U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12MD4

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Mr. Lawrence Chep

Official School Name: Rachel Carson Elementary School

School Mailing Address: 100 Tschiffely Square Road Square
Gaithersburg, MD 20878-5630

County: Montgomery County

State School Code Number*: 1

Telephone: (301) 840-5333

E-mail: Lawrence_D_Chep@mcpsmd.org

Fax: (301) 840-5366

Web site/URL: http://www.montgomeryschoolsmd.org/schools/rachelcarsones/

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Joshua Starr Ed.D. Superintendent e-mail: Joshua_Starr@mcpsmd.org

District Name: Montgomery County Public Schools District Phone: (301) 279-3383

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

_____ Date _____
(Superintendent's Signature)

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

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

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12MD4

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

12MD4

All data are the most recent year available.

DISTRICT

1. Number of schools in the district (per district designation):
   - 131 Elementary schools (includes K-8)
   - 38 Middle/Junior high schools
   - 25 High schools
   - 2 K-12 schools
   - 196 Total schools in district
2. District per-pupil expenditure: 13875

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: 10

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	19	24	43		6	0	0	0
K	76	70	146		7	0	0	0
1	67	66	133		8	0	0	0
2	65	80	145		9	0	0	0
3	68	66	134		10	0	0	0
4	75	80	155		11	0	0	0
5	61	70	131		12	0	0	0
					Total in Applying School:			887

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
11 %	Asian
5 %	Black or African American
17 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
62 %	White
5 %	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: 7%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2010 until the end of the school year.	29
(2)	Number of students who transferred ***from*** the school after October 1, 2010 until the end of the school year.	32
(3)	Total of all transferred students [sum of rows (1) and (2)].	61
(4)	Total number of students in the school as of October 1, 2010	873
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent of English Language Learners in the school: 10%

Total number of ELL students in the school: 85

Number of non-English languages represented: 14

Specify non-English languages:

Amharic, Bengali, Chinese, French, Hebrew, Hindi, Japanese, Korean, Persian, Portuguese, Russian, Spanish, Thai, and Turkish.

9. Percent of students eligible for free/reduced-priced meals: 16%

Total number of students who qualify: 140

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: 9%

Total number of students served: 82

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

1	Autism	0	Orthopedic Impairment
0	Deafness	15	Other Health Impaired
0	Deaf-Blindness	25	Specific Learning Disability
1	Emotional Disturbance	31	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	9	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	36	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	14	14
Paraprofessionals	5	8
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	8	13
Total number	65	35

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	96%	96%	96%	97%	97%
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?

PART III - SUMMARY

Rachel Carson Elementary School (RCES), located in Montgomery County, Maryland, is nestled in a community known as the *Kentlands*. The *Kentlands* is located in Gaithersburg, Maryland and is reflective of a traditional neighborhood design. Rachel Carson Elementary opened its doors to students in 1990. It is currently the second largest elementary school in Montgomery County Public Schools (MCPS) with 898 students. The majority of students reside in the *Kentlands* and adjacent *Lakelands* communities. Students also reside in *The Orchards*, *Governor's Square Apartments*, *Orchard Knolls*, and *Potomac Valley*. Incomes range from $11,000 to the seven-figure mark and above.

Rachel Carson Elementary School educates students from Pre-Kindergarten to Grade 5. Our current student population is: 5.1% African American, 62% White, 16.6% Hispanic, 11.7% Asian, and 4.7% are Multi-racial. Of those students, 16% receive free or reduced meals, 9.7% are Limited English Proficiency, and 9.4% receive special education services.

Rachel Carson Elementary School (RCES) has outstanding students, a dedicated staff, and extraordinarily involved parents and community. Our vision is "*to eliminate racial and socioeconomic predictability in student achievement"*. To make this vision a realization, our school and community collaborated on a mission statement to demonstrate our continuous commitment towards our vision. Our mission states, "*The staff, students, and families of RCES will share responsibility for ensuring that each child demonstrates consistent, measurable progress on the way to reaching his or her potential as a learner and responsible citizen."* Both our vision and mission go hand-in-hand with our staff belief of "Students are our #1 priority!" and "Together we can!".

Rachel Carson's successful performance on the Maryland School Assessments (MSA) is a result of the hard work of our students, the expertise and commitment of our teaching and support staff, and the on-going involvement of parents. Rachel Carson has demonstrated significant and steady improvement on the MSAs for the past ten years. The State of Maryland has recognized Rachel Carson for its continuous overall achievement and/or sub-group improvement each year since 2004, earning it a reputation as a school committed to excellence.

When examining our students' performance on state assessments, RCES had far less racial disparity than most Montgomery County Public Schools; however, disparities were evident in our African American, Hispanic, LEP, FARMS, and Special Education students as compared to our white and Asian students. Those disparities are virtually gone as a result of our work. RCES is one of only eight elementary schools of 131 in MCPS to meet all of the Annual Measurable Objective (AMO) in all sub-groups in both reading and math.

