

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

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

School Mailing Address 4434 Carroll Manor Rd.
(If address is P.O. Box, also include street address)

Baldwin Maryland 21013
City State Zip Code+4 (9 digits total)

Tel. (410) 887-5947 Fax (410) 887-5948

Website/URL http://www.bcps.org/schools/ces/carroll_manor/default.html E-mail jkroh@bcps.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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Joe A. Hairston
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Baltimore County Public Schools Tel. (410) 887-4281

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. James Sasiadek
(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.

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

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

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 of 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 2003-2004 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 1998.
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:

<u>102</u>	Elementary schools
<u>29</u>	Middle schools
<u>---</u>	Junior high schools
<u>28</u>	High schools
<u>6</u>	Other (Special Education Schools)
<u>165</u> TOTAL	

2. District Per Pupil Expenditure: \$7,973.00
 Average State Per Pupil Expenditure: \$8,351.00

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. 6 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	20	21	41		7			
1	33	27	60		8			
2	25	27	52		9			
3	20	22	42		10			
4	34	20	54		11			
5	27	23	50		12			
6					Pre-k	10	10	20
TOTAL STUDENTS IN THE APPLYING SCHOOL →								319

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>97</u> % White |
| <u>0</u> % Black or African American |
| <u>2</u> % Hispanic or Latino |
| <u>1</u> % Asian/Pacific Islander |
| <u>0</u> % American Indian/Alaskan Native |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 2.5 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	8
(4)	Total number of students in the school as of October 1	314
(5)	Subtotal in row (3) divided by total in row (4)	0.025
(6)	Amount in row (5) multiplied by 100	2.5

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: 0 %
0 Total Number Students Who Qualify

If this method does not produce a reasonably 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 %
47 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> 0 </u> Autism	<u> 0 </u> Orthopedic Impairment
<u> 0 </u> Deafness	<u> 1 </u> Other Health Impaired
<u> 0 </u> Deaf-Blindness	<u> 17 </u> Specific Learning Disability
<u> 0 </u> Hearing Impairment	<u> 28 </u> Speech or Language Impairment
<u> 0 </u> Mental Retardation	<u> 0 </u> Traumatic Brain Injury
<u> 0 </u> Multiple Disabilities	<u> 0 </u> Visual Impairment Including Blindness
	<u> 1 </u> Emotional Disturbance

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> 2.0 </u>	_____
Classroom teachers	<u> 13.0 </u>	<u> .5 </u>
Special resource teachers/specialists	<u> 5.0 </u>	<u> 1.9 </u>
Paraprofessionals	<u> 1.0 </u>	_____
Support staff	<u> 9.0 </u>	_____
Total number	<u> 30.0 </u>	<u> 2.4 </u>

12. Average school student-“classroom teacher” ratio: 23.6 to 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.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.7%	97%	96.7%	96.7%	96.6
Daily teacher attendance	99%	99.2%	98.9%	98.3%	99.5%
Teacher turnover rate	3%	0%	0%	15%	12%
Student dropout rate					
Student drop-off rate					

PART III - SUMMARY

Overlooking the beautiful Long Green Valley in northern Baltimore County, Carroll Manor Elementary School opened its doors to students in September 1935 as the “Tenth District Consolidated School.” Though one of the oldest schools in Baltimore County, Carroll Manor continues to provide a quality education to the students of the Baldwin, Phoenix, and Glen Arm communities. Although the character of the surrounding area has transitioned over the years from a rural to a suburban school, our families continue to support the mission of the school as they actively volunteer in classrooms and serve as members of the PTA and School Improvement Team. Our students’ families represent a variety of backgrounds and occupations including business owners, executives, technology and communications technicians, and other professionals.

Carroll Manor Elementary School pursues excellence as we strive to prepare students for the twenty-first century. Our mission is to challenge, extend, and enrich the capabilities of all our students. We are committed to developing students who are knowledgeable, self-motivated, critical thinkers. We continue to develop awareness and appreciation of the uniqueness of all children.

Carroll Manor Elementary School’s faculty is a dedicated and committed group of professionals who work diligently to ensure that every child reaches his/her full potential. Our staff consists of experienced teachers with a great deal of knowledge and expertise in their individual fields. During the past three years, the staff development focus has been with the *Open Court Phonics Kit* and the *Houghton Mifflin: A Legacy of Literacy* curriculum. We continue to work with the Department of Elementary Programs to provide staff development and to focus on developing specific reading programs. Additionally, we continue to concentrate on appropriate language arts assessment strategies that increase student achievement.

