



# PART I - ELIGIBILITY CERTIFICATION

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12MD3

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

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district 33 Elementary schools (includes K-8)  
 (per district designation): 9 Middle/Junior high schools  
9 High schools  
3 K-12 schools  
54 Total schools in district
2. District per-pupil expenditure: 11729

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 5
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		<b>6</b>	0	0	0
K	43	44	87		<b>7</b>	0	0	0
1	50	43	93		<b>8</b>	0	0	0
2	55	47	102		<b>9</b>	0	0	0
3	40	52	92		<b>10</b>	0	0	0
4	47	38	85		<b>11</b>	0	0	0
5	40	43	83		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>542</b>

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
5 % Asian  
6 % Black or African American  
4 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
81 % White  
2 % 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: 2%

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.	1
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	11
(4)	Total number of students in the school as of October 1, 2010	542
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

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

Total number of ELL students in the school: 10

Number of non-English languages represented: 5

Specify non-English languages:

Vietnamese, Korean, Norwegian, Polish, Chinese

9. Percent of students eligible for free/reduced-priced meals: 15%

Total number of students who qualify: 83

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: 13%

Total number of students served: 69

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>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>42</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</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>1</u>
Classroom teachers	<u>25</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>13</u>	<u>8</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>12</u>	<u>4</u>
Total number	<u>56</u>	<u>13</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:

22:1

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	97%	96%	97%	97%	96%
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	_____ %
<b>Total</b>	_____ <b>0%</b>

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?

## PART III - SUMMARY

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Ring Factory Elementary School is an inviting place to learn where staff, students and parents support, respect and care about each other. Some of the best and brightest students in Harford County began their educational careers in this supportive, family-oriented, and community-centered environment. Ring Factory serves over 500 children in kindergarten through grade five. There are 25 general education classrooms with an average class size of 22 students. The school setting, located south of downtown Bel Air, Maryland, is surrounded by 34 acres of greenery and wetlands.

Educators at Ring Factory prepare students for the future. Teachers utilize a curriculum that is rigorous, researched based and interactive. Students are provided learning opportunities that incorporate real-life experiences, technology, and the skills and strategies needed for success. Often students can be seen working together in small groups, collaborating, and sharing their ideas.

Ring Factory experiences high levels of success from all students. Continuous improvement is expected in reading and mathematics, student attendance, and character education. A gifted and talented program provides differentiation for those students that are able to work above the required curriculum. Support is also available for students with diverse learning needs as well as English language learners. A block schedule provides periods of uninterrupted instructional time making it possible to address individual student needs through regrouping, intervention, and enrichment. Opportunities are provided for teachers to plan and collaborate with one another.

The school's success over the last five years can be attributed to challenging students to higher levels of learning, the use of data and technology to enhance instructional decisions and practices, research-based intervention programs in reading and math, differentiated classroom instruction for all children, purposeful observation and evaluation of teachers, and a high degree of community involvement and parent support. The school's staff is highly-qualified with most of its teachers holding advanced degrees. Teacher leadership is the foundation of the school's professional development efforts.

Ring Factory Elementary benefits from an active Parent-Teacher Association (PTA) and a strong volunteer program of approximately 60 parents. The PTA sponsors a variety of fundraisers, as well as community events, including a new family pot-luck orientation, family bingo night, a fall harvest party, student holiday shopping, family hoops night, spring fling, and book sales. Parent volunteers work directly with students under teacher supervision and offer support services to teachers.

Ring Factory Elementary offers a variety of extracurricular activities for students including Student Council, the Patriot Program, School Musical, Character Counts, Destination Imagination, Steel Drums, Safety Patrols, After-School Enrichment Clubs, School Spirit Days, Jump Rope for Heart, Geography Bee, Academic Fitness Awards, Junior Achievement, Talent Show, and Good News Assemblies. Chorus and instrumental music lessons are available to all students in fourth and fifth grades. Ring Factory also sponsors before and after school activities for families that support school improvement initiatives. Those include Reading and Math Nights, Munch and Mingle, Family Fitness Nights, Bowling Nights, and Kindergarten Orientation.

The staff and students at Ring Factory are actively involved in a number of community outreach projects. During the holidays students donate winter clothing to needy children in Harford County. "Jump Rope for Heart," organized by the physical education department, donates money annually to the American Heart Association. Recently, our student council donated over two thousand dollars to the Leukemia & Lymphoma Society by sponsoring a spaghetti dinner.

