U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12MD5

School Type (Public Schools):
(Check all that apply, if any)

☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Mr. Jerenze Campbell

Official School Name: Whitehall Elementary School

School Mailing Address: 3901 Woodhaven Lane

                                                Bowie, MD 20715-1276

County: Prince George's County   State School Code Number*: 1

Telephone: (301) 805-1000   E-mail: jcampbel@pgcps.org

Fax: (301) 805-1006   Web site/URL: http://www1.pgcps.org/whitehall/

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. William Hite Jr.   Superintendent e-mail: william.hite@pgcps.org

District Name: Prince George's County Public Schools   District Phone: (301) 952-6000

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Verjeana Jacobs

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

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   <u>145</u>   Elementary schools (includes K-8)
   (per district designation):   <u>25</u>   Middle/Junior high schools
                                   <u>27</u>   High schools
                                      <u>3</u>   K-12 schools
                                <u>200</u>   Total schools in district

2. District per-pupil expenditure: <u>12403</u>

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: <u>Suburban with characteristics typical of an urban area</u>

4. Number of years the principal has been in her/his position at this school: <u>7</u>

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	31	35	66		7	0	0	0
1	43	33	76		8	0	0	0
2	37	38	75		9	0	0	0
3	35	40	75		10	0	0	0
4	35	46	81		11	0	0	0
5	43	42	85		12	0	0	0
					Total in Applying School:			458

6. Racial/ethnic composition of the school:

1	%	American Indian or Alaska Native
6	%	Asian
49	%	Black or African American
7	%	Hispanic or Latino
1	%	Native Hawaiian or Other Pacific Islander
36	%	White
0	%	Two or more races
100	%	Total

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

7. Student turnover, or mobility rate, during the 2010-2011 school year: 4%

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.	10
(2)	Number of students who transferred *from* 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)].	20
(4)	Total number of students in the school as of October 1, 2010	458
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent of English Language Learners in the school: 3%

Total number of ELL students in the school: 12

Number of non-English languages represented: 5

Specify non-English languages:

Spanish, Vietnamese, Tagalog, Serbo-Bosnian, Cebuano

9. Percent of students eligible for free/reduced-priced meals: 27%

   Total number of students who qualify: 123

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: 42

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

3	Autism	0	Orthopedic Impairment
0	Deafness	10	Other Health Impaired
0	Deaf-Blindness	8	Specific Learning Disability
0	Emotional Disturbance	14	Speech or Language Impairment
0	Hearing Impairment	1	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	6	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	18	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	6	4
Paraprofessionals	0	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	11	0
Total number	37	4

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:   26:1

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%	97%	97%	96%	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	_____ %
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

Whitehall Elementary School was built in Bowie, Maryland during the mass development of homes in the early 1960's. By the mid 1980's, the population of students declined drastically forcing Whitehall to close its doors and become a center for professional development, also housing the United Cerebral Palsy Foundation. By the new millennium, the population had increased and Whitehall Elementary reopened in 2005. Since opening, Whitehall has consistently increased student achievement as measured by the Maryland School Assessment (MSA). Every year since 2007, Maryland State Department of Education (MSDE) has rewarded Whitehall with the Maryland School Performance Recognition for outstanding performanc. From 2008 through 2011, we have been recognized as an Exemplary School by Prince George's County Public Schools. In 2006 and 2007, Whitehall received the National Education Association (NEA) Read Across America Award for attaining the highest scores in reading on the MSA.

Our mission is to educate children beyond expectations. We believe the collective utilization of the many strengths, talents, creative energy and cooperation of staff, parents, volunteers, and community partners ensure that students reach their maximum potential academically and socially. Therefore, we strive to provide opportunities for students that reach beyond the curriculum. Students participate in academic programs and have received numerous awards for performance in Destination Imagination, County and State Science Fair, Lego Robotics Club, Science Bowl and Write-A-Book competitions. Cultural arts integration is an integral component of Whitehall's instructional program. In 2011, Whitehall received a $5000 award from the Bounty Make A Clean Difference Contest to support the arts program for our school. Additionally, as first time participants in the county ballroom dance competition, our students received recognition as the 2012 Grand Champions.

Whitehall strives to create a culture of responsibility in our students by offering opportunities for students to implement the daily televised morning announcements, facilitate peer mediation sessions to promote conflict resolution, participate in school beautification projects, and operate the school-wide recycling program. Additional extracurricular opportunities include activities related to Whitehall's "Let's Get Moving Whitehall" program (i.e., Walking Club, Jump Rope for Heart); community service projects including Pennies for Patients (raising $1783 in 2012), canned food and clothing collections, and care packages for the armed forces; peer tutoring; Reading Buddies and school chorus.