In addition to academic achievement, our students are provided with many opportunities to showcase their talents. The school operetta is of a professional nature, and students, parents, and staff look forward to the annual production. Our students participate in numerous musical performances throughout the year and also a talent show. The Carroll Manor Elementary Student Leadership Committee initiates and promotes a variety of school spirit and community service projects. Our Value for the Month and Valuable Readers Program promotes self-development and emphasizes responsibility and respect for the rights of others.

Parent and community support is key to students’ progress and achievement at Carroll Manor Elementary School. Parent volunteers assist in classrooms, organize and conduct special programs, and chaperone field trips and student/family events. They serve in a variety of capacities including individual and small group instruction, clerical tasks, public relations efforts, and class coverage for teachers. Carroll Manor Elementary has a most active and involved PTA. Parent/guardian volunteers coordinate and instruct before and after school programs: Creative Writing, Spelling Aces, Sacks of Science, Computer Club, Chess Club, and 24 Challenge. They support the educational program with curriculum enhancement funds, cultural arts programs, and instructional programs such as Junior Achievement Exchange City and the MD Agricultural Science Lab. Our School Improvement Team promotes student achievement by actively supporting the mission of the Baltimore County Public Schools and Carroll Manor Elementary School. They assist in the development and implementation of the School Improvement Plan, manage the Champions for Carroll Manor fund, and develop and approve local programs and policies.

Carroll Manor’s accomplishments result from the efforts of hard working and motivated students, caring and supportive parents, and a committed and competent staff. We strive to provide a quality education for our students through a variety of programs and initiatives as we make every effort to develop skills, knowledge, and viewpoints that assist our students in reaching their maximum potential during their formative elementary years. We live by the words quoted in the *Baltimore County Public Schools Blueprint for Progress: Realizing the Vision*: “We must and do teach them well. They deserve the best.”

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment results in reading and math.

From 1993-2002, Maryland used the Maryland School Performance Assessment Program (MSPAP) to assess and monitor student and school progress. This program included performance tasks that assessed grades 3, 5, and 8 Maryland Learning Outcomes in reading, writing, language usage, mathematics, science, and social studies. The MSPAP measured the performance of Maryland schools by illustrating how well the students solve problems cooperatively and individually, their ability to apply what they have learned to real world problems, and how well students can relate and use knowledge from different subject areas.

The MSPAP also assessed the school's achievement on the standards for satisfactory and excellent performance in the Maryland Learning Outcome areas. For each area, results are reported through five proficiency levels. Satisfactory level responses include proficiency levels 3 and above. Excellent level responses include proficiency levels 2 and higher. The scores listed on the charts included in this application represent the percentage of students scoring at the satisfactory or excellent level on each of the subject areas reported. Carroll Manor has consistently met all of the goals set by the county and state of Maryland on the MSPAP and Maryland School Assessment (MSA) in both reading and mathematics. The faculty and students have worked rigorously to attain assessment results well above the county, state, and national norms.

In March, 2003, Maryland introduced the MSA that replaced the MSPAP as the primary measure of accountability. The MSA was administered to students in grades 3, 5, and 8 in mathematics, and 3, 5, 8, and 10 in reading. The MSA school performance data is displayed with three new achievement levels of basic, proficient, and advanced, aligned to statewide standards.

The MSA produces a score that describes how well a student masters the reading and mathematics content specified in the Maryland Content Standards and Voluntary State Curriculum. Students receive a proficiency level that categorizes their performance as basic, proficient, or advanced. To clarify, a student performing at the advanced level in reading can regularly read above-grade level texts and demonstrate the ability to comprehend complex literature and informational passages. In mathematics, a student performing at the advanced level can regularly solve complex problems and demonstrate superior ability to reason mathematically. MSA scores are criterion-referenced scores depicting student performance compared to other students across the nation. The test includes both multiple-choice and short-essay questions.

Significant disaggregated data for Carroll Manor Elementary reveals that in reading, females scored significantly higher on the MSPAP than males for 2001 and 2002. Closing the achievement gap between the males and females in reading became a focus of our School Improvement Plan. As a result, the third and fifth grade boys improved greatly on the 2003 MSA testing, and the boys in fifth grade scored higher than the girls. There were no outstanding discrepancies regarding gender in third or fifth grade mathematics. On the MSA test in 2003, the boys scored slightly higher than the girls.