Since its beginning Ring Factory Elementary has received numerous awards at the local and state levels

for exemplary performance and achievement. The school is a Maryland Physical Education Demonstration School for 2011-2013 by the Maryland Association for Health, Physical Education, Recreation & Dance. It was a recipient of the 2008 Maryland Character Education School of the Year Award. The school family is proud of its award-winning teachers including Harford County Public Schools Teacher of the Year finalist, Mrs. Karen McNeely, in 2011 and Harford County Public Schools Teacher of the Year winner, Ms. Donna Zavacky, in 2000. Ring Factory was the first elementary school in HCPS to establish a Steel Drum performing group. The Steel Drummers and Fox Choir have received numerous accolades and awards. The school's Destination Imagination team competed at the Global competition in 2011 after winning at the local and state levels. Ring Factory takes pride in its wide variety of after school enrichment clubs led by teachers and parents, including Chess Club, Scrabble Club, Arts of Egypt, and Arts of Asia.

Ring Factory's mission: "Reaching new heights in learning – each and every day!" is the foundation for the academic and social growth that takes place each and every day at RFES. Teachers nurture and care about their students and are committed to high levels of achievement and excellence in teaching and learning.

### 1. Assessment Results:

All elementary schools in Maryland are held accountable to a multi-day state test called the Maryland School Assessment (MSA). The MSA meets the requirements of the federal No Child Left Behind Act and provides valuable information about student, school, county, and state performance. The MSA test is designed to reflect student knowledge of the Maryland State Curriculum. The assessment provides criterion and norm-referenced data using multiple choice questions and brief constructed responses. Students in elementary grades 3-5 are assessed in the areas of reading and math. Science is also assessed in grade 5. The state sets yearly cut scores which identify student performance as basic, proficient, or advanced. Each year the proficient and advanced scores are used to determine if the school, each grade level, and demographic subgroup populations are meeting the Adequate Yearly Progress (AYP) goal. The AYP target increases each school year, with all students (100%) expected to be performing at the proficient or advanced levels by the year 2014. Additional information regarding MSA and the performance levels of individual schools can be found at [www.mdk12.org](http://www.mdk12.org) and [www.mdreportcard.org](http://www.mdreportcard.org).

Over the past four years, Ring Factory Elementary School has demonstrated sustained levels of high performance. Students in grades, 3, 4, and 5 consistently score well above the state standards in both reading and math. Since the 2007 scores, Ring Factory students performing at the advanced or proficient levels in reading has increased from 86.7% to 98.7% in 3rd grade, 95.9% to 97.4% in 4th grade, and from 93.5% to 98% in 5th grade. In the area of mathematics, students who are performing at the advanced or proficient levels has increased from 86.7% to 98.7 in 3rd grade, 93.9% to 98.7% in 4th grade, and from 95.7% to 98% in 5th grade. These steady gains in performance placed Ring Factory as the highest achieving elementary school in Harford County for the 2010-2011 school year.

Ring Factory is particularly proud of its efforts to increase the number of students performing at the advanced level. Raising the number of students performing at advanced levels is at the core of Ring Factory's mission, "Reaching new heights in learning – each and every day." Educators at the school are not satisfied with average and are basing their actions on the philosophies in the book "Good to Great" by Jim Collins. The result of intentionally working to increase the amount of students performing at advanced levels can be readily seen in the data. Since the 2006-2007 school year, students scoring advanced in 3rd grade reading jumped 22.5 percentage points, 4th grade reading jumped 17.3 percentage points, and 5th grade reading jumped 29.7 percentage points. Similar gains occurred in mathematics as 3rd grade jumped 37.5 percentage points, 4th grade jumped 20.1% points, and 5th grade jumped 10% points. Professional development focused on strategies for working with highly-able students was a key contributor to the school's success in this area.

In the 2010-2011 school year, Ring Factory staff made a concerted effort to raise the level of achievement for special education students. After data analysis, staff members designed a plan to support students that were working below grade level. Parents of those students were notified and encouraged to work as a team with teachers to address specific needs. Double-doses of instruction, strategy packets, and intervention programs were put in place to help our targeted students. Accommodations and modifications were structured to provide optimal support and level the curriculum. Personnel shifts were made along with scheduling considerations to optimize learning time. The data clearly represents the result of this collaborative approach. In 2010-2011, 100% of our 3rd and 4th grade special education students scored proficient in reading. In 5th grade the special education students came close with 90.9% scoring proficient.

In summary, Ring Factory is proud of its performance. The data shows that the school is using effective instructional methods and is making consistent progress toward its mission. The school collaborates and

works diligently with stakeholders, understands individual student needs, and consistently demonstrates excellence.

