2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education   [X] Public   [ ] Private

Cover Sheet   Type of School
(Check all that apply)

[X] Elementary   [ ] MIddle   [ ] High   [ ] K-12
[ ] Charter   [ ] Title I   [ ] Magnet   [ ] Choice

Name of Principal   Mrs. Roxanne C. Reuse

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name   Cresaptown Elementary School

(As it should appear in the official records)

School Mailing Address   13202 Sixth Avenue

(If address is P.O. Box, also include street address.)

Cresaptown	Maryland	21502-5599
City	State	Zip Code+4(9 digits total)

County   Allegany   State School Code Number* 0701

Telephone (301) 729-2870   Fax   (301) 729-1264

Web site/URL http://boe.allconet.org/cw   E-mail   www.cwoffice@allconet.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
Principal's Signature

Name of Superintendent   Dr. William J. AuMillerEd.D.

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name   Allegany County Public Schools   Tel. (301) 759-2038

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson   Dr. C. Frederick Sloan Ed.D.

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. 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.

6. 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.

7. 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.

8. 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district:

14	Elementary schools
4	Middle schools
0	Junior High Schools
4	High schools
2	Other
24	TOTAL

2. District Per Pupil Expenditure: 10063

    Average State Per Pupil Expenditure: 10371

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ]   Urban or large central city
   [ ]   Suburban school with characteristics typical of an urban are
   [ ]   Suburban
   [X]   Small city or town in a rural area
   [ ]   Rural

4.   2   Number of years the principal has been in her/his position at this school.

       13   If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
Pre K	14	19	33		**7**			0
K	22	27	49		**8**			0
1	27	23	50		**9**			0
2	36	21	57		**10**			0
3	29	28	57		**11**			0
4	28	23	51		**12**			0
5	39	21	60		**Other**			0
6			0					
TOTAL STUDENTS IN THE APPLYING SCHOOL								357

6. Racial/ethnic composition of the school:

1	%	American Indian or Alaska Native
	%	Asian or Pacific Islander
2	%	Black or African American
1	%	Hispanic or Latino
96	%	White

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year ____15____ %

This rate should be 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 until the end of the year	28
(2)	Number of students who transferred from the school after October 1 until the end of the year	26
(3)	Total of all transferred students [sum of rows (1) and (2)]	54
(4)	Total number of students in the school as of October 1	357
(5)	Total transferred students in row (3) divided by total students in row	0.15
(6)	Amount in row (5) multiplied by 100	15

8. Limited English Proficient students in the school: 1   %

        2   Total Number Limited English Proficient

Number of languages represented: 1

Specify languages: Vietnamese

9. Students eligible for free/reduced-priced meals: 49   %

        Total number students who qualify: 174

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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: ___14___ %

   ___51___ Total Number of Students Served

   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	7	Other Health Impairment
0	Deaf-Blindness	18	Specific Learning Disability
0	Emotional Disturbance	23	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
1	Mental Retardation	1	Visual Impairment Including Blindness
0	Multiple Disabilities		

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	19	0
Special resource teachers/specialists	4	5
Paraprofessionals	5	0
Support Staff	3	7
Total number	33	12

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   ___19___ **: 1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	96 %	96 %	96 %	96 %
Daily teacher attendance	96 %	95 %	94 %	95 %	95 %
Teacher turnover rate	0 %	1 %	1 %	0 %	0 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

   Please provide all explanations below

PART III - SUMMARY

Cresaptown Elementary School, named for the town in which it was built, is nestled in the beautiful mountains of Western Maryland. The Cresaptown School community consists largely of single- family homes but also includes three lower-income mobile home parks. In addition, the Cresaptown School district includes a lower-income section of the city of Cumberland. Nearly half of the student body is comprised of children who live in economically disadvantaged households. Despite these odds, our considerably increased test scores earned Cresaptown School the Maryland State Assessment Recognition Awards in 2005 and 2006.

During the 2006-2007 school year, Cresaptown's enrollment reached 357 students in grades pre-kindergarten through fifth grade. There are 19 regular education classrooms including both a morning and afternoon pre-kindergarten session. A Learning Assistance Program, providing a highly-structured academic setting/interim station, is available for students who are temporarily experiencing academic, social, and /or emotional difficulties in the classroom setting.

