

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Type of School: Elementary Middle High K-12 Charter

Name of Principal Mr. John C. Turner
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Bainbridge Elementary School
(As it should appear in the official records)

School Mailing Address 41 Preston Drive
(If address is P.O. Box, also include street address)

Port Deposit MD 21904-1800
City State Zip Code+4 (9 digits total)

County Cecil County State School Code Number* 0704

Telephone (410) 996-6030 Fax (410) 996-6033

Website/URL www.ccps.org/bain/home/home.html E-mail jturner@ccps.org

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

Date _____
(Principal's Signature)

Name of Superintendent* Dr. Carl Roberts
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cecil County Tel. (410)996-5400

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

Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. William W. Herold, Jr.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

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 grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2005-2006 school year.
3. If the school includes grades 7 or higher, it has 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the 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.

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

1. Number of schools in the district: 17 Elementary schools
 6 Middle schools
 0 Junior high schools
 5 High schools
 1 Other
- 29 TOTAL
2. District Per Pupil Expenditure: \$8,200.00
- Average State Per Pupil Expenditure: \$9,062.00

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 area
 Suburban
 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.
- 6 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
PreK	25	12	37	7			
K	24	24	48	8			
1	21	25	46	9			
2	21	22	43	10			
3	21	17	38	11			
4	13	25	38	12			
5	18	21	39	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							289

6. Racial/ethnic composition of the students in the school: 82% White
17% Black or African American
1% Hispanic or Latino
0% Asian/Pacific Islander
0% American Indian/Alaskan Native
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: 21%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	33
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	26
(3)	Total of all transferred students [sum of rows (1) and (2)]	59
(4)	Total number of students in the school as of October 1	278
(5)	Total transferred students in row (3) divided by total students in row (4)	0.21
(6)	Amount in row (5) multiplied by 100	21

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient
 Number of languages represented: 0
 Specify languages:
9. Students eligible for free/reduced-priced meals: 46%
 Total number students who qualify: 119

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: 17 %
40 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.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 4</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 13</u> Specific Learning Disability
<u> 1</u> Emotional Disturbance	<u> 20</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> 1</u> Traumatic Brain Injury
<u> 1</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 2</u>	<u> 0</u>
Classroom teachers	<u> 13</u>	<u> 0</u>
Special resource teachers/specialists	<u> 6</u>	<u> 6</u>
Paraprofessionals	<u> 8</u>	<u> 0</u>
Support staff	<u> 7</u>	<u> 5</u>
Total number	<u> 36</u>	<u> 11</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 20:1

13. Show the attendance patterns of teachers and students as a percentage. 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 between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	94%	94%	94%	94%	93%
Daily teacher attendance	95%	96%	95%	93%	94%
Teacher turnover rate	19%	18%	18%	8%	18%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY

Bainbridge Elementary School (BES), currently working under a Title I Schoolwide Project, was established in 1955 and is located outside the small rural town of Port Deposit. BES serves approximately 280 children with a variety of social, emotional, and academic needs from pre-kindergarten through grade five. BES currently services free and reduced meals to 48.6% of the student population. Seventeen percent of students receive special education services.

Bainbridge Elementary Schools' mission is "All children will learn, all children will experience high academic success." This supports the Cecil County Public Schools' (CCPS) vision of "Building a Foundation for Life Long Learning," which stems from the high expectations set forth by Maryland's Voluntary State Curriculum standards. These standards are the basis for daily instructional activities.

Our School Improvement Team (SIT) utilizes current research and meaningful data to create an environment that supports and challenges all students. Data used to help drive instruction includes the Maryland School Assessment (MSA), county unit assessments, and teacher-developed assessments. All stakeholders, including central office personnel, administrators, teachers, students, parents, and business partners are involved in the school improvement process. We continually monitor progress toward our goals and modify our programs to provide a learning environment that ensures academic and emotional success for all students.