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

Ring Factory uses multiple sources of assessment data to analyze student achievement, adjust instruction, and provide appropriate interventions and enrichments to targeted student populations. School-wide analysis and data discussions begin occurring as part of pre-school meetings. Teachers and administrators use assessment data to monitor student performance throughout the year. During the summer, members of the school improvement team carefully analyze data from the Maryland School Assessment (MSA). The team uses disaggregated data to determine sub-group populations performing at the advanced, proficient, and basic levels. The data guides the development and goals for the upcoming school improvement plan. Purposeful attention is given to not only students performing below proficiency, but to those students performing at/near advanced levels of proficiency. The team meets quarterly in order to monitor the implementation of identified actions and to make necessary adjustments. School improvement representatives work with their grade level team to provide updates and collect data regarding student progress.

Grade level teams meet bi-monthly to examine student work samples, including written responses to reading and unit assessments in math. This process ensures that data analysis is on-going and occurring at the classroom level. Teachers collaborate and develop instructional plans focused on the needs of specific groups of students. Re-teaching, re-assessment, and enrichment opportunities are provided through weekly flex days in math, regrouping, and the use of stations. At Ring Factory, all teachers review individual student performance data and submit a “targeted student” sheet identifying classroom actions aimed at closing achievement gaps for students performing at basic levels of proficiency and maximizing learning for advanced students. Quarterly updates are discussed during grade level meetings with the Instructional Leadership Team (ILT). The principal maintains a data binder of student assessment results and targeted student forms.

Students who consistently perform below grade level expectations are identified and listed on grade level monitoring sheets developed by the ILT. These sheets are used to determine students who would benefit from additional, direct instruction in reading and/or math. Based on specific needs, students are matched with an appropriate research-based intervention that is implemented either during the school day or through an extended day program. The reading specialist assists with the implementation, monitoring, and evaluation of reading intervention programs. Students demonstrating successful progress are dismissed from the program.

Assessment data is also used to guide professional development and identify topics for discussion based on student performance. When MSA sub-group data showed a gap in the performance of African-American students, teachers at Ring Factory participated in a voluntary, after-school book club. Along with the administration, teachers read and discussed the book [The Power of One](#). As a follow-up to the work of the group, a staff meeting was held in order to share many of the ideas and strategies discussed in the book.

Ring Factory Elementary utilizes a variety of methods to communicate assessment results to students and parents. Progress in the first quarter is reported during November parent-teacher conferences. Written report cards document student achievement in quarters two, three, and four. Parents of intermediate students are able to access Edline, an electronic grading system, to monitor student progress. Teachers regularly communicate with parents through e-mail and send home quizzes, assessments, and work samples. Grade level teams and individual classes maintain school web pages that include information about academic activities.

Parents are often invited into school to share and celebrate student learning. Opportunities include theme celebrations in kindergarten, readers theater performances, poetry readings, famous Marylander

presentations in fourth grade, and research project sharing. Individual students are recognized for their achievements during quarterly Good News Assemblies.

Students take an active role in assuming responsibility for their success. Academic goal-setting is an evolving initiative at Ring Factory. Teachers work with students to assist them in setting, monitoring, and evaluating relevant goals. Students maintain individual data binders in which they collect, chart and record their progress. Parents are informed of learning goals; they are provided with suggested activities to assist students in attaining their identified goal. Teachers and students also establish and monitor class goals.

Maryland School Assessment (MSA) data for individual students is provided to parents. School assessment information is shared at Back to School Night during the principal's annual "State of the School Address." Access to this information is also available on the school and district website. On-going data review and analysis is an integral part of Ring Factory's continued success. Teachers work in professional learning communities to plan effective instruction based on student performance. Conversations occur in grade level, as well as vertical teams, to ensure a comprehensive and cohesive instructional program for all students.

### **3. Sharing Lessons Learned:**

Staff members at Ring Factory Elementary share successful practices with other teachers and colleagues within the school, district, and state. Teachers from our school are members of district-level curriculum committees. Classroom teachers serving as the school's science facilitator, math facilitator, school improvement facilitator, Edline liaison, and Performance Matters liaison attend county-wide meetings and receive updated information regarding curriculum and system-level initiatives. The school's reading specialist, gifted and talented teacher, guidance counselor, school psychologist, and speech/language pathologist meet regularly with district counterparts to share successful practices. Ring Factory's teachers have presented to colleagues on system-wide professional development days. Audiences have ranged from small groups to regional clusters, and have included topics such as comprehension in kindergarten, problem-solving, and manipulative resources in mathematics. Staff members have also facilitated county in-service for credit workshops, such as the Education that is Multicultural course. Membership in professional organizations, such as The Harford County Reading Council, also promotes sharing opportunities. Staff members invest their personal time to attend professional conferences and workshops, including SoMIRAC, the state reading conference. Ring Factory's teachers bring new information back and share and discuss instructional practices with one another during grade level planning meetings.

Teachers at Ring Factory have hosted county-wide visitation days for new teachers. Kindergarten and first grade teachers were selected to demonstrate model lessons in reading and mathematics for colleagues new to the county. The physical education team was also visited by new physical education teachers and is currently a Maryland Physical Education Demonstration School.