The Cresaptown teachers, parents, and other extended family caregivers share a defined vision for the future of all Cresaptown students. Each day, we strive to provide an environment in which all children are motivated to grow into productive young adults. Knowing that the success of this goal is based on much collaboration and cooperation, we hold everyone accountable in a shared responsibility for helping each student reach his/her maximum potential in a nurturing school environment.

Cresaptown teachers and support staff set high standards and expectations for student performance. Maximum student performance is met by using both heterogeneous and homogeneous groupings. Research- based interventions are utilized when student performance is not achieved. Student performance is regularly monitored through benchmark program assessments and daily student classroom performance. These evaluation results are used to adjust and improve classroom instruction frequently. Using a school-wide inclusion model, special education teachers work in the regular education classroom to provide instruction to special education students. This model has demonstrated academic success for this subgroup.

Grade level teachers meet regularly for the purpose of instructional planning, analyzing data, and making school improvement plan changes and recommendations. Frequent planning with special education and support staff members also contributes to consistent student academic growth. County math and reading specialists meet with classroom teachers to assist in analyzing student data, provide professional development activities, and model lessons for classroom teachers.

Our Cresaptown PTO actively works with faculty and staff to enhance both school day and after school enrichment opportunities. Many parents assist teachers by tutoring and reading to students, completing clerical tasks, and assisting with math software programs in the school's computer lab. Cresaptown School values not only parent but also grandparent involvement through participation on our school action teams as well as on our School Improvement Team.

To further increase and improve the community bonding, we designed a program to encourage the home/school connection and strengthen the family unit through a wide variety of social, academic, and recreational activities. From this connection we have created valuable partnerships with local businesses and our Cresaptown Civic Improvement Association to provide funding to supplement and enrich programs that compliment our curriculum and, ultimately, increase student performance. Partnerships with Frostburg State University and the Allegany Arts Council's 'Arts in the Schools' have brought many enriching activities to our school's curriculum.

The Cresaptown staff and students also focus on ways to 'give back' to the community.

Numerous charitable programs and activities are successfully conducted throughout the school year. These programs not only assist many of our area's disadvantaged families but also instill a sense of community spirit and character development in our students.

Cresaptown School's many achievements are the result of a dedicated faculty and staff, involved parents and other caregivers, a supportive community, and eager students. A safe, nurturing environment, filled with high expectations, successful academic, character building programs, and an atmosphere charged with a positive attitude is the key to a bright, successful future for all Cresaptown students.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

   Maryland School Assessment (MSA) was introduced to Maryland schools in 2003 for Grades 3 and 5 and in 2004 for Grade 4. Maryland School Assessment (MSA) meets the federal testing requirements of the No Child Left Behind Act. MSA is a test of reading and mathematics. MSA scores reflect how well children have learned the reading and math skills specified in the Voluntary State Curriculum (VSC). MSA scores indicate student, school, district, and state achievement. Academic performance results are measured by Advanced (above grade level), Proficient (at grade level), and Basic (below grade level) scores. The state has determined Annual Measurable Objectives (AMO) targets for the percentage of students showing proficiency, which includes students scoring at the advanced and proficient levels. Maryland is held accountable for meeting the federal requirements by demonstrating Adequate Yearly Progress (AYP). Schools, districts, and the state of Maryland must show AYP in reading, mathematics, and student attendance. Information on Maryland's assessment system can be found at www.mdreportcard.org or www.mdk.12.org.

   Mathematics scores at Cresaptown School have increased since the year 2003 from 70% to 73% in third grade, from 65% to 87% in fourth grade, and from 63% to 93% in fifth grade. Third grade students have consistently improved from 2003 through 2006. Grade 3 math scores in 2007 indicated a drop in scores. However, the percentage of students scoring proficient was 7% above the state's AMO for AYP. Disaggregating data led the school improvement team to focus school improvement goals on improving number and relationship, computation, and improving algebra patterns and functions. Cresaptown School enlisted assistance from the district math specialist, focused grade level team meetings on specific math concepts, and designed staff development with a math emphasis. In addition to these efforts, parent workshops were created to inform families of student expectations resulting in a network of stakeholders working together for student success.