In addition to SIT, a Student Services Team (SST) consisting of the classroom teacher, assistant principal, Child Development Counselor (CDC), Pupil Personnel Worker (PPW), school psychologist, registered school nurse, special education coordinator, and Instructional Support Teachers (IST) meet twice a month to review student referrals made by the classroom teacher. This team makes decisions regarding interventions beneficial for students. Since this team has members from all disciplines, the interventions may be educational, behavioral or emotional.

Daily instruction is built upon rigorous, research-based curriculum. State and local content standards are taught using various teaching techniques including direct instruction, differentiated instruction, cooperative learning, and concept attainment. Daily instruction is delivered through a school wide Inclusive Practices Model. All students are included in the least restrictive setting, gaining access to grade level curriculum and expectations while receiving differentiated instruction based on the individual goals and objectives within the student's IEP. This co-teaching model between the classroom teacher and the special educator is designed to meet the needs of all individuals at the highest academic level.

Differentiation also occurs in the form of our Challenge Program and our Intervention Program. The Challenge Program addresses the needs of gifted and talented students in a variety of ways. Once a child is identified, the challenge teacher works with the regular classroom teacher to differentiate instruction to challenge the learner's specific needs within the regular classroom. Academic interventions are provided during school, after school, and during summer break to help struggling students. Data is gathered to determine which students will benefit from what specific interventions. Our intervention program is flexible and students enter and leave the program based on their current needs.

Differentiated staff development occurs in a variety of ways. Each Wednesday is early dismissal (2:00 pm) for students in elementary school. This time is utilized for professional development activities conducted at the building level. The ISTs deliver staff development within the classrooms through the coaching model. Our teachers attend graduate courses, state/national conferences, and study groups. BES is a professional development school for Towson University (TU). Within this partnership, our teachers host student teachers and TU delivers on-site professional development opportunities.

The BES community is an important partner in the education of all students. BES has a full-time Home School Advisor whose focus is to build school/community relationships. Our advisor provides academic and informative workshops and leads the Parents as Teachers program.

BES embodies the CCPS statement of belief, "Continuous Improvement: Everyone. Every way. Everyday." for all students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results in Reading and Math

The Maryland State Department of Education administers the Maryland School Assessment annually as our measure for the NCLB testing program. The MSA testing program began in 2002-2003 school year, administering tests to students in grades three and five. Testing began for grade four in the spring of 2004. The MSA testing program scores students at three levels of achievement, basic, proficient, and advanced. Students must score in the proficient range to register a satisfactory score. During the first year of MSA testing, 2003, Bainbridge Elementary School demonstrated a Composite Reading proficiency score of 58% and a composite math proficiency score of 41%. These scores were substantially lower than the other schools in our county. During the 2004 and 2005 testing years Bainbridge Elementary School demonstrated 17% and 17% overall growth at proficiency respectively. This growth has yielded a composite score in reading of 90% and 82% in math.

Growth in the area of "Advanced" performance has also improved dramatically over the three years of MSA administration. MSA composite test results in 2003 reported 6% at advanced in reading and math combined, while the 2004 results reported 13% and the 2005 results reported 23% at advanced.

As a Title I school with 47% of our student body receiving free and reduced meals, we have had a continuous focus on sub-group data. Bainbridge Elementary FaRMS students recorded the highest scores of the Title-I schools in our county with 89% proficient in Reading and 84% proficient in Math on the 2005 MSA.

Our African-American population also scored exceptionally well with 95% proficient in math and reading alike. Our 2005 special education composite score reports 69% functioning at proficient or higher.

This dramatic improvement since the inception of MSA testing in 2003 has transformed Bainbridge Elementary School from the lowest performing Title I school to the highest performing of the seven elementary Title I schools in our county.

Additional information regarding our test performance in more detail may be obtained by visiting: www.mdreportcard.org and www.md.k12.org

2. Using Assessment Data

A continuous stream of student data is collected throughout the school year to inform instruction and make timely decisions when addressing individual student needs. Our Instructional Cabinet and our Instructional Support Teachers work with grade level teams to drive instruction using a variety of measures.

In our Early Childhood Program, we collect and analyze Emergent Literacy Test scores focusing on phonemic awareness and phonics proficiency. This data is used to construct flex-reading groups and identify students in need of individual and small group intervention.