Ring Factory is a Professional Development School in partnership with Towson University and its MAT program. Teachers serve as mentors for interns during their student teaching experience. Students from the local community college are also involved in a field experience at Ring Factory. During their visits they shadow teachers and observe classroom instruction. Students from the local area high school, interested in a future career in education, volunteer time to early childhood classrooms.

Teacher leadership supports on-going professional development efforts at Ring Factory. Teachers develop and deliver presentations to their colleagues during faculty meetings and professional development days. These teacher-led sessions promote the sharing of instructional practices and strengthen the school learning community.

#### **4. Engaging Families and Communities:**

Ring Factory Elementary is the foundation of the community. Parents are proud to be a part of the school and are actively involved in all aspects of their child's education. The school has established strong partnerships with parents, families, and community organizations. Parent support is an integral part of student success at Ring Factory. The school offers a variety of activities and events to foster a positive and welcoming home-school connection. Families new to the school are invited to a Summer Pot-Luck Dinner and introduced to the Ring Factory community. The school sponsors a Back-to-School Night, American Education Week, Coffee with the Principal, Munch and Mingle, Family Fitness Nights, and curriculum based parent information nights.

The school has an active PTA that sponsors many events and supports students and teachers. There is always a large turnout for annual events such as the Fall Harvest Party, Winter Wonderland, Spring Fling, and Pajama Jam. Parents also volunteer in classrooms and support teachers with special programs and school activities.

The school utilizes a variety of methods to maintain communication between the home and school. Parents are kept informed through *Factory Facts*, a weekly school newsletter. The *Alert Now* phone system informs and reminds parents of upcoming school events. Teachers effectively communicate with parents and keep them informed of student progress throughout the year. Students are excited to receive a summer postcard from their next year's teacher.

Ring Factory students benefit from the wide variety of resources provided by the school community. *Junior Achievement*, sponsored by a local bank, is an economic education program for students in Grades K-5. Other local businesses provide speakers and special presentations that enrich the curriculum.

## 1. Curriculum:

Ring Factory implements the core curriculum adopted by Harford County Public Schools. Each content area provides a scope and sequence of skills aligned to state curriculum standards. Pacing guides ensure that all students receive instruction in grade level standards. Teachers work diligently to make sure that advanced, proficient and basic students think, work hard, and achieve more than they thought possible. Students are encouraged to be risk-takers in every content area.

Language arts instruction is implemented across four instructional blocks including comprehension strategy instruction, word work, self-selected reading, and writing workshop. Teachers analyze data and regroup students for instruction for the comprehension and word work blocks. During comprehension students are taught to monitor their thinking and apply before, during, and after reading skills. Students utilize a wide variety of text selections, including the Harcourt Storytown anthology. During the word work block students delve deeply into phonics, word recognition, spelling, word analysis skills, and vocabulary. Writing instruction occurs through a writer's workshop model, an approach that encourages students to work as authors. Teachers confer with individual students, provide mini-lessons, monitor progress, and structure writing time to develop a community of writers. During self-selected reading students independently read from a variety of text. Teachers conduct individual conferences to monitor and assess student growth in reading.

The math curriculum is based on state and county standards. Teachers use EveryDay Math as their primary resource guide and supplement with a variety of manipulatives, activities, and technology. Differentiated instruction and on-going assessment occurs during each lesson. Games are used to motivate reluctant learners and to reinforce and review skills and concepts. Teachers use questioning to promote deeper math thinking. Many students participate in First in Math, a web-based computer program. Additional support is provided through an intervention lunch group hosted by the school's Towson interns. This has proven to be a win-win situation.

The social studies curriculum is aligned to content and state standards and includes the major themes of history, geography, economics, political science, sociology, and anthropology. Students work together to learn how to be responsible citizens. Learning experiences assist students in their understanding of individuals, the relationship of people with the environment, and interaction with other cultures. History comes alive at Ring Factory through special assemblies and presentations. Student council members role play good citizenship, school rules, respect, manners, and exemplary behavior.

The science curriculum features hands-on experimentation kits that provide students with the opportunity to be directly involved with the scientific method and promotes "thinking like scientists." Students work together and solve problems by predicting, observing, investigating, and recording. The major themes of Life Science, Physical Science, and Earth/Space Science are included in our units of study. A special enrichment challenge, "The Egg Drop," is a tradition for our fifth grade students. This exciting school-wide event challenges students to use scientific concepts to design a structure that can support a raw egg falling from a predetermined height.