Carroll Manor has done a tremendous job on both the MSPAP and MSA assessments for students in third and fifth grade. Our school takes great pride in being one of the highest performing schools on both assessments in Baltimore County and for the state of Maryland. By continually analyzing the data from the MSPAP and MSA, we have been able to adjust our school plan to ensure that there are no gaps in learning. The scores earned are a direct reflection of the dedication of the staff as they strive to meet the needs of all students and the hard work of the students themselves. The idea of meeting the needs of all students became a reality at Carroll Manor when 100% of our students scored in the proficient or advanced range on the math section of the MSA test in 2003. Carroll Manor was the only school in the state of Maryland to achieve 100% on any section of the MSA in 2003.

2. Assessment data.

Data driven instruction and assessment are the driving force for instruction at Carroll Manor Elementary School. A majority of the goals listed on our School Improvement Plan are generated from the information we receive from standardized norm-referenced tests (CTBS, Gates, Houghton Mifflin) and non-standardized criterion referenced tests (MSPAP, MSA, BCPS Benchmarks and BCPS Milestones). Using a variety of testing measures assures accountability and promotes a unified action plan to increase student performance. The Carroll Manor Elementary School Assessment Committee uses the data generated from various assessments to make recommendations to the School Improvement Team regarding instruction, staff development, curriculum enhancement and the utilization of resource personnel to provide a quality program for all.

To ensure that all faculty and staff understand the curricular targets, each member has the opportunity to proctor the standardized assessments given at various grade levels. Additionally, professional development days have been devoted to grading non-standard assessments in scoring teams, which include administrators, the school nurse and special area teachers. This has been a unifying force among our faculty because each professional established a greater appreciation for their colleagues teaching at a different grade level or discipline. It also prompted enhanced collaboration among grade level teams and a more efficient utilization of school resources.

The faculty works tirelessly to interpret the data gleaned from testing. Various grade level meetings are held to analyze assessment results and to develop an action plan for meeting the needs of each student. Trends are noted and tracked using a school database to guarantee accountability for each child in our care. Teachers are committed to excellence and continually make changes to their programs as dictated by the testing evidence. The ongoing assessment checkpoints in effect at Carroll Manor Elementary School guarantees that “No child will be left behind.”

3. Communication.

The students at Carroll Manor Elementary School are fortunate to have a supportive community that thrives on communication among its families, teachers and other school staff. Carroll Manor initiates contact with families by delivering a monthly School Improvement Team update and a school newsletter which includes information from special area teachers concerning educational topics being covered at each grade level. Classroom teachers send monthly class newsletters home informing parents of their children’s activities from the core curriculum. Some teachers maintain classroom websites, with information about classroom events, field trips, homework, and displays of student work. Carroll Manor also has a strong Parent Teacher Association that communicates extensively with the school community through meetings and a monthly Parent Teacher Association newsletter.

Information regarding student progress and achievement at school is shared with families in a variety of ways. In addition to interim reports and quarterly report cards, teachers encourage conferences, in person or by phone, email, or letter. During conferences, teachers may use the computerized Test Trax database to show how a student performed on recent standardized tests by reviewing individual scores and by comparing with other students. Additionally, data from Houghton Mifflin reading theme tests is compiled in an electronic spreadsheet. Teachers can discuss with parents how their children are performing on these and see a color-coded display of their child’s scores.

Finally, informal communication and conferences occur frequently, as many parents volunteer regularly on school projects and in the classrooms. Teachers are quite willing to share information with families in the interest of strengthening the educational experience at Carroll Manor Elementary School.

4. Success sharing.

Carroll Manor Elementary is committed to sharing our students’ success and professional knowledge with various communities for the benefit of all children. Our faculty and staff have been valuable resources to parents and other professionals. Some examples of sharing our resources include:

- Our reading specialist presenting at the State of Maryland International Reading Association Conference. The purpose of the presentation is to share the most effective practices for teaching reading employed by the Carroll Manor Elementary faculty.
- The fourth grade team inviting parents to attend a resource night to discuss the data from the reading benchmark assessments and the Performance Series used by all county schools.
- The kindergarten teacher representing our school in the Baltimore County Public School Early Childhood Cadre providing information at the roundtable discussion regarding the use of the reading specialist and library media specialist to teach emergent literacy in our kindergarten program.
- Our administrative facilitator and reading specialist sharing “How to Promote Reading Success at Home” to the Carroll Manor Elementary School community.