In first grade, we analyze student literacy growth using the DiBELS testing three times per year. We analyze this data and develop individual interventions for struggling students. Our Title I interventionists provide support for students who demonstrate a lack of proficiency on this measure.

Our SRI scores, Theme Test scores, and writing samples gathered through the implementation of the Marcia Freeman Writing Program continue to inform student needs in grades two through five.

Bainbridge has developed a school-based vocabulary program as a result of research stating that students in high poverty areas enter school with far fewer words in their spoken vocabulary than students in non-impooverished areas. Our vocabulary program increases student exposure to enriched vocabulary which supports fluency, comprehension, and writing. This program assesses student growth measuring both short-term and long-term memory gain. Using the Plan-Do-Study-Act (PDSA) model, we will study the retention rate in both the long and short-term memory realms to determine the overall effectiveness of the program, and what changes may be suggested by this data.

In the area of Mathematics, we have developed a program entitled “10 Most Significant Skills,” which focuses on the empirical math content needed at each grade level. Students work with one of these “10 Most” skills each day, and visit each skill 18 times in a year. Math Quarterly Assessments are analyzed using grade level item analyses that inform instruction, and define appropriate intervention, based on prioritized skills.

Bainbridge Elementary School has developed a Voluntary State Assessment Limit math test for grades three, four, and five, which pre-assesses student performance on NCLB required content and informs proactive instruction on a daily basis.

In addition to the many ways we gather data, our School Improvement Team evaluates the performance of our leadership process. We quantify our ability to address stakeholder’s needs through a systemic leadership model on a regular basis. This information helps fuel our Plan-Do-Study-Act process for school improvement.

3. Communicating Assessment Results

Bainbridge Elementary School informs the staff, students, and community about student performance on a continual basis. As part of our school improvement process, we share the county and state reports that outline school and subgroup performance with all of our parents. MSA individual student Home Reports explaining the individual student’s level of proficiency are included. Parents are aware of the availability of MSA scores at www.mdk12.org. At this website parents and students gain an understanding of the test results and compare the test results for BES with other schools which have similar geographic and demographic composition.

The local newspapers, Cecil County Public Schools’ newsletters, and our Board of Education Members have all honored BES with presentations and articles for our outstanding progress toward Success for All. These media sources are readily available to our stakeholders.

At the school level, our monthly newsletter contains timely information for parents and students concerning our results on the MSA and other upcoming assessments. At our Open House and Opening Staff Meeting, the principal and assistant principal presented in a powerful, clear, and

concise way, the tremendous growth our students have made over the last three years notwithstanding the high poverty level in the school. These presentations included the goals that are being set, initiatives undertaken to reach these goals, and suggestions as to how parents can play a part in reaching the goal.

During our grade level awards ceremonies, students are informed of their successes and are recognized in front of their peers. Students are continually praised and encouraged to continue their winning behavior. One example of this is our weekly incentive for perfect attendance.

Teachers play a critical part in the success of our students. Each teacher has a data binder containing the results of a variety of locally administered assessments for each student. This enables the teacher to share, with parents at conferences, specific data regarding their child's progress. This data is also used to inform instruction on a regular basis.

Bainbridge Elementary uses many Baldrige strategies involving students in managing their own data, the formulation of their goals, and review of their challenges and/or success. Our SRI score reports that are managed by the individual students are examples of this practice.

4. Sharing Success

As a high performing school, sharing success is an integral part of our mission. Everyone has bonded with pride. Our students seem to step a little higher, our parents are smiling a little brighter and our community is continually supportive.

The Cecil County Public Schools systematically shares program success within. Twice a year, Title I schools meet as a group to share program improvements and innovative concepts under implementation. As a result, teams of teachers often visit other schools to see a program of interest in action. At these meetings, we share what is being done for students, how Title I monies are being spent in our building, and how we are using data to plan for our future.

At the Instructional Support Teacher meetings, which occur monthly, our ISTs have the opportunity to share what we are doing to help our students succeed. In return, they hear about innovations occurring at other similar and dissimilar schools in Cecil County.