Whitehall's staff is exceptional. One hundred percent of our teachers are highly qualified. Our teaching corps boasts of 8 National Board Certified teachers, the most prestigious teaching credential a teacher can earn. Teachers have received prominent recognition such as attending the Bill and Melinda Gates Foundation Elevating and Celebrating Effective Teachers Convention, Bowie Teacher of the Year, and the Prince George's County Teacher of the Month Award. All teachers at Whitehall Elementary hold a Standard or Advanced Certification in the state of Maryland, allowing us to put the most highly-effective teachers in classrooms where they can use their skills to impact student achievement.

Whitehall has developed a Professional Learning Community where teachers collaborate and continue to hone their skills. They are caring and competent educators who provide rigorous, quality instruction to all students. Our teachers consistently implement lessons that extend the learning experience beyond the curriculum standards, including differentiated instruction, technology integration, hands-on learning opportunities, and current research-based instructional practices.

Our school serves kindergarten through fifth grade. Whitehall's student body represents a diverse population including African-American, White, Hispanic, Asian and American Indian ethnicities. Our comprehensive school serves students with a wide range of educational needs and socioeconomic backgrounds. Our biggest challenges over the years have been meeting the needs of our English Language Learners (ELL) and Special Education students. We have since focused on the students' instructional

program, and through targeted instruction, ensured their accommodations, modifications and skill development increased. We extended the learning opportunities through after school tutoring and pull-out services and we use research based interventions.

At Whitehall, we believe that parents are key partners in our success. Communication between the home and school is a vital component that lends to the success of the students over the years. Through weekly newsletters produced by the administration and staff, individual teacher websites, and frequent conferences, parents remain actively involved in our instructional program. We have a fantastic corps of parent volunteers who serve our school community through their participation in the Parent Teacher Association, assisting our teachers in the classroom, organizing community events, and soliciting financial support for our school community.

Whitehall's teachers embrace their role as our students' #1 fans. Students can expect to see administration and teachers at their personal events such as ball games, plays, recitals etc. As a result, we have established a strong sense of Wildcat Pride as evidenced each Friday as the principal leads the student body in their signature chant "We are…Whitehall!" This statement, though brief, has significant meaning and sums up the Whitehall experience.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Whitehall Elementary is the highest performing comprehensive school in Prince Georges County Public Schools as measured by the Maryland School Assessment (MSA). The MSA is a criterion reference test that assesses individual students' reading and math achievement. On this annual assessment, students in grades three through eight can earn a performance level of basic, proficient, or advanced status to demonstrate mastery of concepts. The performance standard determines where the cut score is for students to be performing at the proficient and advanced levels. Whitehall Elementary test students in grades 3-5. The scale scores for proficient or better is in Reading are: Grade 3 is 388; Grade 4 is 371; and Grade 5 is 384. The scale scores for proficient or better in Math are: Grade 3 is 379; Grade Four is 374; and Grade Five is 392. MSA measures overall school performance as well as the following subgroups: Free and Reduce Meals Students (FARMS), English Language Learners (ELL), Special Education, race, and gender. The Maryland State Department of Education establishes expectations called Annual Measureable objective (AMO) which measures the individual school's progress. A school has to meet or exceed AMO in order to make Adequate Yearly Progress (AYP).

Whitehall has met and exceeded the AMO, therefore meeting AYP each year of the school's existence. Since we have consistently met the State standard, Whitehall has set the bar quite high by increasing the amount of students that score Advanced. Over the last five years, the number of students scoring advanced has increased 8 to 12%, revealing that 49% scored advanced in math in 2011 and 42% scored advanced in Reading in 2011.

Whitehall is extremely proud of their students' achievement and teachers' dedication. We have made great strides with our subgroups. The MSA data in Reading for our ELL subgroups has steadily increased from 33% to 49% to 87% during 2008-2011 school years. As our population of ELL students increased and changed over time, we made adjustments to our instruction to meet their needs. In 2006, 80% of our special education students scored proficient or advanced on the reading MSA. Due to focused instructional practices, in 2011 we moved this subgroup to 100%. Likewise, our special education students increased by 20% points in math moving from 75% in 2006 to 95% in 2011. In our quest to make sure that all students are performing at and above the proficiency level, we considered the appropriate placement for our special education and ELL students.

There are many factors that contribute to these significant gains. The research-based practices of inclusion and team teaching have brought both our special education teachers and our general education educators to higher level of teaching. These educators are collaborating weekly by focusing in on the curriculum, IEP goals, making necessary modifications and accommodations, and discussing as well as implementing the best delivery of instruction for the special education students. Aside from the focused instruction and delivery, we have implemented several technological resources such as I-Station, Earobics, Study Island, and First in Math. We also use SPIRE which is a research based phonological literacy program to help students progress in their reading skills. We know these best practices are working because on teacher created assessments as well as district level assessments, our students are showcasing what they know. With the team teaching approach, students have begun to participate more, demonstrate motivation, and advocate for themselves. Teachers meet with students one-on-one to establish monthly academic goals and students are invested in their own learning. Whitehall teachers know that some students might need more and teachers invest their own personal time and go above and beyond by including selected students in before and after school tutoring sessions for reinforcement of skills. Whitehall continues to have lofty goals and is committed to student achievement. As a staff that continues to be reflective upon our practice, we will continue to ensure that all students achieve academic success and that our teaching truly has an impact on all of our students' learning.