   Reading scores have continued to increase and reflect an upward trend of proficiency. The percentage of students meeting or exceeding state standards with a proficient or advanced score increased from 45% to 84% in third grade, from 78% to 94% in fourth grade, and from 70% to 88% in fifth grade.

   All subgroups have met AYP since 2003. Free/Reduced Meals (FARMS) reading has increased from 59% to 82% and FARMS math has increased from 55% to 79%. Special Education reading has increased from 37% to 83% and Special Education math has increased from 41% to 61%. The white subgroup has increased in reading from 59% to 88% and in math from 69% to 85%. According to state requirements, a trend at Cresaptown School reflects too few students to calculate additional subgroup data. Because of the success of Cresaptown students mastering state content standards, a monetary award was granted in 2005 and 2006. The awards were used to support the School Improvement Plan goals which promoted a positive home/school connection and enhanced non-fiction classroom libraries.

   Trend data indicates that primary grades receive a strong foundation, which is reflected when the students become intermediate test takers at Cresaptown School. This reveals powerful instructional leaders delivering daily instruction to promote student success. Teachers collaborate with teachers to work together for student achievement. Lessons are developed to accommodate all learners, assessments reflect mastery of skills, and instructional groups are based on student needs to promote optimal growth. Learning is an ongoing process that all students, parents, caregivers, faculty, staff, and community members promote at Cresaptown School.

2. **Using Assessment Results**

   Cresaptown Elementary School uses assessment data to identify areas of student strengths and weaknesses in specific skill areas. Data collected from district reading and math benchmark assessments and from the Maryland School Assessment (MSA) is explored by faculty and staff members to differentiate instruction to meet students' needs. This is the driving force in developing the school improvement plan. Grade level teams participate in root cause analysis,

reviewing results of benchmark assessments which lead staff to establish flex groups for meeting our students' diverse range of needs.

Students scoring below the state standard (Basic) on MSA are identified and monitored by staff members. Flexible groupings focus on the skills students need to score proficient or advanced on MSA, or at grade level on school theme assessments. Early childhood students are identified for intervention through the Early Identification Process. Primary and intermediate students receive instruction by means of intervention programs designed to focus on improvement needs. If student success is not evident during intervention opportunities and daily monitoring, referrals are made to either the school's Pupil Service Team or the Instructional Consultation Team (ICT) for additional assistance. If the intervention strategies and plans provided by these teams prove unsuccessful, students may then be referred for special education testing. Students scoring proficient and advanced, or above grade level on assessments are monitored and may participate in enrichment activities. Acceleration and enrichment programs (AEP) provide differentiated instruction and pacing to meet various learning styles.

Despite the ongoing efforts of the entire Cresaptown School community, there was a decrease in the math scores for Grade 3 in 2006-2007. The School Improvement Team, staff, and administration took immediate action to address this concern. Rather than dismissing this result as an unexpected glitch, the staff analyzed the results carefully.

The 2006-2007 school year was one of change for Cresaptown School. Both the principal and assistant principal were new to the building, the school lost two staff members through transfer, and Pre-Kindergarten and Kindergarten were involved in the Maryland State Department of Education's early childhood validation process. The loss of the Instructional Assistant available for Grade 3 had direct impact on the academic success of the students. It was more difficult for the classroom teacher to address diverse instruction, flexible groupings, and re-teaching without the support of the Instructional Assistant.

To rectify this situation, the school is using the talents of the county math specialist who has been providing activities and lessons to teach the skills included in the Voluntary State Curriculum. The specialist models effective approaches for teachers, teaches lessons to the students, and analyzes benchmark data with our teachers.

The success of Cresaptown Elementary School is contributed to a highly-qualified teaching staff passionate about rising to the educational challenges our students present. Staff devotes planning time to develop lessons that accommodate student needs. Transition days provide opportunities for staff to collaborate students' needs as they move from one grade level to another. Members of the School Improvement Team, consisting of various stakeholders, meet consistently to analyze data and student performance.