Administrators meet monthly with their peers to review, assess, and provide updates on initiatives which are countywide, as well as those which may be new or ongoing in a particular school. Examples of these might be the Vocabulary Initiative and Ten Most Significant Skills in place only at Bainbridge Elementary.

Our Home School Advisor is a full-time parent/student/school liaison. She shares our program and assessment successes. Parents are very comfortable with her and are able to ask questions and receive informed answers regarding MSA and curriculum expectations.

At every possible opportunity teachers are encouraged to attend local, state and national level conferences in addition to presenting at those conferences. Last year, Bainbridge staff attended the Title-I National Conference and the State of Maryland International Reading Association Conference. As part of the privilege of attending or presenting at the conferences, attendees are expected to share newly gained information with the total staff.

PART V – CURRICULUM AND INSTRUCTION

1. School Curriculum

BES's core curriculum includes reading, language arts, mathematics, science, social studies, health, and fine arts. It is set forth by the Board of Education of Cecil County in alignment with Maryland's Content Standards and the Voluntary State Curriculum. Technology is infused throughout the entire curriculum.

Our school determines the way in which the curriculum is presented and the focus of curricular goals based on our comprehensive school improvement plan. As a school, we have the ability to modify the curricula, when addressing the needs of our students. This occurs in a variety of ways. Teachers modify the curriculum to meet the needs of an individual students or groups. Our goal is to present every student with the appropriately challenging materials maximizing student growth at all levels. Challenge, Character Education, Multiculturalism and Technology are woven through the fabric of our curriculum.

Our Language Arts curriculum encompasses reading and writing. It connects the two through a holistic approach to comprehension and expression while developing the underpinnings of phonics, phonemic awareness, and vocabulary development. Each of these areas are planned daily and are presented in a scaffolded format that supports the process of interpreting printed material while formulating new ideas based on the infusion of prior knowledge and real world experiences.

In Mathematics, students are engaged NCTM outcomes and indicators across the seven content areas, and utilize the NCTM strands of problem solving, reasoning, communication and connections. We believe that constructivist-learning activities utilizing concrete experiences build the strongest conceptual understanding of abstract mathematical concepts. We support our skills program with our computer lab and a variety of software.

Our Science curriculum utilizes Full Option Science Series (FOSS), which allows students to participate in the learning of science through the completion of experiments, group activities and writing activities. The FOSS program carefully outlines the content from kindergarten through grade five and allows students to spiral through a variety of science concepts and content while increasing the involvement in the inquiry, hypothesis, and evaluation process.

Our Social Studies curriculum employs a cooperative learning model that allows students to discuss content, make connections, and formulate viewpoints based on the content connected to student experience and prior knowledge.

Our Health curriculum focuses on safety, healthy living, mental health, and growth and development. This curriculum is connected to the work that is done by our school child development counselor.

All of our students, including our full-day kindergarten students, participate in physical education, music, art and media class each week through services provided by our Related Arts Specialists.

Bainbridge Elementary grade level staff teams articulate with teams at different grade levels as a matter of practice so that we may accurately set expectations for student performance throughout the curriculum at every grade level in a seamless fashion.

2. Reading Curriculum

BES's reading program is based on content and curriculum aligned with the Maryland Voluntary State Curriculum. Instruction addresses the five areas delineated in the national research based "Reading First" initiative within an approximately 175-minute block. While implementing the CCPS adopted Houghton Mifflin Legacy of Literacy reading series, BES provides heterogeneous whole group and flexible guided reading instruction.

To facilitate differentiated instruction, our teachers utilize "on, below, and above" grade level materials to meet individual student needs. To support our ability to address student needs in the five areas of reading we use both formal and informal assessment tools to monitor student progress including integrated theme tests, SRI, IRI, ELS, and Dibels. Using this data, our Title I interventionists provide one-on-one and small-group instruction during the school day based on individual needs. In addition, we continually address comprehension needs through our after school Soar to Success intervention program.

Our vocabulary program is designed to address current research that illustrates a developmental lag in oral vocabulary for students entering school from poverty. As adopted by our SIT, this program is designed to increase exposure to high-level vocabulary at a frequency which research states will allow students to retain and incorporate words into their spoken language. This oral fluency supports reading fluency, comprehension, and writing ability.