While most of our communities are in walking distance of the school, our Governor Square community is nearly 5 miles away. Many students living in this community are second language learners and impacted by poverty. In March 2009, an initiative began to reach out to parents of this community to address the geographic, language and economic barriers. With the collaboration of staff, parents and community volunteers, year-round weekly visits/tutoring in their community, weekly personal phone calls, and partnerships to provide transportation to school events have positively impacted our parent partnerships and student achievement.

We believe children must be provided with all the necessary tools to function as productive members of their home and school communities. We believe that excellence in character is an integral component of such assimilation. Our school and community support many causes, as well as those within our community who experience life changing events. Our community collects food year-round to support a

neighboring food pantry. In the past two years, 65 bags/boxes of donated food helped provide emergency assistance to individuals and families in our community. RCES participated in the *The Great Bedtime Story Pajama Drive* in both 2010 and 2011, and had the most successful 2010 Pajama Drive in the state of Maryland, donating 248 pairs of pajamas. Students and staff participate in a yearly Fannie Mae Help the Homeless Walk. The funds raised from their efforts directly benefit the Friends of Wells/Robertson House, Inc., a nonprofit organization providing support to Gaithersburg's transitional program for homeless men and women in recovery. Other community and national fundraising events conducted at RCES include The Leukemia & Lymphoma Society's Pennies for Patients, American Heart Association's Jump Rope and Hoops for Heart, the Clinton Bush Haiti Fund, and Holiday Gift Donations. The community is quick to help support one another when in crisis; responding to a family that lost everything due to a fire, a father unable to work due to a serious car accident, and a family on the verge of eviction.

As our students, staff, and families move closer to achieving our vision and mission, our academic growth and success, along with our community outreach and support makes RCES worthy of the National Blue Ribbon.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Rachel Carson Elementary School (RCES) has met and excelled in the state of Maryland's Maryland School Assessment (MSA) since its inception in 2003. The Maryland School Assessment measures student knowledge of the Maryland State Curriculum in reading and math (Grades 3-5) and science (Grade 5). The MSA meets the requirements of the No Child Left Behind Act, and provides educators, parents, and the public valuable information about student, school, school system, and state performance. Three proficiency levels, Advanced, Proficient, and Basic, represent individual student scores on a series of selected and constructed response items. Students who score Advanced or Proficient on the reading MSA are able to demonstrate the ability to construct meaning from on to above grade level text. On the math portion of the MSA, students scoring at Advanced or Proficient are able to successfully apply math concepts to real-world situations.

To meet the state's Adequate Yearly Progress (AYP), schools, school systems, and the State must demonstrate that students are meeting the Annual Measurable Objectives (AMO) in reading, math, and attendance at the elementary level and must also meet the 95% participation rate requirement. In addition to student achievement in the aggregate (all students), ten student subgroups (African American, American Indian, Asian, Native Hawaiian or Pacific Islander, Hispanic, White, Two or More Races, Limited English Proficiency, Free and Reduced Price Meals, and Special Education) must meet the AMO to achieve AYP. The AMOs are yearly targets that schools must meet to show they are making progress toward the goal of 100% proficiency in both reading and mathematics by 2014. The 2011 AMOs were 84.50 for mathematics and 85.90 for reading. The AMO applies equally to all subgroups, which are defined by the state as five or more students.

RCES students historically score well on the MSA, with the 2011 results being our highest to date. In the category of "All Students," 98% of our students scored at Proficient/Advanced on the reading assessment. Similarly in math, 98.3% of students scored at Proficient/Advanced.

Examining the results and historical trends by grade level reveals high performance as well. Our grades 3-5 mathematics and reading data, beginning in 2007 through 2011 have consistently exceeded the state levels of proficiency each year, scoring from 90% to 100% Proficient/Advanced. In almost each successive year our students have demonstrated continuous progress.

We are particularly proud of our subgroup growth and performance. Our third grade Free and Reduced Meals (FARM) students' scores increased from 77% to 100% in math, and 77% to 85% in reading from 2007 to 2011. Our grade 3 special education students also demonstrated similar gains, increasing their Proficient/Advanced data from 67% to 100% in math. In reading, our third grade FARM students increased their percent of students scoring Advanced, moving from 15% in 2007 to 46% in 2011.

Our fourth grade students' data reveals similar trends. Our FARM, Hispanic, and special education students made significant gains since 2007. Our FARM students increased their math Proficient/Advanced percentage from 60% to 93%. Our Hispanic and special education students both reached 100% Proficient/Advanced in 2011, increasing their percentages from 75% and 63%, respectively. In reading, each of the aforementioned subgroups reached 100% Proficient/Advanced.

Our fifth grade data indicates 100% Proficient/Advanced for all subgroups in reading. Most importantly, increased numbers of students scored Advanced. Our greatest gains were with our special education students, who moved from 27% Advanced in 2007 to 57% in 2011. Similar percentage scores were achieved by our FARM and Hispanic students, who scored 59% and 72% Advanced, respectively.

Examining our most recent scores, there is a slight gap in our FARM and special education students' reading proficiency percentages. 85% of our FARM students attained Proficient/Advanced, and 83% of our special education students achieved Proficient/Advanced. Similar gaps were found in our fifth grade math results. Last year, 82% of FARM students met Proficient/Advanced, and 79% of our special education students met Proficient/Advanced.