2. Using Assessment Results:

Whitehall understands the importance of analyzing data of the various assessments to inform what we teach and the methods used to deliver quality instruction. Our process is cyclical. We use Maryland School Assessments results and our district assessment, which is the Formative Assessment Systems Test (FAST), to identify the content areas that we need to focus on. We choose the lowest performing indicators and create activities around them that will help increase student performance. These activities are written into the School Improvement Plan which is the document that guides us throughout the year. For example, at one point we were not performing satisfactorily in the skill of inferencing. Thus, the teachers developed methods to teach the concept, created warm-ups and bi-weekly assessments to monitor instruction and determine the progress of that skill. The School Improvement Planning Team meet to evaluate the progress of the activities monthly. We discuss strategies, obstacles and next steps for each activity. When mastery happens, we replace the skill with another area of weakness.

Data Utilization meetings are held quarterly, which is an opportunity for the teachers and the administration to meet and discuss quantitative and qualitative data. Various assessment data is reviewed; FAST, Directed Reading Assessments (DRA) and Scholastic Reading Inventory. These meetings are a half day in length where each grade level discusses the progress of each child and chooses safety nets for students that are not achieving. Those safety nets can be in-school intervention groups, after school tutoring, peer assistance, etc. Students who are excelling are considered for acceleration or compacting of curriculum. Teachers are constantly reflecting upon those focus skills/groups and re-evaluating what is positively affecting the performance of the students.

Whitehall teachers participate in collaborative planning on a weekly basis for 90 minutes. Collaborative planning consists of teachers, administration, and specialists sharing best practices to positively impact students at all levels, as well as looking at data to drive their instruction. Teachers bring student work samples, formative and summative assessments to be analyzed. If teachers feel they have a special gift in teaching a particular concept, ideas are shared and program modifications are made.

Professional development opportunities correlate with the content areas. Assessment results determine which specialists in a particular content area will be called upon to facilitate professional development once a month during curriculum meetings. We also invite professionals from other departments within the school system to facilitate workshops on various topics such as technology.

The art of conferring is used with students and parents. Teachers review the assessments with the entire class and hold individual progress conferences with students and parents quarterly. During these conferences, the teacher share with students the results of benchmark assessments and set goals for the next round. For the parents that aren't able to come in, phone conferences are held. Progress and next steps are discussed.

The principal ensures that all parents have access to SchoolMax where they can monitor student grades and assignments daily. The principal communicates the School Improvement Plan with the parent members of the team and discusses assessment results with the entire school community at Back to School Night.

3. Sharing Lessons Learned:

Whitehall's outstanding achievement through the years has earned itself the status of an unofficial demonstration school for Prince George's County. Our associate superintendent has sent several school teams to our building to observe quality teaching and collaborative planning sessions. These teams come on designated days to observe and participate in "learning walks" where teachers and students engage in rigorous instruction. During these walks, Whitehall is noted for having students participate in accountable talk, critical thinking activities, and self management of learning.

Prince George's County reading department has selected Whitehall teachers as master teachers. They serve as demonstration teachers where teachers are invited to observe the reading block to view appropriate and meaningful reading group instruction and activities. After the observation, the teachers are allowed to dialogue with our staff and discuss next steps to help their practice which in turn increases student achievement at their respective buildings.

Our staff members serve as mentor teachers for Bowie State University practicum students. Their role is to share expertise, guide and coach the students in their internship. Mentor teachers devote time to explaining the rationale for their instruction and help the interns to build relationships with the students.

Teachers conduct county and state workshops in reading, science, and math. Selected teachers worked on curriculum writing committees at the district, state, and national level. Teachers worked with the Maryland State Department of Education for range-finding and content review. Teachers have been instructors for the New Teacher Project which helps career changers learn the essentials of content knowledge, lesson planning, classroom management, and parent relations. Whitehall's National Board Certified teachers served as mentors to candidates in the county. These candidates receive guidance and feedback as they undergo the rigorous National Board Certification process.

The principal serves as a model administrator and is a county mentor for future leaders as well as new principals. The principal is a member of the National Institute for School Leadership where he is a trainer for aspiring principals. Whitehall knows the importance of sharing instructional methods and best practices outside of the school in order to positively impact student learning.