Our Challenge teacher works with all grades in the area of higher level skills emphasizing Bloom's taxonomy in both reading and writing. This classroom instruction takes place as a team approach by the challenge teacher and the regular classroom teacher allowing access by all students.

3. Math

The BES math program is based on two significant learning needs. First, our mathematics curriculum is directly linked to the National Council of Teachers of Mathematics standards through the Maryland Voluntary State Curriculum. Through the utilization of the University of Chicago's Everyday Math Project students are provided with an enriched math program including algebra, geometry, measurement, statistics, probability, and number relationships/computation standards. These mathematical standards are appropriately applied within the mathematical processes of problem solving, reasoning, communication, and connections.

Secondly, our mathematics program supports our school mission statement that all students enter middle school prepared for the challenge presented at the post-elementary school level. In the area of mathematics, we believe this mission statement supports a belief that all students leave the elementary school level with well-established math foundations that support confident math learners willing to aspire to high-level mathematics. BES has designed a number of math programs and checkpoints to ensure all students meet this objective. We have developed the "10 Most Significant Skills" program for students in kindergarten through grade five to ensure that all students gain mastery of essential grade level content at the appropriate time. This program scaffolds content to ensure a seamless presentation of essential skills over the longevity of their elementary career. Children practice these skills every day and monitor their own progress.

BES pre-assesses students on state content standards and skills. We use this information to form flexible group interventions and after school programs to proactively address student needs relative to No Child Left Behind.

BES conducts an Annual Math Bee sponsored by our corporate business partner. The goal of this Math Bee is to provide students the opportunity to showcase their knowledge of math concepts and to set the stage for enthusiasm in math. Students prepare for this prestigious Bee for months in advance. The winners in grades three through five are awarded with a new computer and printer as their very own!

Through a well-founded curriculum and targeted use of explicit skills instruction and ongoing student-assessment the math program is designed to leave no child left behind.

4. Instructional Methods

At BES, we believe that a variety of approaches is the best method to reach all students. As we work to reach our target of differentiated instruction for all students, teachers are continually engaged in collegial conversations regarding which modality we might try in order to reach a particular student. Our classrooms are full-inclusion classrooms providing instruction in the least restrictive environment for all students. Special educators and regular educators collaboratively present curriculum in this inclusive setting providing the highest academic setting possible for all students. This instructional method requires that teachers provide various adaptations to lesson plans utilizing flexible grouping that will accommodate the learning style of individual students. While all students are instructed at the grade level standard, special education teachers continually adapt lessons to meet the needs of the individual student IEP's in the context of that curriculum.

Other instructional methods utilized at BES are the integration of technology into the classroom, cross-curricular instruction, cooperative learning, and concept attainment. These strategies enhance the learning experiences obtained by students during direct, whole group instruction. Our lessons focus on student choice, student initiated learning, and the ability for students to share their results with fellow classmates.

Another way that we meet students' needs is by having paraprofessionals available in all pre K, kindergarten and first grade classrooms. This enables the teacher-pupil ratio to be smaller and allows for more individualized attention.

New to BES this year are three certified teachers working as part-time interventionists at specific times of the instructional day. These interventionists work in the areas of reading and mathematics based on student need as determined by assessment data gathered both formally and informally.

5. Professional Development

Professional Development at Bainbridge Elementary School is driven by two forces. First, we provide staff development for county initiatives through the expertise of our two Instructional Support Teachers. Our instructional support teachers connect the system initiatives to the specific needs of our students as outlined in our school improvement plan. As our school improvement team analyses performance data gathered on our students, we begin to "drill down" to determine the "root causes" for student performance that is less than optimal. This connection between the system initiatives, and the school goals fuels our focus for research study, book clubs, conference attendance, and program implementation. The process that we engage in during our implementation of new programs is that of Plan-Do-Study-Act. We continually study the results that we get from the actions that we take to insure that our efforts are taking us where we want to go. This requires that our teachers work in groups to analyze the results of what we do, evaluate the effectiveness of what we do, and recommend changes as appropriate.