The special area teachers at Ring Factory are an integral part of the school's total success. The physical education, library media, music, and art teachers work collaboratively to help students appreciate the arts and develop a sense of wellness. Special area itinerate teachers are used to reduce student to teacher ratios and to provide individualized instruction. Itinerate teachers co-teach, analyze data and plan units of instruction. Special area teachers work with targeted students needing extra support in reading or math and also serve as mentors. Student accomplishments are celebrated throughout the year. Every spring

the school becomes an art gallery, showcasing the work of all students. Spring and winter concerts and the school musical, are popular community events each year.

## **2. Reading/English:**

The goal of reading instruction at Ring Factory is to develop confident, independent, and self-directed readers. Instruction is designed to reflect state standards and integrates literature, content areas, and critical thinking skills. Houghton Mifflin Harcourt *Storytown* serves as the primary resource for the language arts program for Harford County Public Schools, Grade K-5. There is a scope and sequence of strategies and skills to be implemented at each grade level and a wide variety of rich literature.

Through modeling and direct instruction teachers at Ring Factory focus on specific skills and strategies that address phonemic awareness, phonics, fluency, vocabulary, and comprehension. The *StoryTown* anthology is used as the grade level appropriate text for reading. Trade books, leveled readers, content literacy text, Weekly Readers, National Geographic, Time for Kids, and Junior Great Books are used to supplement the anthology. Through flexible grouping teachers differentiate reading instruction to meet the needs and abilities of students. Students engage in high level discussions about text and respond to open-ended questions specific to reading and literary analysis. They have the opportunity to participate in literature circles and choose books of interest. Through the use of readers' theater and daily self-selected reading, students build fluency and confidence as readers.

Student progress is monitored using TPRI, running records, benchmark reading assessments, and self-selected reading conferences. Teachers engage in regular data discussions regarding student achievement. The reading specialist works with teachers to analyze data and identify students that would benefit from interventions. Kindergarten, first grade, and second grade students receive an "extra dose" of instruction through research-based intervention programs including *Leveled Literacy Intervention* and *SIPPS*. Intermediate students have the opportunity to participate in Soar to Success or Read About. The combination of a variety of reading intervention programs provides support for phonemic and decoding skills, as well as comprehension strategies. Ring Factory's goal is to provide early intervention and accelerate the reading achievement of each child, so that they are reading on or above grade level.

The school is proud of its extra efforts to build a solid literacy foundation and to foster a positive attitude toward reading. Parents are encouraged to read with their children for twenty minutes every night. In the "Black Eyed Susan Reading Club" fourth and fifth graders read and discuss high quality literature with the school's media specialist and reading specialist. Students take part in special activities during January Reading Month including Name that Book, Family Reading Night, and school-wide DEAR (Drop Everything and Read). These activities build a high level of excitement and serve as a motivation for student reading.

## **3. Mathematics:**

The goal of mathematics instruction at Ring Factory is to develop independent thinkers who can use skills and strategies to reason, problem-solve, compute accurately, and apply learning to real-life situations. Ring Factory Elementary School's math program is developed through the use of the Every Day Math series. This program supports a constructivist approach to instruction and is aligned with the Harford County Elementary Mathematics Content Standards. The program provides a balanced curriculum that is rich in developing foundational skills and in applying these skills to real world problems. Student learning is reinforced and supported through a spiraling curriculum in which units of instruction contain beginning, developing, and secure skills. Students are actively engaged in on-going learning and practice through the use of manipulative resources, skill-based game exploration, problem-solving and differentiated instruction. Simulations and the use of technology encourage independent problem-solving. Ring Factory strives to help all students reach higher heights in mathematics.

Teachers at Ring Factory utilize multiple data sources including MSA, Scholastic Math Inventory, formative assessments, and math unit assessments to guide instructional decision-making. Students are grouped and regrouped based on specific areas of need. The data is disaggregated by math content strands and is regularly used by grade level teams. Flexible grouping is used to scaffold instruction and meet the needs of all learners. The use of flex days and station teaching enables teachers to differentiate activities and provide re-teaching and enrichment opportunities for students. Support for struggling math students is provided through extended day intervention programs, including *Do the Math* and *First in Math*. Identified students participate in forty-five minute sessions offered before school. In addition, special area teachers and para-educators provide additional support to classroom mathematics instruction during the school day. Through whole group, small group, and individualized instruction all students at Ring Factory are successful in mathematics.

The school's success and achievement in mathematics is due, in part, to an in-house math specialist who provided support to teachers and students. Opportunities were provided for co-teaching and the implementation of successful instructional practices and data analysis. These practices and strategies continue to be applied daily in classrooms. Ring Factory was also able to implement *Math Recovery*, an early intervention program, for identified students in grades one and two.