Our staff is committed to eliminating the disparities between subgroups in student achievement. We have made incredible advances in this effort, but we continuously examine data to address subgroup and individual student needs. We continue to imbed our professional development opportunities with best teaching and learning practices regarding race and equity to increase our knowledge and skills when teaching children of color. We work closely with our special education and general education teachers to ensure best practices and research-based programs are meeting the needs of our special education students. We continue to support and form relationships with our impoverished families to provide the tools and skills parents need to support their children, and to support students during and after the school day.

Most importantly, the use of data is a driving force in our pursuit of eliminating the achievement gap. Our continuous collection and analysis of data is a springboard for our planning, instructional delivery, and decisions regarding student needs. Staff is committed to a "drilling-down" process to analyze the root-cause for a specific question or issue related to student achievement and to facilitate data-driven decision-making. This process enables us to solve the cause of problems, rather than solving the symptoms of a problem.

2. Using Assessment Results:

Rachel Carson Elementary relies on a variety of assessments to review and analyze disaggregate formative and summative data on a regular basis. These assessment data are used to measure the proficiency levels of individual students and student sub-groups to determine if there are any discrepancies. This ongoing process helps staff identify ways in which to improve instruction, and to identify individual students with specific needs. Each year, upon the arrival of our MSA's school and individual results, our leadership team, representing a full range of teachers and support staff, reviews the data highlighting areas of celebration and participating in a root cause analysis of our areas of need. A School Improvement Plan is developed and goals are established to improve teaching and learning, which drives the direction of our professional development.

In addition, time is provided in the summer for grade level teams and support staff to review the progress of all individual students whose performance on the MSA fails to meet the proficiency benchmark. To address the needs of these students, an Academic Intervention Plan (AIP) is developed to provide targeted instruction. All students with AIPs are carefully monitored using a range of assessments: Measures of Academic Progress-Reading (MAP-R), Math Unit Assessments, Fountas & Pinnell Reading Inventories, weekly and daily formative assessments such as exit cards, quizzes, Strategies To Achieve Reading Success (STARS), Comprehensive Assessment of Reading Strategies (CARS), and Brief Constructed Responses (BCR).

Students are supported through the use of specific interventions and research-based programs including SOAR to Success, Wilson Reading, Wilson "Fundations," Read Naturally, small group math instruction, Modeled Writing, and a double-dose of guided reading. This is a response to intervention model.

Throughout the school year, all data is reviewed and analyzed during grade level specific monthly data meetings. These meetings include and administrator, grade level teachers, a school counselor, an ELL teacher, a special educator, a representative from the arts team, and either the staff development teacher or reading specialist. Chaired by the principal, these meetings bring a wide range of stakeholders to the table for regular student-specific strategy sessions. Outcomes generated during these meetings center around best practices in instruction and how best to support individual students. These decisions not only effect

the way curriculum is delivered, but how paraprofessional support is allocated. Paraprofessionals maintain data notebooks to record student supports and progress, which are shared with classroom teachers. The entire process creates an expectation of differentiated, flexible, rigorous, focused instruction for students not yet meeting benchmark. This is a collaborative effort which ensures that every child in grades K-5 receives the support needed to become a proficient and/or advanced student.

Parents of students with AIPs are informed of their children's need for additional support and intervention, and are invited to confer with the teacher regarding the plan's purpose and focus. A copy of the plan is provided to parents. Most plans contain a parent component with the expectation parents are not only aware of the AIP, but play an integral part in supporting and ensuring their child's progress.

Throughout the year, parents receive communication regarding student performance beginning with the state generated MSA results report. Every nine weeks parents receive the traditional report card, and an interim report sent at the midway point of each quarter. Both MAP-R and mClass Reading results produce tri-annual parent reports on student progress in Reading. Math reports are also generated at the end of each unit of study and sent home to parents. Presentations of assessment results overall occur during Back to School Night, PTA meetings, principal's teas, and through our parent newsletter. Montgomery County Public Schools also maintains a website where scores can be viewed by any interested party at any time through the "Schools at a Glance" link.

In the spring, individualized articulation forms are generated containing a range of information about each student's strengths and needs. Teams of teachers, mirroring our data meeting members, meet and discuss the students in their respective grade level to ensure classes are equitably balanced and support can be seamlessly provided. The analysis of the culmination of student data from the entire year is an essential part of this process, as we plan for the most successful transition to the following grade level. These decisions not only address our students in need of intervention, they also address our highly able students who are challenged one to two years above grade level in math, and participate in William and Mary, Jacob's Ladder, and Junior Great Books instruction.

3. Sharing Lessons Learned:

Staff members at RCES view the Blue Ribbon Award as a validation of the staff's dedication, knowledge, and skills. We take pride in our practices and readily share our expertise and even our shortcomings with other educators.

With support of a mini-grant, second grade teachers in all six cluster elementary schools participated in a year-long scoring/benchmarking initiative designed to better align best practices in writing. Teachers met three times during the school year to score student responses to BCRs. As teacher discrepancies in scoring arose, teachers had to defend their reasoning behind their scores. Our teachers played an integral part in this professional development project, as they voiced opinions regarding their scoring and their instructional practices. It was clear our expectations were high and we were able to move our students to a higher level. This had a profound effect on the group as expectations rose.