4. Engaging Families and Communities:

Whitehall values the partnerships it has established and maintains with parents and community members. There are several activities that Whitehall participates in that include the valuable resources of our families and community partners. All activities are directly connected to the academic achievement of our students.

The tone is set for collaboration that leads to student achievement at our annual meet and greet prior to school. Parents, teachers, children and community members come together in this carnival style event to get to know each other, which communicates the importance of home-school-community collaboration. Back to School night furthers the importance of the expectations for all stakeholders. On that night, Whitehall's principal leads a discussion around student achievement and academic goals for the school year.

Throughout the year, Whitehall hosts Grandparent's Day, Donuts for Dads and Muffins for Moms, where the importance of their respective roles in the academic success of their students is honored. Our County Council Member reads to students and purchases books for classroom libraries each year. Businesses such as Texas Roadhouse and Uno's Pizza donate free kids meals to students who achieves honor roll. The Mall at Prince George's has the Scholar Dollar Program that gives up to 20% discount at selected shops within the mall for outstanding student achievement as well.

Whitehall's Annual College and Career Fair is a signature event where community members and parents share their love for their college or university and their chosen profession. More than 50 presenters come to this event. Students receive hands on experiences with the tools of many trades. They get to board fire trucks, use stethoscopes, pet animals, and cook food, etc.

There are several themed nights where parents are invited in to interact with their children around curriculum content areas. Whitehall hosts annual reading nights, math nights, and science nights. Teachers volunteer their time to teach strategies to the parents that they can, in turn, implement at home to assist in the academic achievement of their children.

Whitehall's active PTA can be credited with organizing Chick-Fil-A Nights, Skate Zone Nights, the Annual Spring Fair, many educational assemblies, co -sponsoring Parents Nights Out, etc. They raised the funds to purchase and have installed a school marquis. Most recently, the PTA provided the means for Whitehall to become totally wireless, enabling students to utilize the mobile computer labs for in class projects and academic reinforcement through technology.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum is based on Maryland's State Core Curriculum. Each area has specific frameworks created by Prince George's County. Teachers use these frameworks as a guide for pacing instructional activities based on students' needs. Supplemental guides such as Extensions for Advanced Learners are used for highly able students. Across content areas, rigor is established using Webb's Depth of Knowledge Levels. The instruction is in a transition phase as teachers move towards the Common Core Standards in all areas. Student achievement is attained through differentiated activities to reach all students.

The Reading Curriculum components are: Reading Literature, Informational Text, Functional Reading, Writing, Speaking & Listening, and Language. In K-2, 130 minutes is designated for reading instruction. Whole group, small group, and teacher modeling occurs daily. In grades 3-5, a 90 minute block is used for literacy. Read-a-louds are at and above the student's instructional level to promote listening comprehension. Teachers use think-a-louds to model what effective readers do. Small group instruction and book clubs are used to enhance students' reading. Units are theme-based allowing teachers to help students make connections across content areas. Teachers scaffold focused comprehension strategies/skills. Formative and summative assessments monitor progress and drive instruction. Teachers use the Reading Writing Workshop Model to strengthen students' writing skills. Transitioning to the Common Core, teachers are using the Writing Framework as a supplemental source.

The Math Curriculum follows these standards: Number Relationships and Computations; Algebra; Geometry; Measurement and Statistics; Patterns and Functions; and Probability and Data Analysis. Whole group and small group instruction occurs to meet students' needs. Teachers use manipulatives and hands-on activities to remediate as well as extend.

The Science Curriculum includes six standards: Skills & Process, Earth/Space Science, Life Science, Chemistry, Physics, and Environmental Science. A block of 45-60 minutes of instruction occurs daily. Use of video clips, cooperative learning, and observation are all supplemental support for instruction. Teachers include student investigations in and outside of class. All grades participate in STEM Fair. As a culmination of units, staff, students, and parents are invited to participate in Earth Day and Beautification Day.

The Social Studies Program is based on these standards: Political Science, People of the World and Nations, Geography, Economics, History, and Social Studies Skills and Processes. The units are cross curricular and theme related. Teachers use big books, core text books, and supplemental materials. Teachers enhance instruction by using cooperative learning, video clips, and meaningful field trips.

The Visual and Performing Arts Curriculum focuses on: 1. Perceiving and Responding: Aesthetic Education, 2. Historical, Cultural, and Social Context, 3. Creative Expression and 4. Production, and Aesthetics and Criticism. Using the 'Spotlight on Music' from McGraw-Hill and current best practices, students enjoy a sequential, experienced-based approach to learning built on music concepts, listening skills, performing on classroom instruments, singing and moving. Students in fourth and fifth grade may opt to join chorus, expanding on learning. Fourth and fifth graders can participate in instrumental music, which follows the Elementary Instrumental Music Curriculum using 'Accent on Achievement' for band and 'String Explorer' for strings. Students gain skills for performance and develop musicianship. In art, students create works in different mediums to nurture fine motor skills, provide a historical context, and reinforce work done in core subject areas.