#### **4. Additional Curriculum Area:**

Ring Factory is proud of its efforts to enhance and enrich student learning experiences related to science education. The county curriculum serves as the foundation for student motivation and excitement related to science instruction. Students complete hands-on experiments and inquiry-based learning experiences that build scientific literacy. Students work in cooperative groups and use critical thinking, questioning, and observing as they investigate, gather data, and engage in problem-solving. Science learning is supported in fourth and fifth grade classrooms with sets of *ScienceSaurus*, a science reference book. Students find additional science information on the *sciLINKS* website, maintained by NSTA.

A partnership between Harford County Public Schools, *Engineering is Elementary*, and Towson University, introduces engineering concepts and skills into our curriculum. Students continue to learn science content objectives, along with objectives related to technology, including design systems, design constraints, and making models. Classroom teachers and the gifted and talented teacher work together to co-teach engineering lessons and to provide extensions and enrichments for students who benefit from additional challenges. At Ring Factory, students will become "Schoolyard Surveyors," identifying environmental problems on school property and designing appropriate solutions. The students will use GPS receivers to locate waypoints and conduct experiments.

Ring Factory students are fortunate to be able to participate in field trips to Ladew Gardens, local area farms, the planetarium, and Maryland Science Center. Through the district's outdoor education center, Harford Glen, students have the opportunity to experience the wonder and excitement of environmental issues. Students become "stream doctors," collecting water and analyzing and recording data, in order to determine the current conditions of local water. Additionally, students learn to think critically as they investigate the impact of human actions on the environment. The Harford Glen experience leaves a lasting impression on students and is a highlight of their elementary school experience.

Through partnerships with Aberdeen Proving Ground our school benefits from community speakers and volunteers who extend student learning related to science, technology, engineering, and mathematics. Our parent community supports our science curriculum, visiting classrooms and talking with students about computer and mechanical engineering jobs and discussing the skills necessary to join the workforce. Students engage in continuous conversations about the importance of being prepared to solve problems that do not yet exist. In order to build a deeper understanding of science, teachers provide students with the opportunity to make connections to real-life situations on the school's campus. Duck eggs under the playground sliding board, roof construction consisting of an innovative insulation material, and micro-

organisms in playground puddles provide students with an opportunity to initiate scientific inquiry and discovery.

## **5. Instructional Methods:**

Ring Factory strives to maximize learning and meet the needs of all students through differentiated instruction. Homeroom classrooms are grouped heterogeneously and students are regrouped for portions of language arts and mathematics to support varying needs and abilities. The instructional schedule supports opportunities for co-teaching with the special educator, reading specialist, and/or enrichment teacher. Students with special needs receive instruction primarily in the general education setting. However, when needed, small group instruction occurs for specific skills development outside the regular classroom. This enables students with IEP's to have access to grade level curriculum while addressing their individual needs.

Teachers receive on-going professional development related to differentiated instruction. Faculty meetings provide time for professional reading and the sharing of strategies and techniques that can be used to address varying learning needs. Teachers use flexible grouping, stations, small groups, and needs groups to structure appropriate learning opportunities for students. To make lessons meaningful and attainable to all students, teachers incorporate in their lesson planning, the use of differentiated text including leveled readers and leveled content literacy books, centers, tiered assignments and projects, and activities that involve real-life problem solving.

Technology, including the Interactive Whiteboard, Acti-Votes, and Smart Music, is used by teachers to enhance the delivery of classroom instruction, foster student engagement, and promote opportunities for every pupil response. Mobile laptop carts enable students to work within the regular classroom setting while accessing resources that support and enrich learning. Students participate in instructional lessons built around GPS receivers and through Geocaching activities experience learning in an authentic context.

Teachers regularly monitor and evaluate student progress through the use of on-going formative assessments. The data collected from exit tickets, every pupil response, and student work is used to plan for classroom re-teaching and enrichment. Grade level teams meet bi-monthly to discuss and monitor student progress and to reflect on instructional practices. Vertical articulation between grade level teams gives teachers opportunities to discuss student progress and ensure seamless transitions from one grade level to the next grade level.

Ring Factory's school improvement plan identifies goal-setting as a practice to be used in all classrooms. Students develop and monitor their goals through teacher direction and guidance. Students maintain a data binder that contains their goals and academic achievement data. These binders give students the opportunity to reflect on their strengths and needs and give parents the opportunity to generate discussions about student progress. Teachers engage in reflective conversations with students to build individual accountability and help evaluate the success of teaching practices.