3. **Communicating Assessment Results**

Cresaptown School considers communication between home, school, and the community to be crucial to a child's success. We regularly share information in a myriad of ways. Maryland State Assessment (MSA) student data is disclosed to parents and community members through both the Maryland State and the Allegany County websites. Web addresses are shared with parents in the school handbook which is distributed to students in the 'beginning of the year' packet, posted in the school lobby and listed in the school's newsletters. State and school assessment data is also shared during monthly action team and school improvement team meetings, PTO meeting presentations, monthly school newsletters, and county-scheduled Parent Conference Days. The Maryland Report Card Performance Report is also sent home with each student. Being cognizant of the audience receiving this information, it is prepared in reader-friendly terminology.

Daily student progress is provided to parents and other caregivers through individual conferences, daily assignment notebooks, weekly VIP student folders, and simple telephone calls. Cresaptown School has been successfully using the daily assignment notebook as a direct communication with parents for many years. This daily communication method is especially helpful to our working population. Working parents can be difficult to reach during the school day.

Our school's Working Together for Student Success program encourages parents to become involved and stay informed through a variety of daytime and evening programs. Our Goodfinder

Award Program, for which the school has been recognized, academic and attendance awards assemblies, Career Day, and Science Fair, give parents and extended family members opportunities to share in their children's achievements. Families and community members are also encouraged to become involved in our Grandparent Day, Veterans Day, Book Nights, Heart Hop, and Open House scheduled throughout the school year. These activities are designed to create a more informal environment for families, and to help foster a stronger bond between school and home.

Realizing that we live in a technologically savvy world, Cresaptown School has created a new school website on which the latest school information is shared through newsletters, articles, and individual teacher pages. However, we continue to inform all families of this important and exciting information via paper copies, understanding that not all Cresaptown families have been able to take advantage of current technology. Visitors and volunteers are both entertained and informed of school activities and current information when they view the LCD monitor located in the school lobby.

Realizing that leadership's role is crucial in communication, the school's administration shares school and individual student successes on daily PA announcements and through participation on local and county committees including the Cresaptown Civic Improvement Association, local Neighborhood Crime Watch, County United Way and the Human Resources Development Commission.

4. **Sharing Success:**

The faculty and staff at Cresaptown School are committed to sharing effective instructional practices and supports that have led to the continual improvement of MSA test scores. Our administrators and other specialized support staff have taken the initiative to share successful practices and strategies with colleagues at the county and state levels. Cresaptown School's highly qualified staff members have presented promising research-based strategies with other schools during county staff development days. Moreover, Cresaptown teachers communicate their expertise to future educators through a partnership with Frostburg State University. As a Professional Development School, Cresaptown had the opportunity to present to the National Council for Accreditation of Teacher Education (NCATE) review team in the spring of 2007. At that time, Cresaptown School received At Standard ratings for all Professional Development Standards.

The school's most recent occasion to impart information with other schools beyond the county level was during the State Teacher of the Year Program when the current Allegany County Teacher of the Year, Cresaptown's reading specialist, Deborah Pappas, shared her experience with the use of reading interventions to help students reach their highest potential on MSA testing.

Cresaptown's school climate is highly respected by other schools in the county and the state. The direct impact of a safe and orderly environment on the improvement of our MSA scores has been highlighted during state award ceremonies and presentations. Cresaptown School displayed its successful character education initiatives with other schools in the state when being recognized by the Maryland Center for Character Education as School of the Year for Allegany County in September, 2007. Additionally, Cresaptown School was chosen to present its positive behavior program and successful school-wide behavioral interventions, and subsequent rise in test scores at the state level during the 2007 Positive Behavior Interventions and Supports (PBIS) Summer Institute. This invitation was a result of the school being recognized by the Maryland State Department of Education as Exemplar, for maintaining a school-wide positive behavior program that resulted in office referrals dropping from 203 to 42 in a few years. The staff believes this success has been instrumental in helping to close the achievement gap, because students are spending more time being educated and less time in the office. This information was shared with other schools in the state at the conference and with other schools in the nation via the pbismaryland.org website.