As we engage in the implementation of new concepts and programs, our ISTs serve as coaches and mentors to our teachers, spearheading the instructional changes needed. Our ISTs are part of our Instructional Cabinet that meets twice a month to monitor the completion of the goals and objectives as set out in our SIT plan, as well as the effectiveness of the practices in the classrooms. Professional development needs assessment surveys are completed by teachers to allow our ISTs to respond to individual needs of teachers in a manner that the teacher feels will be most beneficial. Through these surveys, the county initiatives, and the goals of our SIT plan, our professional development is outlined for the year. This professional development is presented in a job embedded fashion in the classroom and at seminars to make a solid connection between theory and practice.

PART VII-ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject Math Grade 3 Test Maryland School Assessment

Edition/Publication Year 2002 Publisher CTB-Magraw Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March		
SCHOOL SCORES					
%At or Above Basic	100	100	100		
%At or Above Proficient	92	74	43		
%At Advanced	40	12	9		
Number of students tested					
Number of students alternatively assessed					
SUBGROUP SCORES					
1. African American					
%At or Above Basic	100	100	100		
%At or Above Proficient	100	88	*		
%At Advanced	36	11	*		
2. FaRMS					
%At or Above Basic	100	100	100		
%At or Above Proficient	89	70	29		
%At Advanced	33	13	7		
3. Special Education					
%At or Above Basic	100	100	100		
%At or Above Proficient	50	40	*		
%At Advanced	17	0	*		
*denotes less than 5 students required for reportable score					

STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 3 Test Maryland School Assessment

Edition/Publication Year 2002 Publisher Harcourt Brace

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March		
SCHOOL SCORES					
%At or Above Basic	100	100	100		
%At or Above Proficient	92	55	57		
%At Advanced	18	0	0		
Number of students tested					
Number of students alternatively assessed					
SUBGROUP SCORES					
1. African American					
%At or Above Basic	100	100	100		
%At or Above Proficient	100	89	*		
%At Advanced	27	11	*		
2. FaRMS					
%At or Above Basic	100	100	100		
%At or Above Proficient	94	57	43		
%At Advanced	22	0	0		
3. Special Education					
%At or Above Basic	100	100	100		
%At or Above Proficient	83	80	*		
%At Advanced	17	0	*		
*denotes less than 5 students required for reportable score					

STATE CRITERION-REFERENCED TESTS

Subject Math Grade 5 Test Maryland School Assessment

Edition/Publication Year 2002 Publisher CTB-Magraw Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March		
SCHOOL SCORES					
%At or Above Basic	100	100	100		
%At or Above Proficient	68	61	41		
%At Advanced	26	10	2		
Number of students tested					
Number of students alternatively assessed					
SUBGROUP SCORES					
1. African American					
%At or Above Basic	100	100	100		
%At or Above Proficient	*	*	*		
%At Advanced	*	*	*		
2. FaRMS					
%At or Above Basic	100	100	100		
%At or Above Proficient	75	46	42		
%At Advanced	26	14	0		
3. Special Education					
%At or Above Basic	100	100	100		
%At or Above Proficient	40	29	20		
%At Advanced	20	0	0		
*denotes less than 5 students required for reportable score					

STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 5 Test Maryland School Assessment

Edition/Publication Year 2002 Publisher Harcourt Brace

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March		
SCHOOL SCORES					
%At or Above Basic	100	100	100		
%At or Above Proficient	82	80	59		
%At Advanced	37	28	14		
Number of students tested					
Number of students alternatively assessed					
SUBGROUP SCORES					
1. African American					
%At or Above Basic	100	100	100		
%At or Above Proficient	*	*	*		
%At Advanced	*	*	*		
2. FaRMS					
%At or Above Basic	100	100	100		
%At or Above Proficient	75	63	54		
%At Advanced	42	18	8		
3. Special Education					
%At or Above Basic	100	100	100		
%At or Above Proficient	40	57	60		
%At Advanced	40	0	0		
*denotes less than 5 students required for reportable score					