## **6. Professional Development:**

Teachers at Ring Factory Elementary School participate in a variety of professional development opportunities aligned to the school improvement plan. At the beginning of the year, teachers generate topics of interest for school-based professional development. This information is used by the Instructional Leadership Team (ILT) to develop a professional development calendar for the school year. Teacher-learning is supported through multiple job-embedded structures that include faculty meetings, school-based professional development sessions, and early dismissal special planning. Grade level teams work collaboratively in professional learning communities to share practices, plan for differentiated learning opportunities, and reflect on the effectiveness of instruction. The ILT differentiates the delivery of professional development based on grade level needs and interests. In an effort to support continuous learning, surveys are used to collect on-going feedback and to make adjustments to professional

development based on teacher data. Ring Factory's ILT gathers data on teacher learning from workshops through the use of feedback and reflection sheets, exit tickets, and surveys.

All teachers develop and submit an individual professional development plan that supports the school's mission and school improvement goals. Each teacher meets with members of the ILT to review, discuss, and receive feedback on their professional development goal. Teachers are provided suggestions for additional actions and data/evidence sources that can be used to support the attainment of their goal. The observation and evaluation process is an additional opportunity to revisit and discuss teacher progress toward identified goals.

Professional reading is a component of school-wide faculty meetings and professional development sessions. Teachers spend time reading recommended professional articles related to research-based best practices, formative assessment, differentiated instruction for the highly-able student, reading comprehension, classroom observation, and data binders. Collaborative conversations occur in grade level teams, during staff meetings, and through discussion blogs on the school's SharePoint site where teachers can respond and react to hot topics in education. Teachers also participate in professional book clubs, having read books including, I Read It, But I Don't Get It, Comprehension Connections, and The Power of One.

At Ring Factory grade level teams receive common planning time on elementary early dismissal days. This special planning occurs twice yearly and is made possible through collaboration with special area teachers and enrichment lessons in the arts. Teachers value "the gift of time," an uninterrupted four hour block of additional common planning time. Teachers meet in grade level teams and with the ILT to discuss curriculum implementation, plan instruction, review performance data, and monitor the progress of targeted students.

## **7. School Leadership:**

Successful school leadership begins with an understanding of the common beliefs of a school's constituents. The staff and community members at Ring Factory Elementary School are committed to providing an inviting, supportive, safe, challenging, and fun school environment. They believe that our students succeed because of their parent partnerships, hard work, and steady focus on educating the whole child. The staff uses data to help them make instructional decisions. They embrace continuous improvement, technology, co-teaching, intervention programs, enrichment programs, and the individual needs of their learners. The school's School Improvement Plan (SIP) clearly articulates their goals for the year and provides the roadmap for their instructional efforts. Educators at Ring Factory Elementary School think "out of the box" to close achievement gaps. They do whatever it takes to motivate their students to learn. Student and school successes are celebrated often as they remain focused on their goals. Stakeholders will continue to demonstrate excellence and be a model school in and outside of their school system.

The principal at Ring Factory Elementary School is an instructional leader as well as the keeper of the school's mission, vision, and shared beliefs. The principal in collaboration with the Instructional Leadership Team (ILT) ensures clear and consistent communication of the school's mission and vision to all of its stakeholder groups. The ILT analyzes, evaluates, and provides timely feedback on instruction. They assist with planning and implementing professional development activities that improve instruction and teacher efficacy. In addition, the ILT creates opportunities for staff members to share their expertise and skill with their colleagues.

The principal sets the tone for excellence, and he encourages all to demonstrate excellence on a daily basis. A familiar question that is posted in every classroom reads, "What will you do this week to take our students to higher heights?" Students and teachers go above and beyond what's expected of them because they understand the school's philosophy and direction. Student, teacher, and SIP goals are aligned at the school. Steps for attaining goals are understood by all. This has is a contributing factor to Ring Factory's

high morale and teacher retention levels. When one visits the school, one will notice teachers smiling and making students feel like they're important. Students show pride in their school on a daily basis. They enjoy honoring Ring Factory Elementary School by singing the school song during Good News Assemblies. The positive family atmosphere and excitement about learning reflects the leadership of the principal.

The principal of Ring Factory Elementary School is inclusive in his approach to improving teaching and learning. He seeks input from a variety of stakeholders including the School Improvement Team (SIT), Goal Teams, grade level teams, specialist, parents, and others as needed. Students, staff members, and parents are encouraged to take on leadership roles at the school. This gives stakeholders a sense of ownership in where the school is going. School spirit days occur bi-weekly at Ring Factory Elementary School. However, one can experience the mutual respect, teamwork, and trust any day of the year.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Maryland School Assessment

Edition/Publication Year: Revised Annually Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Proficient Plus Advanced	98	94	92	98	86
Advanced	56	44	43	34	18
Number of students tested	78	78	95	99	90
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus Advanced	90		100	100	
Advanced	60		40	30	
Number of students tested	10	2	10	10	9
<b>2. African American Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested	3	1	8	6	8
<b>3. Hispanic or Latino Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient Plus Advanced		75	82	100	80
Advanced		16	21	35	25
Number of students tested	9	12	23	20	20
<b>5. English Language Learner Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