Over the years, Carroll Manor has hosted various student teachers and practicum students from area colleges as well as provided demonstration lessons for inexperienced teachers. Our master educators are recognized for sharing their expertise and promoting student achievement throughout the state.

PART V – CURRICULUM AND INSTRUCTION

1. Describe the school’s curriculum.

Carroll Manor Elementary School works with the parents and members of the community to provide a comprehensive, engaging, and challenging academic program for students. We recognize that knowledge of basic skills is necessary for future academic success, so we lay a strong foundation by involving students in meaningful learning tasks that will allow them to become life long learners. Students have different learning styles, and we provide them many ways to share their individual strengths. The focus on process learning enables students to become knowledgeable, self-motivated, critical thinkers who will be able to compete and succeed in an ever-changing global society.

Carroll Manor Elementary School realizes that learning is a developmental process, and skills are developed in a logical, sequential manner. Teachers use the Maryland Content Standards and the Voluntary State Curriculum in conjunction with the Baltimore County Public Schools’ curriculum to identify specific skills to introduce and reinforce at each grade level. Skills are taught, applied, and assessed in isolation and also within authentic learning experiences. Lesson objectives highlight our emphasis on the acquisition of basic skills through direct instruction and the promotion of critical thinking skills.

Reading, writing, math, science, and social studies are taught daily at all grade levels. Content is presented in a variety of ways, including books, periodicals, manipulatives, audio-visual materials, computer simulations, field trips, special events, guest speakers, assemblies, and student projects. Lessons and activities incorporate vocabulary, concepts, skills, and processes specific to each content area. Teachers work together to make interdisciplinary connections and to achieve consistency among grade levels. This vertical teaming approach enables students to see the interrelations of content information, and it provides teachers a collaborative basis for planning and presenting subject material at each grade level.

At Carroll Manor Elementary School, students have opportunities to develop basic academic skills and to apply more advanced skills in all content areas. With the help of teachers, staff, administrators, volunteers, and classmates, students are actively engaged in their learning each day. In mathematics, students explain processes through journal writing, estimate and compute, explore content by using manipulatives, and apply problem-solving skills to real world applications. Our reading program allows students to make predictions, monitor and clarify text, develop vocabulary, share personal connections, and demonstrate comprehension through a variety of creative forms. Science lessons include predicting hypotheses, conducting investigations, applying the scientific method, collaborating with peers, and sharing results. Within the social studies program, students analyze a variety of sources, discuss

interpretations of sources, compare/contrast various time periods, create simulations to learn about important historical events, and make real life connections through cooperative learning experiences. Students are constantly challenged through purposeful daily instruction.

In addition to the main content areas, Carroll Manor Elementary develops the whole child by delivering quality art, vocal music, instrumental music, physical education, and health programs. Extra-curricular computer, chess, foreign language, spelling, and writing clubs develop creative abilities and encourage higher-level thinking. Interested art and music students have opportunities to cultivate their skills through seasonal programs, displays, and demonstrations. All students are exposed to more aesthetic experiences through cultural arts assemblies and class field trips. Students gain confidence, make decisions, and share insight by employing the multitude of creative venues they are exposed to repeatedly.

Carroll Manor Elementary School continues to provide its students with an exceptional academic program where students are engaged in learning and held to high standards. The long-term success of our program is a testimony to the strong partnership between school and community, and it reflects the overall desire to provide each child with a meaningful learning experience.

2. Describe the school's reading curriculum.

When developing our School Improvement Plan, assessment data is analyzed and reading goals are designed to help students construct meaning through a variety of reading purposes. Our curriculum is aligned with the Maryland English Language Arts Content Standards and Voluntary State Curriculum. We focus on word identification and comprehension in the primary grades and progress to word study and comprehension in the intermediate grades. Reading instruction in pre-kindergarten and kindergarten emphasizes letter, word, print, and sound recognition. Students are given many opportunities to build listening comprehension and oral composition skills. Instruction in the primary grades includes phonemic awareness, phonics and word knowledge, comprehension strategies, inquiry skills, and written language skills and strategies. As students progress through the grades, reading instruction focuses on teaching students to construct, extend, and examine meaning through global understanding, developing interpretation, personal reflection and response, and critical analysis.