A quad-cluster initiative in Multi-Modal Universal Design for Learning, with an emphasis on Critical Thinking Skills, permitted over a dozen members of our faculty to work with other teachers on designing lessons and materials to be used in classroom instruction in conjunction with Promethean Board technology. These teachers utilized the training-of-trainers model and shared their learning with the others on our staff. As a result, many of our teachers created Promethean Board flipcharts, which have been loaded on the MCPS portal for other educators to use throughout the county. These flipcharts include lessons to engage students in activities that address different learning styles, and allows for multiple ways to demonstrate student knowledge and respond to instruction.

RCES hosts student teachers from the University of Maryland, Johns Hopkins University, and Phoenix University. Other staff members, such as our speech/language pathologist, have acted as a new speech/language and/or teacher mentors, sharing their expertise and guiding teachers through complex issues.

RCES staff presented our very successful community outreach program during a Superintendent's A & S meeting and for the local chapter of the National Association for Multicultural Education. Program highlights and strategies were shared to help strengthen their outreach programs and increase student achievement.

Our principal presented on several topics for inspiring administrators as part of the Elementary Leadership Development Program, and has trained four assistant principals and two principal interns.

We welcome all visitors who want to learn more about the people, programs, and processes that have boosted student success at our school.

4. Engaging Families and Communities:

From a parent's first encounter with RCES, an open-door policy is clearly communicated. Parents are given several formal opportunities to visit the school throughout the year (Sneak Peak, Back to School Night, Curriculum Night, Veteran's Day open house, Dads & Doughnuts, Moms & Muffins, etc.). Approximately, 72% of our parents volunteer in the course of a year. Parent volunteers provide a monthly Art Enrichment program to every classroom. An ongoing physical fitness initiative during recess provides an additional opportunity to participate in the mission of success for every student.

RCES provides multiple ways of communicating with parents. A newsletter highlighting school programs is sent home weekly, teams produce monthly newsletters with grade level specific information, events and opportunities are communicated via "Connect Ed," and a website is maintained with a wide range of resources. Monthly "Principal's Teas" are held prior to PTA meetings around topics of importance. A parent outreach program of volunteers from staff and parents to our largest predominantly Spanish speaking community provide opportunities for academic support and engagement in two ways. First, weekly visits to the community enable parents to better support children's homework and special initiatives. Second, in an effort to increase parent participation in school events, weekly phone calls are made by a parent volunteer in Spanish to all of our Latino families. This ensures clear communication and fosters greater understanding of our school's programs and goals. Transportation is provided to school meetings and events through a partnership with our before and after care program. All parents are invited to participate on our School Improvement Team (SIT). Parents are engaged as full members of our SIT, bringing in a wide range of perspectives to the critical decision-making process and sharing the results with the larger community.

Critical to our vision of creating a community where all students succeed is our commitment to meet the needs of the whole child. Our most impacted families receive food support in partnership with a local food bank. Holiday gift drives, coat drives, pajama drives, food drives, jump rope for hearts, "Help for Haiti," "Pennies for Patients," and "Walk for the Homeless" all represent an outward spiral of giving that goes from within our own community to beyond the borders of our nation. To engage our students and community in academic success, we create a community that engages within and without to demonstrate the importance of every member.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum framework taught at RCES comes directly from Montgomery County Public Schools and is designed to fully encompass the Maryland State Curriculum standards. At present, those standards are under revision with the incorporation of the Common Core State Standards (CCSS) in mathematics and English language arts.

The greatest change in curriculum, based on the new state standards, is the introduction of the Elementary Integrated Curriculum (Curriculum 2.0). The implementation of Curriculum 2.0 is a multi-year roll out, which currently involves our kindergarten and first grade in full implementation and our second and third grades in pre-implementation study and planning. Besides addressing the core academic content areas of reading, writing, mathematics, science, social studies, health/physical education, visual arts, music and information literacy, Curriculum 2.0 explicitly addresses the Thinking and Academic Success Skills (TASS) of collaboration, effort/motivation/persistence, metacognition, intellectual risk taking, fluency, originality, flexibility, elaboration, analysis, evaluation, and synthesis.

In mathematics, our emphasis is on the development of math sense, number sense, relationships and patterns and algebraic thinking. The implementation of content involves greater use of math discourse and multiple paths to discovering a solution. Math is taught with explicit association to real world application to emphasize relevancy. 48% of our students in grades 2 through 5 are instructed in above grade level classes, and all our students are provided instruction in above level concepts. The percentage of above level instruction per grade level increases with each successive year to a high of 58% in 5th grade. Math is taught daily for a 75-minute block. In addition to the elementary K-5 math instruction, RCES offers Math 6 and Math 7 courses.

Reading/language arts and writing instruction is taught as an integrated block with emphasis on direct guided reading instruction in a balanced literacy format that includes both whole group and differentiated small group instruction. The curriculum addresses needs in the areas of phonics, vocabulary, fluency, and comprehension. Texts are chosen from an extensive core book library containing multiple sets of leveled books. All students experience Junior Great Books inquiry based instruction. Advanced readers participate in instruction through the William & Mary reading program, some aspects of which are scaffolded for all students' benefit.