12MD3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Maryland School Assessment

Edition/Publication Year: Revised Annually Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Proficient Plus Advanced	98	92	90	96	86
Advanced	40	33	31	25	17
Number of students tested	77	78	95	99	90
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus Advanced	100		70	100	
Advanced	30		20	20	
Number of students tested	10	2	10	10	9
<b>2. African American Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested	3	1	8	6	8
<b>3. Hispanic or Latino Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient Plus Advanced		66	60	95	75
Advanced		8	21	25	30
Number of students tested	9	12	23	20	20
<b>5. English Language Learner Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

12MD3

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Maryland School Assessment

Edition/Publication Year: Revised Annually Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Proficient Plus Advanced	98	96	100	96	93
Advanced	80	57	67	68	60
Number of students tested	76	101	95	94	98
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus Advanced		77		70	
Advanced		50		50	
Number of students tested	3	18	7	10	6
<b>2. African American Students</b>					
Proficient Plus Advanced				72	
Advanced				18	
Number of students tested	2	9	4	11	6
<b>3. Hispanic or Latino Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient Plus Advanced	90	84	100	84	73
Advanced	45	34	65	42	31
Number of students tested	11	26	20	19	19
<b>5. English Language Learner Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

12MD3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Maryland School Assessment

Edition/Publication Year: Revised Annually Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Proficient Plus Advanced	97	93	97	96	95
Advanced	63	38	45	38	45
Number of students tested	76	101	95	94	98
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus Advanced		77		80	
Advanced		27		40	
Number of students tested	3	18	7	10	6
<b>2. African American Students</b>					
Proficient Plus Advanced				81	
Advanced				18	
Number of students tested	2	9	4	11	6
<b>3. Hispanic or Latino Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient Plus Advanced		76	90	89	84
Advanced		26	35	26	10
Number of students tested	3	26	20	19	19
<b>5. English Language Learner Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

12MD3

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Maryland School Assessment

Edition/Publication Year: Revised Annually Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Proficient Plus Advanced	98	92	94	95	95
Advanced	40	41	38	46	30
Number of students tested	99	96	97	97	92
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus Advanced	93	100		90	
Advanced	37	50		10	
Number of students tested	16	10	8	10	9
<b>2. African American Students</b>					
Proficient Plus Advanced			60		
Advanced			0		
Number of students tested	8	4	10	8	5
<b>3. Hispanic or Latino Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient Plus Advanced	90	66	81	77	86
Advanced	27	33	47	22	86
Number of students tested	22	18	21	18	15
<b>5. English Language Learner Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

12MD3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Maryland School Assessment

Edition/Publication Year: Revised Annually Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Proficient Plus Advanced	98	97	97	97	93
Advanced	80	78	70	76	51
Number of students tested	99	96	97	97	92
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus Advanced	87	100		90	
Advanced	62	100		70	
Number of students tested	16	10	8	10	9
<b>2. African American Students</b>					
Proficient Plus Advanced			90		
Advanced			30		
Number of students tested	8	4	10	8	5
<b>3. Hispanic or Latino Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient Plus Advanced	90	88	95	88	73
Advanced	50	50	57	33	20
Number of students tested	22	18	21	18	15
<b>5. English Language Learner Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

12MD3

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Proficient Plus Advanced	98	94	95	96	91
Advanced	56	47	49	49	36
Number of students tested	253	275	287	290	280
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus Advanced	92	82	87	86	78
Advanced	47	46	39	30	12
Number of students tested	29	30	25	30	24
<b>2. African American Students</b>					
Proficient Plus Advanced	100	85	72	79	52
Advanced	46	42	18	11	5
Number of students tested	13	14	22	25	19
<b>3. Hispanic or Latino Students</b>					
Proficient Plus Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Proficient Plus Advanced	89	76	87	87	79
Advanced	33	29	43	33	44
Number of students tested	42	56	64	57	54
<b>5. English Language Learner Students</b>					
Proficient Plus Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Proficient Plus Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

12MD3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Proficient Plus Advanced	97	94	94	96	91
Advanced	62	50	48	46	37
Number of students tested	252	275	287	290	280
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus Advanced	92	82	88	90	70
Advanced	47	52	35	43	16
Number of students tested	29	30	25	30	24
<b>2. African American Students</b>					
Proficient Plus Advanced	92	92	86	83	63
Advanced	84	49	27	35	15
Number of students tested	13	14	22	25	19
<b>3. Hispanic or Latino Students</b>					
Proficient Plus Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Proficient Plus Advanced	93	77	80	90	77
Advanced	47	29	37	27	20
Number of students tested	34	56	64	57	54
<b>5. English Language Learner Students</b>					
Proficient Plus Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Proficient Plus Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

12MD3