The accomplishments of Cresaptown School are continually highlighted on the school's website and in the media. Cresaptown School is honored to be the first school in Allegany County to be recognized as a Maryland Blue Ribbon School.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

   The curricular framework for all areas of instruction is Maryland's Voluntary State Curriculum (VSC). Textbooks, supplemental instructional materials, video/visual resources, and professional development support and enhance teachers' delivery of the VSC's standards, indicators, and objectives.

   The VSC-Reading/English Language Arts identifies three reading standards: General Reading Processes, Informational Text, and Literary Text. The General Reading Processes Standard develops the foundational reading skills related to the five components of reading as outlined by the National Reading Panel. The remaining two standards provide strategies necessary to develop more complex skills related to reading, comprehending, and interpreting non-fictional and fictional text. All students are instructed with appropriate grade level materials in a whole group setting. It is in the flex groups where specific student needs are addressed based on reading instructional level, skills level, and/or interest level. During flex group time, students receive additional support from another teacher or paraprofessional, practice skills previously taught, and/or engage in reading. Acceleration for all students is the key, whether to monitor and maintain grade level expectations, to quickly move students to grade level expectations, or to enrich and extend beyond grade level expectations. Additional intervention programs are provided to students who need targeted support beyond the reading block. Student progress is monitored through formal and informal assessments.

   The remaining VSC-Reading/English Language Arts standards are related to writing, conventions of Standard English, listening, and speaking. In addition to a Language Arts period, these standards are integrated throughout the other content areas. Students write across the content areas and the skills related to speaking and listening are modeled and practiced throughout the day. Displays of student work and projects represent student progress in the area of language arts.

   The VSC in math identifies the grade level expectations by standard. Allegany County Public Schools (ACPS) has designed grade level pacing guides to ensure that all students receive instruction in the seven standards related to algebra, geometry, measurement, statistics, probability, number computation, and processes. The processes involving thinking skills, problem solving skills, and communicating math are integrated into the other standards. In Grades 3-5, assessment limits are identified for specific objectives. The grade level assessment limits are the minimum expectation for all students. During a 60 minute block, students receive whole group and/or small group instruction. Manipulatives are used to provide hands-on exploration before moving to the representational and abstract levels. Flex grouping provides opportunities to differentiate instruction, thus enabling the acceleration of more able students, to provide close monitoring of on grade level students, and to scaffold the instruction for students not meeting the expectations. Student progress is monitored through formal and informal assessments.

   The science curriculum is based on seven standards in Maryland's VSC. Grade level pacing guides ensure that the appropriate objectives are addressed for all areas of science. The skills and processes standard is integrated throughout the other standards. The science curriculum spirals and is instructed at each grade level. Students engage in hands-on activities to understand and practice the scientific method and reinforce, in a concrete way, the concepts being taught. Student progress is monitored through formal and informal assessments.

   The social studies VSC is comprised of six standards related to the study of government, people and their culture, geography, economics, and history. The seventh standard is integrated throughout the other six as students read, write, and develop thinking skills. Knowledge and understanding is increased and students gain an appreciation for the community, the nation, and the world. Instruction includes teacher presentations, cooperative group activities, and visual, auditory, and hands-on supplemental materials.

   The goal of the fine arts curriculum is to provide opportunities for all students in Grades K-5

to participate, develop, and refine skills in music and art. The fine arts programs enhance the academic curriculum as fine arts teachers and regular education teachers collaborate in planning and integrating the curriculum. The art and music programs meet the grade level expectations as set by the state. Assessments have been designed by the county for art and music to monitor student progress in the development and appreciation of talent in the fine arts areas. Additionally, students in Grades 4 -5 are presented the opportunity to participate in a weekly instrumental music program.

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

The reading program at Cresaptown School is designed according to the belief that in kindergarten through third grade children are learning to read, and in grades four and five, children are reading to learn. Our goal is to create capable, confident and focused readers. The rigorous reading program is linked to the standards outlined in the Maryland Voluntary State Curriculum (VSC) and provides a balanced approach to literacy encompassing all five areas of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension.