Utilizing *Open Court Phonics Kits* and *Houghton Mifflin: A Legacy of Literacy* our students are exposed to a wide variety of genres, and are reading for literary, informational, and functional purposes. Additional resources are used across all grade levels such as periodicals (*Time for Kids*), textbooks, and reference books to facilitate development of successful content area readers. Students also read, comprehend, interpret, analyze, and evaluate poetry, fairy tales and folklore. They independently apply their understanding of reading strategies through daily reading assignments and by setting goals for the number of books to be read during the school year. We recognize that it is not only through reading but also through writing that students acquire a working knowledge of language. Writing intersects each content area and prepares students to respond for authentic purposes. One way this is established is through the use of content area journals. Continuity among grade levels is essential and teachers often discuss how reading instruction can be enhanced during faculty and grade level meetings.

3. Describe another curriculum area of the school's choice.

The goal of our social studies program is to prepare students to become involved, active citizens of the community. Our social studies program corresponds with the Maryland Social Studies Content Standards, and Voluntary State Curriculum instruction begins in the primary grades with an examination of life in communities through the study of citizenship, geography, economics, and diverse cultures. Intermediate grades continue to develop advanced geography and economics topics, while discussing Maryland and United States history, as well as current events. Content reading skills are developed through the use of textbooks, reference materials, internet resources, and periodicals, providing students with the opportunity to read a variety of expository texts. Across all grade levels, special area teachers use their expertise to enhance the lessons by incorporating art, music, literature, research skills, and technology into the social studies program. For example, second graders study the wood carved folk art of Oxacan artists and create paper mâché animals as they study Mexican culture.

Several opportunities to extend and enrich the social studies curriculum are available. Fifth graders participate in a Revolutionary Rally corresponding with the units, *Revolution* and *Liberty*, where students dress as colonists and participate in activities including a hayride, lessons with slates, student interviews, a “Patriot Banquet,” guest speakers, colonial games, and demonstrations of colonial crafts. During the fourth grade unit, *A Time of Exploration*, students cloaked in time period costumes participate in an Explorer’s Wax Museum sharing biographical summaries of the explorers they represent. Learning opportunities outside the classroom include field trips to Carroll County Farm Museum (*Life Long Ago*, Grade One), Maryland Historical Society (*Communities in Different Times*, Grade Two), and Herr’s Snack Factory (*Economics and Me*, Grade Three). Fifth graders visit “Exchange City,” a Junior Achievement program, where they assume the role of productive, responsible citizens while running their own city for a day, putting into practice the basic economic concepts they have learned about free enterprise.

4. Describe the different instructional methods the school uses to improve student learning.

Carroll Manor Elementary School’s commitment to improve learning is evidenced in the daily implementation of instructional methods that address individual learning styles. We recognize that learning is a developmental process and students in the same grade and class could be on different levels of the developmental continuum. To meet these challenges, many opportunities are provided for our students to learn content; to internalize concepts, and to review, practice, apply, refine, and extend skills. A variety of assessments, both formal and informal are evaluated to determine a mastery of each skill. After gleaning pertinent data, each student is placed in a developmentally appropriate learning environment that includes individual assistance, flexible grouping, curricular and instructional modifications, and adaptations as needed. To meet all possible learning modalities (visual, auditory, and kinesthetic) and multiple intelligences, we provide our students with authentic purposes for learning through a variety of unique programs, projects, activities, instructional materials and assessment tools. We believe that all students can and want to learn, and engaged learners are successful learners. Interdisciplinary connections, challenging content, real-world contexts and materials, active learning, meaningful assessments, grade level to grade level continuity, and active team teaching are all important features of our highly successful instructional program.

We provide a number of programs that focus on the specific needs and/or strengths of its students. Lesson plans are designed to include strategies for differentiating instruction and accelerating or reteaching content. A collaborative planning time is provided in order for teams of teachers to discuss student performance and plan instruction. Faculty and staff work to provide small group instruction as part of our inclusion program. In addition, the Primary Talent Development program allows primary teachers to observe gifted behaviors in all of their students. Identified students in third, fourth, and fifth grades have multiple opportunities to interact with like minded peers on specifically designed units of study. Students with 504 Plans and IEPs have individualized programs to address their specific learning styles and modalities.

5. Describe the school’s professional development program.

Realizing that professional development is the key component to improving student achievement, our Instruction Committee is responsible for planning activities that align with the goals in the School Improvement Plan. This committee conducts a needs assessment before preparing a calendar for staff development. During the past three years, our focus has been on implementing the *Open Court Phonics Program* and the *Houghton Mifflin: A Legacy of Literacy* curriculum. Our goal has been to differentiate instruction by providing flexible grouping, by using a variety of student texts, and through the utilization of all resource staff to address the learning styles of all students. We have focused on student acquisition of strategic reading behaviors so they will be successful in reading a variety of genres. The assessment data we have gathered to date demonstrates our proficiency in this area.