Science instruction is designed to be hands-on and inquiry based. Teachers receive "kits" containing a wide variety of tools, materials, literature and lesson plans in disciplines such as biology, astronomy, botany, criminology, physics, and geology. Training in the use of the 5 E's Lesson Model (Engagement, Examples, Exploration, Explanation and Extensions) maximizes the infusion of the scientific method into science instruction.

Social Studies instruction is designed around a model that compares structures to change. Students explore how these ideas affect their understanding of and participation in economics, history and culture. Students bring these ideas to life in a variety of ways such as, designing and operating a business, or reenacting the constitutional convention of 1787 after researching the roles and perspectives of actual historical participants.

Students are exposed to the fine arts through weekly general music and visual arts classes. In general music, students have the opportunity to create, perform, and respond to music using a variety of techniques. In visual arts, students explore elements such as color, line, texture, form, space, shape, and patterns. Art and music programs emphasize creation, interpretation and evaluation. Students in grades 4

and 5 have access to both band and orchestra programs, and students in grade 5 participate in chorus. Physical Education is based on a design emphasizing development of motor skills, fitness, and life-long commitment to health and well-being.

All curriculum and instruction at RCES is predicated on the design principles of rigor, relevancy and relationship.

2. Reading/English:

The reading curriculum at RCES is built around preparing students for an evolving world of literacy. MCPS's elementary reading/language arts program reflects the integrated nature of a balanced literacy program. The elementary reading program provides instruction in reading and word study, including phonics, and engagement in independent reading.

Our reading/language arts block is 140 minutes across all grade levels and consists of whole group, small group, independent reading, and writing instruction. During whole group reading instruction, students are introduced to the grade level indicators from the MCPS curriculum. Small group reading instruction provides an opportunity for teachers to differentiate instruction to meet students' needs. This instruction targets the skills or processes students need to master in order to progress as readers. Teachers systematically plan for differentiated small groups daily using the guided reading template developed by Jan Richardson, a national reading consultant. Teachers use on-going student assessment data to drive instruction for flexible grouping. Students are exposed to real world situations through engaging narrative and expository leveled texts of various genres. By selecting high quality texts that are interesting to the students, teachers help them develop greater world knowledge and vocabulary. Fluency instruction is a strong component of each guided reading lesson.

Attention is given to high ability learners in the reading area as well. Teachers facilitate student-driven discussions that challenge students to construct knowledge and promote critical thinking. The Junior Great Books program is a part of regular classroom instruction for students who might benefit from more challenging instruction in grades K-5. In grades 2-5, William and Mary and Jacob's Ladder instruction help move students through an inquiry process from basic understanding to critical analyses.

RCES uses Words Their Way, a research-based word study program to teach spelling in grades K-5. Structured vocabulary instruction and helping to build background knowledge are critical to developing able readers. RCES implements a co-teaching model for special education and Limited English Proficiency students. All students are taught the content of the curriculum in the regular classroom with Special Education and ELL teachers providing support to scaffold the content in order to meet the needs of the learners. Classroom, special education, and ELL teachers plan together to align their instruction and ensure individual student's needs are met.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data, mClass 3D, progress monitoring, MAP-R, Fountas and Pinnell, and teacher feedback are all utilized to assess student progress.

3. Mathematics:

RCES implements the Montgomery County Math curriculum which is based on the 8 Common Core Standards of Mathematical Practice of Maryland. The goal of the mathematics program is for all students to achieve mathematical proficiency by developing both conceptual understanding and procedural fluency. The end result is the ability to think and reason mathematically and use mathematics to solve problems in authentic contexts.

Instruction is provided using a variety of teaching strategies. Students are regrouped in on-grade and above-grade level classes, which in turn have flexible small group instruction to meet the needs of all

students. An emphasis on accelerating and challenging students over the past several years has resulted in 48% of our current students successfully working one to two years above-grade level.

Opportunities for above grade level math challenges are offered to all students, scaffolded for students to participate in the challenge portions of the math curriculum. At each grade level, students requiring additional support are instructed in a team taught/supported class, and/or provided supplementary small group instruction by a trained paraprofessional. Math centers and teacher-guided small group instruction help to reinforce foundations of concepts and ensure all students develop conceptual understanding.

Instruction focuses on developing an understanding of concepts to foster number sense, emphasizing areas that support critical thinking and critical inquiry to solve multi-step problems in real-life situations. On a daily basis, students engage in interactive lessons that encourage math discourse. The expectations of the "Math Talk Community" are that each student listens, shares, and participates. In discourse-rich mathematics classes, students explain and discuss strategies and processes they use in solving mathematical problems, connecting their own everyday language with the specialized vocabulary of mathematics. Through the use of hands-on manipulatives, students are actively engaged, working to make sense of the process of math, and reinforcing math foundations.

RCES teachers use technology to enrich lessons and allow for active engagement. Promethean Board lessons, shared amongst the teachers, provide visual enhancement of concepts. Online resources, such as Promethean Planet, Brain Pop, Koolmath4kids, and online textbooks help support instruction.