The 2004 Scott Foresman Reading Series, which aligns to the scientifically-based research of Reading First, was selected by the staff for core reading instruction because this program provides multiple exposures to critical reading skills, integrates test preparation, and emphasizes explicit instruction to improve each student's performance. At the early levels, a variety of hands-on, word-building resources and multi-sensory games are used to reinforce learning. Leveled readers are used to reinforce phonics skills, vocabulary and fluency. Those are sent home to be read with parents on a regular basis. Technology is also used to support reading instruction.

All grades schedule a 90 minute block for the delivery of the core reading program and to allow work with flex groups. Guided reading, based upon the Fountas and Pinnell model, is used extensively in the primary grades. Rigby and Scott Foresman leveled readers are also used for flex grouping. A variety of narrative and expository text of many different genres is utilized to prepare students to meet the reading demands of the real world.

In addition to the 90 minute uninterrupted block of reading instruction, each grade level (K-5) schedules a 30 minute block for reading intervention and/or enrichment to meet additional student needs. The school's philosophy is to provide intervention at the earliest possible opportunity to insure reading success for all students. The following county-recommended programs are used for reading intervention: Early Reading Intervention (Scott Foresman), Wilson Reading, Voyager Passport, Read Naturally, Fundations and SRA. Students with specific reading needs are referred to the Instructional Consultation Team for further assessment. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is used to assess students three times per year and to organize intervention groups that work with a reading specialist or special education inclusion staff member.

Cresaptown School has built a strong Professional Development School (PDS) partnership with Frostburg State University. Therefore, the reading specialist is able to train several student interns each semester to provide targeted assistance to those students needing individualized tutoring.

Producing literate students who are actively engaged is the emphasis of literacy instruction at Cresaptown School.

3. **Additional Curriculum Area:**

Mathematics achievement is one of the highest priorities established at Cresaptown School. Daily math instruction is based on the grade level mathematics standards stated in the Maryland Voluntary State Curriculum (VSC), the county's math pacing guide, and grade-level math benchmarks.

Many activities have been implemented to enhance the math program at all grade levels. The school's administration and teachers chose to utilize available funding to purchase additional math instructional materials to provide more hands-on opportunities to meet the

various learning styles of all students. The additional instructional materials also provide opportunities for differentiating instruction. Knowing that repetition and modeling of math skills and concepts is crucial for achieving mastery and true mathematical understanding, students are provided extended daily classroom math instruction and home follow-up activities. Hopefully, with consistent practice, timely assessment, and daily reinforcement, students will achieve proficient and advanced skill levels in basic computational and procedural skills, mathematical reasoning, problem-solving, and communicating mathematically. Classroom instruction consists of directed-teaching activities, including small and whole group cooperative learning.

The county math specialist works regularly with classroom teachers to model lessons, to provide necessary staff development, and to assist in disaggregating data. The school's Smart Board, an interactive whiteboard, is expected to engage students' interest and enthusiasm while accommodating their various learning styles.

The Cresaptown staff is also taking advantage of available funding to implement an additional after-school program for students preparing for the MSA. Math skills will be reviewed, reinforced, and re-taught to at-risk students in Grades 3-5.   Targeted students are selected to participate on the basis of their math benchmark data, classroom assessments, available Maryland School Assessment (MSA) data, and teacher judgment.

Cresaptown School's staff prides itself on using every avenue available to help with student achievement. The academic success of the students is paramount to every educator in the school and those educators strive to instill that drive in their students, parents, and community partners.

4.   **Instructional Methods:**

To increase student achievement, Cresaptown School is committed to using methods that provide explicit and systematic instruction appropriate to the developmental needs of students and the demands of the curriculum. Teachers engage students through direct instruction, guided practice, and independent practice.

In the area of reading, heterogeneous groupings allow teachers to use cooperative learning strategies. All grade levels utilize a consistent word recognition approach that requires students to use their knowledge of context, grammar, and letter sounds. They also practice rereading and looking at pictures. 'Text talk' is modeled during daily reading lessons to aid students in the visualization of the elements of both expository and narrative text. This allows students to make connections to previous experiences or previously read text, thereby improving comprehension. Teachers also use a 'gradual release of responsibility' model so that students become independent, self-monitoring readers. Guided reading, in the Fountas and Pinnel method, is used extensively in the primary grades to foster successful reading.