The Library Media Curriculum focuses on the process of interacting with information by locating, collecting, organizing, interpreting, and sharing it.

Physical education instruction is based on these standards: Skillfulness, Biomechanical Principles, Motor Learning Principles, Exercise Physiology, Physical Activity and Social Psychological Principles. The program creates learning targets that foster lifelong healthy habits, teamwork, responsibility, and the development of skills over time.

2. Reading/English:

Whitehall's goal is to ensure all students become effective readers and writers. Houghton-Mifflin materials, supplemental leveled text, and trade books are used to promote five areas of reading: phonemic awareness, phonics, vocabulary, comprehension, and fluency. This balanced literacy approach is used to reach each individual's learning style.

Differentiated instruction is essential to meet students' needs. Teachers use these reading groups to reinforce and enhance skills related to phonics, vocabulary, and comprehension. Advanced students engage in challenging and appropriate text and literacy activities. They participate in book clubs and literature circles. Using Junior Great books and the William and Mary curriculum teachers have the resources to use higher level questions and push critical thinking skills. Meaningful differentiated seatwork is created as appropriate follow-ups. Centers are created to spark students' interests and reinforce skills. Time is set aside for students to engage in independent reading to expand, solidify, and foster a love for reading.

Classroom teachers use additional small group and instructional activities to reach students with different learning styles. Small groups of students who need extra support are pulled into intervention groups. Reading Recovery involved working with low achieving 1st graders one-to-one. A research-based intervention program called Leveled Literacy Intervention is used for students in grades K-2. Earobics is a computer based literacy intervention used for selected first graders to help improve their skills in phonemic awareness and phonics. Special education students use Imagination Station which is a researched based computer program that focuses on comprehension and fluency. Before and after school tutoring is also offered to selected students based on needs. Whitehall uses a monthly monitoring tool to determine the effectiveness of interventions.

Progress monitoring occurs in various formats. K-1 students are assessed using running records, dictation, sight word recognition, emergent reading behaviors, letter/sound identification, Developmental Reading Assessment (DRA), and theme assessments. Grade 2 assessments include DRAs and Scholastic Reading Inventory (SRI), theme assessments, and dictation. Grades 3-5 use SRI and Formative Assessment System Test (FAST). These assessments occur three times per year and help teachers tailor their instruction.

Reading Writing Workshop, part of the Houghton Mifflin program, occurs within a unit. Students are given opportunities to write narratives, poems, and research reports. During this transition into Common Core Writing, teachers are incorporating cross curricular activities as a way to promote writing. Reading and writing occurs daily, and all staff participates in professional development to improve as teachers of reading.

3. Mathematics:

The math curriculum for Whitehall is based on the Maryland State Curriculum and is approached sequentially using a pacing guide developed by Prince Georges County Public Schools. Students in kindergarten through fifth grade receive direct instruction in the following content standards that are set by the National Council of Teachers of Mathematics: Number Relationships and Computations; Algebra; Geometry; Measurement and Statistics; Patterns and Functions; and Probability and Data Analysis. The

90-minute math block includes 60 minutes of whole group instruction and 30 minutes of small group differentiated instruction. Small group instruction support is based upon ongoing teacher analysis of data.

The staff uses Scott Foresman Math in grades kindergarten through fifth grade as its primary resource and supplements with a variety of resources. In addition, fifth grade uses Glencoe Math to enrich the students at a sixth grade level. Students are pre-tested to determine areas of strength and needs in relation to pre-requisite skills necessary for each chapter. Instruction is developed based on learner needs. All groups cover current grade level content but are accelerated using extensions for advanced learning. These extensions are designed to support differentiation that appropriately challenges students, encourage student choice, and provide opportunities for students to put their knowledge into action.

Mathematical Practices as outlined in the Common Core Standards. Recognizing the diverse needs of students and the importance of technology, instruction is delivered with flexible grouping, the use of manipulatives, skill intervention programs, on-line mathematical software, and calculators. A variety of technological resources are also used to increase student engagement while providing multisensory learning opportunities. The technology based programs used at Whitehall include websites such as First in Math, Study Island, and Test Tracs. Student textbooks are available in hard copies and on-line. Whitehall teachers effectively use laptops, visualizers, mimios, and a mobile lab to enhance instruction.

Students are active members of the class by contributing to the discussions and using accountable talk. Lessons engage the students in rigorous instruction and each student is actively involved in constructing and applying mathematical ideas. Students are provided with real-world problems to solve which allows them the opportunity to use investigative processes that stimulate higher order thinking in mathematic skills. All students with disabilities receive small group and/or one-to-one instruction by members of the instructional team. Whitehall's balanced, student-centered approach to mathematics has resulted in excellent results for our learners and supports our vision of excellence for all.