RCES students thrive in our math program due to the collaborative planning effort of teachers and support staff. Small group instruction, use of manipulatives, math discourse, and technology are woven together for success for all students working at proficient or above as demonstrated in the achievements shown through MSA scores.

4. Additional Curriculum Area:

Our goal is for our students to achieve full Science, Technology, Engineering, and Math (STEM) literacy through seamlessly integrated instruction that is project/problem and standards-based.

Teachers integrate science instruction in the primary grades to create authentic learning experiences. Using the scientific inquiry method, students ask questions, generate hypotheses, gather data, and analyze the results of experiments and observable experiences. Our teachers facilitate learning by posing questions to extend and apply learning to new situations.

Lesson design incorporates use of the "Five E" model to create an opportunity to Engage, Explore, Explain, Extend, and Evaluate their efforts. This strategy makes students more critical thinkers.

To enable hands-on, authentic science instruction, MCPS provides teachers with "kits" that contain a wide variety of materials three times a year. These materials enable teachers to have what they need in order to instruct at the highest level. Additionally, Rachel Carson has augmented basic science equipment through a Science Technology Education Leadership Program (STELP) grant providing ELMO document cameras to allow teachers and students to document, record and share their data collection. An MCPS mini-grant provided digital scales to our school for use in both science and math instruction, and a community partnership with BioReliance brought additional equipment into our school.

Other benefits of our Bio-Reliance partnership include guest speakers, in school demonstrations, on-site field trips, and support in judging our annual science fair. Our community has supported our efforts to make scientific inquiry a part of everyday learning.

Members of our staff have given in-house presentations on the difference between inquiry-based (minds on) vs. hands-on, and on the research/value behind inquiry-based science instruction. Presentations on enhanced inquiry-based science instruction and community based science partnerships have also been given to other teachers involved in the STELP initiative throughout the county.

The encouragement of a skeptical mind that values curiosity and discovery form the foundation of and are essential to responsible citizenship.

5. Instructional Methods:

At RCES, teachers are committed to students and their learning, and meeting the needs of each child is at the heart of instruction at RCES. Throughout the day, students move fluently from whole group, to small group, or one-on-one instruction. This instruction and support of individual needs is provided by classroom teachers, special educators, paraprofessionals, and at times, parent and community volunteers. Opportunities for teachers to collaborate through co-teaching are available with special education and ELL teachers.

Staff participates in continuing education opportunities to maintain excellent teaching standards. Most staff has participated in a course offered through the county, based on the research of Jonathon Saphier and Robert Gower. As a part of the study, teachers examine teaching and learning and reflect on ways to establish and manage student learning in a positive learning environment through effective pacing, routines, and clear classroom expectations. Teachers continually assess student progress through the use of formative and summative assessments. Exit cards, anecdotal records, tests and quizzes are used to analyze the results and adapt instruction to improve student achievement.

With the support of the *Division of Accelerated and Enriched Instruction* (AEI), teachers enhance their capacity to meet the needs of students and those in need of acceleration. Teachers incorporate the *Jacobs Ladder, William and Mary* and *Junior Great Books*, to differentiate instruction and support readers at accelerated levels during a 90-minute block of instruction. Staff builds student reading comprehension and critical thinking skills as well as developing writing skills through effective implementation of *Writer's Workshop.* Staff collaborates to support their capacity to implement the 75-minute math block with fidelity. Students in grades 2-5 are accelerated with appropriate support. This allows students in primary grades to develop the math common sense and fluency needed to access the rigorous curriculum.

RCES staff remediates through effective differentiation. Students needing additional support are provided academic intervention. RCES serves Home School Model (HSM) students who are totally immersed in the school's academic program and are serviced by HSM teachers through an inclusion model. Students served through this model require special education services for learning needs that significantly impact academic achievement, such as learning disabilities and/or language disabilities. The special education staff works collaboratively with individual teachers as well as grade-level teams to plan instruction for the students on their caseloads. They also co-teach in a plug-in model and, therefore support general education students as well.

6. Professional Development:

RCES is fortunate to be a school in a county that believes strongly in the power of sight-based, professional development. Our program finds direction from state mandates, county-wide initiatives, intra-county "Cluster" (multi-school) goals, and site specific needs. With the presence of a designated Staff Development Teacher, and under the guidance of both the Core Leadership Team and School Improvement Team, an annual comprehensive program of formal instruction and embedded support is developed. This program grows out of a data-based exploration of areas of need.

In each of the last three years, our School Improvement Plan has focused on providing action steps to enhance math instruction. Staff receives inquiry-based training specifically related to Multi-Model Universal Design for Learning, Math Discourse, and the Common Core of State Standards 8 Principles of Mathematical Practice. Training is designed to be hands-on/experiential, pedagogically sound, best practices oriented, and applicable to current student and teacher needs. Identical training is provided to our paraprofessional staff to ensure that each person in our building directly working with students has a consistent approach in facilitating learning.

To further accommodate the differentiated needs of the staff, team specific training, based on staff surveys and School Improvement Team decisions, is provided on a variety of topics. Topics include Reading/Language Arts initiatives (Junior Great Books, William & Mary, Words Their Way, Jacob's Ladder, Cars & Stars, etc.), technology integration (use of Promethean Boards, Elmos, and various software programs), and guided planning for implementation of the new county Elementary Integrated Curriculum 2.0.