In reading intervention, reciprocal teaching is implemented to develop students' abilities to make predictions, create and respond to questions, summarize reflectively, and clarify unknown words. Repeated readings, echo reading, and choral reading are techniques used to enhance oral reading fluency. During Read and Succeed (RAS) tutoring, Frostburg State University interns employ methods such as guided writing to strengthen the connection between reading, writing, and spelling. For vocabulary, intermittent drill is used, as well as explicit examples given. Miscue analysis is exercised during oral reading.

Kindergarten and special education instructional assistants reinforce instruction for individual small groups of students. Through Special Education Inclusion, all students receive instruction in general education classes. Special education staff members support the regular education teachers in providing differentiated instruction for those students who have IEPs. The inclusion staff also 'loops' to continue with the same group of students and provide academic stability.

To promote a school climate conducive to learning, all staff members, including bus drivers, utilize Positive Behavior Intervention Strategies (PBIS). Students who exemplify the school-wide character traits of 'beeing' safe, responsible, respectful, and ready to learn are awarded 'Bee' tickets that make them eligible for weekly recognition and prize drawings. Our school pledge is recited daily to reinforce these positive characteristics and create a

climate that allows teachers and students to remain on-task with fewer interruptions during the instructional day. Since we have a high percentage of students who qualify for FARMS, our staff embeds Ruby Payne strategies, such as concrete learning structures, mental models (visuals) and conceptual frameworks, into the curriculum and discipline for our children in poverty.

5. **Professional Development:**

Cresaptown School prides itself on being a strong and effective community of learners. The school's professional development activities are designed to be focused, high quality, and relevant, thus meeting the needs of each individual educator. The professional development is ongoing and collaborative, with a strong emphasis on staff accountability and, ultimately, increased student achievement.

Specific county and school-based programs have been embedded into our professional development plan. Safari Montage, an innovative approach enhancing the curriculum, is being utilized as an additional tool to increase our use of technology to capture the attention of our visual learners. Short audio-visual clips are provided to enhance and reinforce the lesson's objectives and to increase the interest and attention of our students for the curriculum. PD360, an on-line professional development site, includes research-based resources to be used by staff members for participation in needs-based professional growth activities.

Understanding that substitutes cannot replace the classroom teacher, school administrators and county reading and math specialists meet with teachers before and after school to disaggregrate student benchmark and Maryland School Assessment (MSA) data, which has been recorded on the Allegany County Assessment Management System (AMS). The AMS was developed during the 2005-2006 school year by the school system's Information Technology Office. Using this information, teachers are given time to discuss root cause analysis and to plan for modifying and improving classroom instruction.

Additional school-based initiatives are provided to assist teachers with knowledge of the latest strategies and techniques available for use with their students. The county math specialist models activities and coaches teachers using effective strategies designed to build teacher skill and student success. The Cresaptown School reading intervention teacher organizes available, trained staff members to provide research-based reading intervention programs for students in need. Ruby Payne strategies are routinely discussed and shared during staff meetings. Time is allotted during regular school staff meetings and professional development days for grade level teachers to communicate effective classroom strategies and best practices. County in-service meetings provide opportunities for teachers to network with their peers. A daily schedule has been developed to give teachers common planning time several periods a week to create activities, to discuss successful strategies, and to share ideas. The Maryland Model for School Readiness (MMSR) for pre-kindergarten and kindergarten teachers is currently focusing on geometry and measurement. The Cresaptown School staff follows the Positive Behavior Intervention Skills (PBIS) and the Cooperative Discipline Program. These programs provide strategies designed to reduce classroom behavior referrals, thus giving students more time on task in the classroom with highly qualified teachers.