4. Additional Curriculum Area:

The Visual and Performing Arts programs at Whitehall are essential to the school's mission to provide rigorous, quality instruction to all students. Visual and Performing Arts instruction are provided in accordance with the Maryland State Curriculum. Adherence to this curriculum provides students opportunities to work together creatively, allowing for social and academic growth and providing connections between disciplines.

A highly qualified itinerate art teacher provides Visual Arts instruction to all students four times a year. The art teacher contacts classroom teachers prior to each art session, so current core subjects are integrated into the art lesson. To supplement the Visual Arts program, the PTA has created an 'Arts Awareness' program which brings parent volunteers into the classroom with an art project based on the work of a major artist. The school was awarded a $5000 grant from Bounty to expand the art program.

The Performing Arts program at Whitehall includes General Music instruction for every child for thirty minutes every other day, delivered by a Nationally Board Certified Teacher. The Maryland State Curriculum for Music is enhanced with hands on activities such as recorder, African and Latin drum circles, construction of and performance on guitar-like instruments called Wailers, and Orff instrument ensembles. Students utilize technology programs such as Music Ace, Groovy Jungle, and Groovy City to develop music reading and composition skills. Fourth and fifth graders are eligible to audition for chorus. The chorus performs two concerts a year, singing in harmony in a variety of languages including Zulu, German, Latin, Hebrew, Spanish, Mandarin, Samoan, Taiwanese, and Gaelic. Fourth and fifth graders may opt to receive Instrumental Music instruction from a Nationally Board Certified Teacher. Students choose an instrument in the woodwind, brass, or string section and perform in two concerts. Intermediate students have an enrichment opportunity to be adjudicated at Solo and Ensemble festival.

A Drama Club program is available for fourth and fifth graders. Two classroom teachers prepare the students to produce two drama performances a year.

Fifth graders receive Ballroom Dance lessons as a result of collaboration with the Music Teacher, a highly qualified PE teacher, a parent, and a dedicated aide volunteer. Students complete ten to twelve hours of instruction before a small group is chosen to compete with eight other schools. In their first year of participating, Whitehall's Ballroom Dance scores were the highest, earning them the Grand Championship trophy.

5. Instructional Methods:

Teachers at Whitehall take great strides to ensure the students are motivated to learn through highly engaging lessons that are interest based. Teachers use a variety of methods to incorporate the various modalities of learning. Cooperative grouping, reciprocal teaching, and learning centers cater to the students multiple intelligences and provide students with opportunities to interact, build upon their strengths, and develop the skills that they struggle with.

Whitehall believes that a well-rounded student will develop into a citizen that is globally aware. Students are immersed in activities that apply to the real world and connect to their expanding environment. We encourage all students to take ownership of their actions and how those actions will benefit their school community. Teachers develop thematic units that integrate all content areas and allow students to apply the essential understanding of the unit to character development.

English Language Learners (ELL) are involved in classroom activities, and they are also given small group instruction with an ELL teacher. The amount of time for the small group instruction varies according to a student's needs. Teachers become knowledgeable about students' cultures to ensure that they are informed about any cultural traditions in order to make students comfortable in their learning environment.

Special Education students participate in classroom and small group instruction based on their Individualized Education Plans and their needs. Students are pulled from the regular education classroom for small group or one-on-one instruction as needed. Researched based- computer programs such as Earobics and I-Station are used to reinforce skills, and strengthen reading strategies.

Whitehall realizes that technology is highly engaging for student learning. Students are continually accessing online curriculum based programs such as Study Island and First in Math. Whitehall is beginning a new pilot program using TEST TRACS which will be aligned to the common core.

High achieving students are given supplemental reading and math materials to help foster and promote learning. Programs are accelerated to challenge and expand students' learning. Student choice and interest are taken into account as students are encouraged to develop projects and explore new ways to showcase their learning. Teachers expose students to enrichment opportunities such as quality literature, web quest, and problem based learning.

Before and after-school tutoring is available for students that may be having difficulty with a particular skill. Teachers identify students who would benefit from this extra support, and service them in small groups and/or one-on-one.

6. Professional Development:

Whitehall participates in professional development to improve teaching practice which ultimately impacts student achievement. Professional Development occurs at the district and school house level.

Through the years, Whitehall has participated in district training such as the Institute for Learning (IFL), Framework for Teaching (FFT), Balanced Literacy Workshops and the Maryland Model for School Readiness Trainings. IFL and FFT were implemented to impact the way teachers instruct and students learn. After attending trainings, teachers began examining their beliefs and evaluating their practice using rubrics and standards. Teachers had a better understanding of academic rigor in the classroom and clear expectations around what constitutes excellence in education. Primary teachers participated in the county's Balanced Literacy Workshops. These workshops train teachers in areas of assessment, instructional practices for small group, and management of rotations. These workshops have aided teachers in becoming more effective in their delivery of reading instruction and their ability to assess where students are, and take them where they need to go to be successful readers. Kindergarten teachers were involved in the Maryland Model for School Readiness. These trainings are centered on effective instructional techniques. Teachers adjust so that developmentally appropriate center activities and follow-up are present. Kindergarten teachers share the necessary information with parents so that the learning can continue at home.

