Number of students tested	12	8	16	18	14
4. Special Education Students					
Advanced plus Proficient	100	95	83	62	75
Advanced	17	30	31	16	3
Number of students tested	23	23	25	24	25
5. English Language Learner Students					
Advanced plus Proficient					
Advanced					
Number of students tested	1	2	6	6	2
6. Asian					
Advanced plus Proficient			100	100	100
Advanced			63	64	72
Number of students tested	7	9	11	14	11
NOTES:					

12MD1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Advanced plus Proficient	98	96	98	96	93
Advanced	60	51	48	46	38
Number of students tested	173	188	209	234	240
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced plus Proficient	100	100	97	95	80
Advanced	44	26	24	28	15
Number of students tested	33	26	40	21	26
2. African American Students					
Advanced plus Proficient	96	90	98	91	88
Advanced	57	23	27	38	34
Number of students tested	31	42	52	45	43
3. Hispanic or Latino Students					
Advanced plus Proficient	100		100	100	78
Advanced	41		53	39	35
Number of students tested	12	8	15	18	14
4. Special Education Students					
Advanced plus Proficient	91	82	96	83	80
Advanced	34	21	16	4	16
Number of students tested	23	23	25	24	25
5. English Language Learner Students					
Advanced plus Proficient					
Advanced					
Number of students tested	2	2	4	6	3
6. Asian					
Advanced plus Proficient		100	100	100	100
Advanced		76	56	60	73
Number of students tested	7	10	12	16	12
NOTES:					

12MD1