The Cresaptown School faculty understands that professional development is not just a list of disjointed activities to be completed, but a focused, collaborative effort guiding us to school improvement and further student success.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA)   Grade 3   Test Maryland School Assessment (MSA)

Edition/Publication Year 2004-2007   Publisher Harcourt

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
%At or Above Proficient	84	85	82	67	
% "Exceeding" State Standards					
%At Advanced	9	17	8	2	
Number of students tested	55	53	61	51	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced Meals (FARMS)					
% "Meeting" plus % "Exceeding" State Standard					
%At or Above Proficient	82	73	79	57	
% "Exceeding" State Standards					
%At Advanced	11	9	7	0	
Number of students tested	28	22	29	23	
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
%At or Above Proficient	78	43	100	33	
% "Exceeding" State Standards					
%At Advanced	11	0	0	0	
Number of students tested	9	7	6	9	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA)   Grade 4   Test Maryland School Assessment (MSA)

Edition/Publication Year 2004-2007   Publisher Harcourt

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
%At or Above Proficient	94	97	90	78	
% "Exceeding" State Standards					
%At Advanced	22	16	14	2	
Number of students tested	54	63	49	54	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced Meals (FARMS)					
% "Meeting" plus % "Exceeding" State Standard					
%At or Above Proficient	93	97	83	68	
% "Exceeding" State Standards					
%At Advanced	10	13	13	0	
Number of students tested	29	31	24	28	
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
%At or Above Proficient	89	100	90	56	
% "Exceeding" State Standards					
%At Advanced	0	0	10	0	
Number of students tested	9	8	10	9	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 5 Test Maryland School Assessment (MSA)

Edition/Publication Year 2004-2007 Publisher Harcourt

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards %At or Above Proficient	88	90	85	66	
% "Exceeding" State Standards %At Advanced	28	37	31	19	
Number of students tested	60	49	59	59	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced Meals (FARMS)					
% "Meeting" plus % "Exceeding" State Standard %At or Above Proficient	73	87	77	56	
% "Exceeding" State Standards %At Advanced	14	26	29	12	
Number of students tested	22	23	34	34	
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard %At or Above Proficient	83	78	38	31	
% "Exceeding" State Standards %At Advanced	33	22	0	0	
Number of students tested	6	9	8	13	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 3   Test Maryland School Assessment (MSA)

Edition/Publication Year 2004-2007   Publisher Harcourt

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
%At or Above Proficient	73	87	89	65	
% "Exceeding" State Standards					
%At Advanced	11	25	15	14	
Number of students tested	55	53	61	51	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced Meals (FARMS)					
% "Meeting" plus % "Exceeding" State Standard					
%At or Above Proficient	68	77	79	57	
% "Exceeding" State Standards					
%At Advanced	18	9	10	4	
Number of students tested	28	22	29	23	
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
%At or Above Proficient	33	43	100	33	
% "Exceeding" State Standards					
%At Advanced	0	0	0	0	
Number of students tested	9	7	6	9	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 4   Test Maryland School Assessment (MSA)

Edition/Publication Year 2004-2007   Publisher   Harcourt

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
%At or Above Proficient	87	86	84	65	
% "Exceeding" State Standards					
%At Advanced	41	33	27	13	
Number of students tested	54	63	49	54	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced Meals (FARMS)					
% "Meeting" plus % "Exceeding" State Standard					
%At or Above Proficient	79	77	83	64	
% "Exceeding" State Standards					
%At Advanced	31	29	21	11	
Number of students tested	29	31	24	28	
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
%At or Above Proficient	67	75	60	56	
% "Exceeding" State Standards					
%At Advanced	11	0	10	0	
Number of students tested	9	8	10	9	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 5   Test Maryland School Assessment (MSA)

Edition/Publication Year 2004-2007   Publisher Harcourt

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards %At or Above Proficient	93	92	76	61	
% "Exceeding" State Standards %At Advanced	25	27	27	9	
Number of students tested	60	49	59	59	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced Meals (FARMS)					
% "Meeting" plus % "Exceeding" State Standard %At or Above Proficient	91	91	77	53	
% "Exceeding" State Standards %At Advanced	5	13	27	6	
Number of students tested	22	23	34	34	
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard %At or Above Proficient	83	89	50	39	
% "Exceeding" State Standards %At Advanced	0	0	0	0	
Number of students tested	6	9	8	13	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					