In 2011, all teachers participated in Rediscover Discovery training. Rediscover Discovery is a district-wide initiative to support teacher technology integration and student achievement through the use of digital media. Teachers were equipped with knowledge of how to use the digital media library within Discovery Education to enhance lessons and create assignments for the students. The students, then, could sign into Discovery under their own personal usernames and passwords, to access the same digital library to complete assignments, quizzes or writing prompts created around the digital media or create their own projects using the items within the library and other Web 2.0 tools such as Glogster.

Training in data collection and the district's online data tool, Performance Matters, has given teachers a way to organize students' profile of assessments. Teachers now have learned to better compile and analyze student data. Teachers can hone in on small groups in reading, math, and science as they discover low performing objectives on assessments. Instruction is tailored and groups are fluid as teachers concentrate on necessary gaps and teach accordingly to help strengthen these skills.

7. School Leadership:

Whitehall's leadership philosophy is one of distributive leadership. The principal is the ultimate decision maker, but the majority of the instructional and managerial issues are run through the highly effective leadership team. The leadership team is comprised of the principal, reading specialist, counselor, special education chairperson, one primary teacher, one intermediate teacher and a parent. The principal has empowered these individuals as well as others to take ownership of their various areas of expertise. The leadership team members become conduits of information for the school. They must ensure that the decisions made are shared with the other two major decision making bodies of the school, Parent Teacher Association (PTA) and School Improvement Planning Team.

The School Improvement Planning Team is comprised of the leadership team and the chairpersons of each grade level. This team meets monthly to implement the goals of the School Improvement Plan. The plan permits us to implement, monitor and evaluate our activities to increase student achievement on targeted skills/concepts. During these meetings, grade level concerns around instruction are voiced and solutions found. The team problem solves and information for all teachers is disseminated through the grade level chairs, allowing information to flow top-down and bottom-up.

The PTA and administration and has formed a very positive relationship where the common goal is increased student performance. The PTA provides mini grants to teachers to support curriculum and instruction through special projects, provide funding for cultural arts programs and technology enhancements. The principal uses the PTA to involve the parents in major decisions such as class configurations and budget priorities. Whitehall participates in the Principal for a Day program where community/business representatives who are interested in supporting Whitehall are invited in to shadow the principal and learn more about the ways they can be a part of our future success.

Staff members are encouraged to become leaders within the building. Those who do not serve as Leadership Team members, grade level chairs or content specialist, lead various committees or special projects throughout the year. Those include American Education Week, Social Committee, Read across America Day, Pennies for Patients, Reading, Math, and Science Night, etc.

The principal is very visible around the school. The principal stands outside each morning to greet the students as they enter the building and the parents as they drop their children off. The accessibility and sense of security the students/parents feel by the presence of the principal is a primary factor in the peaceful culture the students have been accustomed to over the years.

Policies and procedures are communicated and all stakeholders understand that they are in place for student's safety and academic achievement. Everyone has bought into the mission of Whitehall, which is "Educating Children Beyond Expectations.

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 plus % Advanced	95	99	97	94	95
% Advanced	44	51	24	22	45
Number of students tested	77	74	74	72	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced	77	100	100	100	91
% Advanced	31	46	13	0	64
Number of students tested	13	13	23	5	11
2. African American Students					
% Proficient plus % Advanced	92	97	97	94	93
% Advanced	38	37	20	13	41
Number of students tested	37	35	35	31	29
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	8	6	7	0	4
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	6	7	4	7	7
5. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	1	3	0	0
6. White					
% Proficient plus % Advanced	100	100	100	94	96
% Advanced	48	62	32	36	39
Number of students tested	25	25	25	31	23
NOTES:					

12MD5

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 plus % Advanced	95	96	95	97	97
% Advanced	25	22	26	18	28
Number of students tested	77	74	74	73	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced	92	100	100		91
% Advanced	23	15	17		36
Number of students tested	13	13	23	6	11
2. African American Students					
% Proficient plus % Advanced	97	97	97	97	93
% Advanced	22	20	20	13	28
Number of students tested	37	35	35	32	29
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	8	6	7	4	4
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	6	7	4	7	7
5. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	1	3	0	0
6. White					
% Proficient plus % Advanced	92	96	92	97	100
% Advanced	20	19	40	23	26
Number of students tested	25	28	25	31	23
NOTES:					