Ongoing embedded training, modeling, and professional inquiry around academic topics and instructional strategies occurs during weekly extended team planning meetings, one-on-one planning sessions, and during regular instruction. Teachers and instructional leaders participate in book studies and share current research through discussions of articles from academic journals and Universities of Education. For example, one book study examined the beliefs and practices outlined in "*Courageous Conversations About Race*" by Glenn Singleton and Curtis Linton. Peer visits, walk-throughs, and the use of outside county-based support staff augment the staff development program.

The overarching goal of staff development initiatives at RCES is to increase student engagement in learning through the integration of research-based critical thinking strategies, equitable practices, and cutting edge technology. The benchmark of success is the relationship between the increased capacity of teachers and staff as measured by the academic success of our students.

7. School Leadership:

The leadership structure at RCES consists of the principal, assistant principal, Core Leadership Team (principal, assistant principal, staff development teacher, reading specialist, counselor, media specialist), Instructional Leadership Team (core team, team leaders, elected staff representative, supporting service representative) and our School Improvement Team (Leadership Team and parent representatives). Our Principal and Assistant Principal are systematic and systemic in sharing the vision and mission of the school with staff, students, and parents. As the instructional leader, our principal sets high expectations for all staff and fosters collaboration in order to determine the most effective instructional methods to meet students' needs, as well as the processes in place to ensure a safe, nurturing environment.

There is a philosophy of shared leadership and collaboration at Rachel Carson Elementary. This collaborative culture requires structures that empower teachers and administrators to work together to make the most important decisions regarding the educational experiences of their students. As part of the School Improvement Team (SIT), staff members and parents carefully consider a variety of academic and climate data to analyze stakeholder needs and determine goals and next-steps. The SIT meets monthly to develop goals and key processes designed to implement and monitor our goals. Input is considered throughout the process by a variety of stakeholder groups.

The school is organized by grade-level teams for instruction and management. Each grade-level consists of five to six classroom teachers, with one teacher serving as the team leader. Team leaders facilitate all team meetings and represent each grade level at monthly Instructional Leadership Team (ILT) Meetings.

Teachers are empowered to work collaboratively to set high standards, close the achievement gap, develop lessons that promote intellectual inquiry, and utilize a wide range of instructional strategies and approaches to improve the teaching of literacy and numeracy.

Staff members also participate in monthly grade-level staff data meetings to review recent student progress/data, discuss proficiency levels, and plan for instruction. To support this effort, staff works closely with the staff development teacher and reading specialist. Various instructional committees have been formed as well to implement specific work on the key processes of the School Improvement Plan, such as Behavioral Management, Parent Outreach, Systems Initiatives, and School Beautification.

Together, we have created a democratic school community, fostering skills and practices of strong leadership, establishing regular common planning time, and embedding professional development in the daily procedures of the school.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Maryland School Assessment

Edition/Publication Year: 2011 Publisher: Maryland State Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	99	97	93	92	92
Advanced	48	53	38	35	35
Number of students tested	157	144	129	119	122
Percent of total students tested	100	100	99	100	99
Number of students alternatively assessed	0	0	1	2	0
Percent of students alternatively assessed	0	0	1	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	100	94	100		77
Advanced	23	18	9		8
Number of students tested	13	17	11	9	13
2. African American Students					
Proficient/Advanced			70		
Advanced			0		
Number of students tested	2	6	10	6	9
3. Hispanic or Latino Students					
Proficient/Advanced	96	90	92		85
Advanced	23	16	15		31
Number of students tested	22	19	13	8	13
4. Special Education Students					
Proficient/Advanced	100	77	69	65	67
Advanced	13	18	19	15	28
Number of students tested	23	17	16	20	18
5. English Language Learner Students					
Proficient/Advanced		92			
Advanced		31			
Number of students tested	9	13	5	5	9
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

12MD4

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Maryland School Assessment

Edition/Publication Year: 2011 Publisher: Maryland State Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	94	94	95	96	93
Advanced	40	38	35	30	41
Number of students tested	157	144	129	118	121
Percent of total students tested	100	100	99	98	99
Number of students alternatively assessed	0	0	1	2	0
Percent of students alternatively assessed	0	0	1	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	85	71	100	67	77
Advanced	46	12	18	0	15
Number of students tested	13	17	11	9	13
2. African American Students					
Proficient/Advanced			90		
Advanced			10		
Number of students tested	2	6	10	6	9
3. Hispanic or Latino Students					
Proficient/Advanced	96	68	92		92
Advanced	32	11	15		46
Number of students tested	22	19	13	7	13
4. Special Education Students					
Proficient/Advanced	83	65	69	75	78
Advanced	17	18	25	5	22
Number of students tested	23	17	16	20	18
5. English Language Learner Students					
Proficient/Advanced		85			
Advanced		23			
Number of students tested	9	13	5	4	8
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

12MD4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Maryland School Assessment