12MD5

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 plus % Advanced	99	100	100	98	97
% Advanced	70	57	71	75	60
Number of students tested	84	68	73	61	68
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced	100	100	100	92	82
% Advanced	72	56	50	54	55
Number of students tested	18	18	10	13	11
2. African American Students					
% Proficient plus % Advanced	97	100	100	97	94
% Advanced	55	48	59	65	38
Number of students tested	38	31	32	34	32
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	6	6	2	2	6
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	7	5	5	8	7
5. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3	3	0	0	1
6. White					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	77	68	82	91	85
Number of students tested	26	25	33	22	27
NOTES:					

12MD5

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 plus % Advanced	100	94	97	98	97
% Advanced	35	17	43	41	28
Number of students tested	84	69	73	61	68
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced	100	94	90	100	100
% Advanced	33	6	40	46	18
Number of students tested	18	18	10	13	11
2. African American Students					
% Proficient plus % Advanced	100	97	97	100	97
% Advanced	29	6	33	35	5
Number of students tested	38	32	32	34	32
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	6	6	2	2	6
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	7	5	5	8	7
5. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3	3	0	0	1
6. White					
% Proficient plus % Advanced	100	92	100	96	100
% Advanced	42	32	52	55	33
Number of students tested	26	25	33	22	27
NOTES:					

12MD5

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 plus % Advanced	99	99	98	94	93
% Advanced	33	65	47	46	21
Number of students tested	73	78	64	70	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced	95	92	100	82	94
% Advanced	15	39	46	27	6
Number of students tested	20	13	13	11	16
2. African American Students					
% Proficient plus % Advanced	100	97	97	91	94
% Advanced	29	58	45	32	17
Number of students tested	31	33	38	34	36
3. Hispanic or Latino Students					
% Proficient plus % Advanced	92				
% Advanced	31				
Number of students tested	13	3	3	6	6
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	6	5	3	7	6
5. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3	0	0	1	0
6. White					
% Proficient plus % Advanced	100	100	100	100	90
% Advanced	43	72	45	69	28
Number of students tested	21	36	20	26	29
NOTES:					

12MD5

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 plus % Advanced	99	99	100	90	80
% Advanced	69	76	66	57	36
Number of students tested	73	78	64	70	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced	100	100	100	73	63
% Advanced	55	77	62	36	25
Number of students tested	20	13	13	11	16
2. African American Students					
% Proficient plus % Advanced	100	100	100	85	81
% Advanced	61	64	61	47	31
Number of students tested	31	33	38	34	36
3. Hispanic or Latino Students					
% Proficient plus % Advanced	92				
% Advanced	69				
Number of students tested	13	3	3	6	6
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	6	5	3	7	6
5. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3	0	0	1	0
6. White					
% Proficient plus % Advanced	100	97	100	96	83
% Advanced	76	89	70	81	41
Number of students tested	21	36	20	26	29
NOTES:					

12MD5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	97	99	98	95	94
% Advanced	49	57	47	46	41
Number of students tested	234	220	211	203	201
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced	92	97	100	89	89
% Advanced	39	48	30	34	36
Number of students tested	51	44	46	29	38
2. African American Students					
% Proficient plus % Advanced	96	97	97	94	93
% Advanced	41	47	40	37	31
Number of students tested	106	99	105	99	97
3. Hispanic or Latino Students					
% Proficient plus % Advanced	96	100	91		87
% Advanced	55	53	42		56
Number of students tested	27	15	12	8	16
4. Special Education Students					
% Proficient plus % Advanced	94	94	100	81	74
% Advanced	31	35	0	31	25
Number of students tested	19	17	12	22	20
5. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	8	4	3	1	1
6. White					
% Proficient plus % Advanced	100	100	100	97	95
% Advanced	57	67	56	62	50
Number of students tested	72	86	78	79	79
NOTES:					

12MD5

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	98	96	97	94	90
% Advanced	42	39	44	38	30
Number of students tested	234	221	211	204	201
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced	97	97	97	90	81
% Advanced	39	29	34	33	26
Number of students tested	51	44	46	30	38
2. African American Students					
% Proficient plus % Advanced	98	97	98	93	89
% Advanced	35	30	38	32	21
Number of students tested	106	100	105	100	97
3. Hispanic or Latino Students					
% Proficient plus % Advanced	92	86	91	91	81
% Advanced	51	33	58	16	24
Number of students tested	27	15	12	12	16
4. Special Education Students					
% Proficient plus % Advanced	100	88	100	77	80
% Advanced	15	23	25	18	10
Number of students tested	19	17	12	22	20
5. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	8	4	3	1	1
6. White					
% Proficient plus % Advanced	97	95	97	96	93
% Advanced	44	50	52	51	33
Number of students tested	72	89	78	79	79
NOTES:					

12MD5