Edition/Publication Year: 2011 Publisher: Maryland State Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	99	93	91	96	91
Advanced	64	62	50	58	51
Number of students tested	131	127	133	111	105
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	2	0	0
Percent of students alternatively assessed	0	0	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	93	92	55	92	60
Advanced	14	39	9	25	20
Number of students tested	14	13	11	12	10
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested	5	9	9	7	5
3. Hispanic or Latino Students					
Proficient/Advanced	100	86	70	91	75
Advanced	24	43	20	27	25
Number of students tested	17	14	10	11	12
4. Special Education Students					
Proficient/Advanced	100	53	52	84	63
Advanced	13	13	13	42	17
Number of students tested	15	15	23	19	24
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested	5	1	2	3	2
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

12MD4

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: Maryland School Assessment

Edition/Publication Year: 2011 Publisher: Maryland State Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	100	95	96	98	91
Advanced	49	45	38	56	47
Number of students tested	131	127	134	111	105
Percent of total students tested	100	100	99	98	98
Number of students alternatively assessed	0	0	2	0	0
Percent of students alternatively assessed	0	0	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	100	92	82	100	70
Advanced	21	31	0	17	10
Number of students tested	14	13	11	12	10
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested	5	9	9	7	5
3. Hispanic or Latino Students					
Proficient/Advanced	100	93	80	100	83
Advanced	18	29	0	46	17
Number of students tested	17	14	10	11	12
4. Special Education Students					
Proficient/Advanced	100	67	78	90	63
Advanced	13	13	9	26	17
Number of students tested	15	15	23	19	24
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested	5	1	2	3	2
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

12MD4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Maryland School Assessment

Edition/Publication Year: 2011 Publisher: Maryland State Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	95	90	93	92	92
Advanced	32	35	36	41	29
Number of students tested	125	136	104	110	92
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	2	0	0	0
Percent of students alternatively assessed	0	2	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	82		82	71	
Advanced	6		18	14	
Number of students tested	17	7	11	14	8
2. African American Students					
Proficient/Advanced			64		69
Advanced			18		8
Number of students tested	9	9	11	6	13
3. Hispanic or Latino Students					
Proficient/Advanced	89			86	
Advanced	22			21	
Number of students tested	18	9	8	14	5
4. Special Education Students					
Proficient/Advanced	79	63	93	70	82
Advanced	0	4	27	7	9
Number of students tested	14	24	15	27	11
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested	5	4	2	6	2
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

12MD4

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: Maryland School Assessment

Edition/Publication Year: 2011 Publisher: Maryland State Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	100	95	99	92	93
Advanced	85	77	81	77	56
Number of students tested	125	136	104	110	93
Percent of total students tested	99	99	99	97	100
Number of students alternatively assessed	0	2	0	0	0
Percent of students alternatively assessed	0	2	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	100		100	79	
Advanced	59		55	43	
Number of students tested	17	7	11	14	8
2. African American Students					
Proficient/Advanced			100		62
Advanced			36		23
Number of students tested	9	9	11	6	13
3. Hispanic or Latino Students					
Proficient/Advanced	100			86	
Advanced	72			57	
Number of students tested	18	9	8	14	6
4. Special Education Students					
Proficient/Advanced	100	79	93	67	91
Advanced	57	42	60	41	27
Number of students tested	14	24	15	27	11
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested	5	4	2	6	2
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

12MD4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient/Advanced	97	93	92	93	91
Advanced	48	49	41	44	38
Number of students tested	413	407	366	340	319
Percent of total students tested	100	100	99	100	99
Number of students alternatively assessed	0	2	3	2	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	90	81	79	68	74
Advanced	13	21	12	14	9
Number of students tested	44	37	33	35	31
2. African American Students					
Proficient/Advanced	81	75	66	68	70
Advanced	18	16	9	10	14
Number of students tested	16	24	30	19	27
3. Hispanic or Latino Students					
Proficient/Advanced	94	83	86	82	80
Advanced	22	23	19	17	30
Number of students tested	57	42	31	33	30
4. Special Education Students					
Proficient/Advanced	94	64	68	72	68
Advanced	9	10	18	19	19
Number of students tested	52	56	54	66	53
5. English Language Learner Students					
Proficient/Advanced	100	94	100	85	69
Advanced	20	39	33	42	7
Number of students tested	19	18	9	14	13
6.					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12MD4

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient/Advanced	97	94	96	95	92
Advanced	56	53	49	53	47
Number of students tested	413	407	367	339	319
Percent of total students tested	99	99	99	97	99
Number of students alternatively assessed	0	2	3	2	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	95	78	94	83	71
Advanced	43	24	24	23	12
Number of students tested	44	37	33	35	31
2. African American Students					
Proficient/Advanced	93	91	93	84	67
Advanced	62	37	19	31	18
Number of students tested	16	24	30	19	27
3. Hispanic or Latino Students					
Proficient/Advanced	98	78	90	90	86
Advanced	40	21	29	43	32
Number of students tested	57	42	31	32	31
4. Special Education Students					
Proficient/Advanced	92	71	79	76	73
Advanced	26	26	27	25	20
Number of students tested	52	56	54	66	53
5. English Language Learner Students					
Proficient/Advanced	84	89	100	92	75
Advanced	31	33	11	45	16
Number of students tested	19	18	9	13	12
6.					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12MD4