To prepare our students to be technologically literate, we have utilized the funds from the Technology in Maryland School grant to provide staff training in Power Point, Excel and Kid Pix 3. All intermediate students were required to make a Power Point presentation as an extension activity to the

curriculum. Our students and faculty have an impressive command of technology and are well prepared to master the technological demands of the twenty-first century.

Furthermore, the faculty and staff at Carroll Manor Elementary are a dedicated group of professionals who work diligently to perfect their craft. All of our teachers have advanced degrees in education and take part in the county inservice courses to supplement their expertise. Additionally, funds are designated each year for attendance at conferences and workshops of interest. Often, resources are purchased to supplement our professional library and information is circulated on an ongoing basis to improve our instructional program. This forum has provided a wealth of information to support the professional growth of our faculty and staff and ultimately has increased student achievement.

STATE CRITERION-REFERENCED TESTS

Maryland State Assessment (MSA) 2003

And

Maryland School Performance Assessment Program (MSPAP) 2002, 2001

Grade 3 Reading

Edition/Publication Year 2003

Grade 3 Reading

Edition/Publication Year 01-02

Test MSA 2003

Publisher Harcourt Assessment

Test MSPAP 2001, 2002

Publisher CTB McGraw-Hill

		MSA	MSPAP	MSPAP		
		2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month		Feb.	May	May		
SCHOOL SCORES (MSA)	(MSPAP)					
% At or Above Basic	not met	4	25	24		
% At or Above Proficient	satisfactory	96	75	76		
% At Advanced	excellent	39	11	25		
Number of students tested		51	45	53		
Percent of total students tested		100	96	100		
Number of students excluded		0	2	0		
Percent of students excluded		0	4	0		
SUBGROUP SCORES						
1. Males (MSA)	(MSPAP)					
% At or Above Basic	not met	7				
% At or Above Proficient	satisfactory	58	70	65		
% At Advanced	excellent	36	9	15		
Number of students tested		31	23	20		
2. Females (MSA)	(MSPAP)					
% At or Above Basic	not met	0				
% At or Above Proficient	satisfactory	55	78	82		
% At Advanced	excellent	45	13	30		
Number of students tested		20	23	34		
STATE SCORES (MSA)						
(MSPAP)						
% At or Above Basic	not met	42	65	58		
State Mean Score						
% At or Above Proficient	satisfactory	58	34	42		
State Mean Score						
% At Advanced	excellent	9	4	5		
State Mean Score						

* Note: From 2001 through 2002 Maryland administered the MSPAP. This assessment provided two proficiency levels, “satisfactory” and “excellent,” where the “excellent” was contained within the upper scale points of “satisfactory.”

* Note: Percents rounded to whole numbers.

Sources: www.mdk12.org and 2001, 2002 MSPP Report Cards

STATE CRITERION-REFERENCED TESTS

Maryland State Assessment (MSA) 2003

And

Maryland School Performance Assessment Program (MSPAP) 2002, 2001

Grade 5 Reading

Edition/Publication Year 2003

Grade 5 Reading

Edition/Publication Year 01-02

Test MSA 2003

Publisher Harcourt Assessment

Test MSPAP 2001, 2002

Publisher CTB McGraw-Hill

	MSA	MSPAP	MSPAP		
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	Feb.	May	May		
SCHOOL SCORES (MSA) (MSPAP)					
% At or Above Basic not met	3	25	15		
% At or Above Proficient satisfactory	97	75	85		
% At Advanced excellent	70	21	30		
Number of students tested	57	61	46		
Percent of total students tested	100	97	100		
Number of students excluded	0	2	0		
Percent of students excluded	0	3	0		
SUBGROUP SCORES					
1. Males (MSA) (MSPAP)					
% At or Above Basic not met	0.0				
% At or Above Proficient satisfactory	26	64	77		
% At Advanced excellent	74	12	23		
Number of students tested	23	33	22		
2. Females (MSA) (MSPAP)					
% At or Above Basic not met	6				
% At or Above Proficient satisfactory	27	87	92		
% At Advanced excellent	68	30	38		
Number of students tested	34	30	24		
STATE SCORES (MSA) (MSPAP)					
% At or Above Basic not met	34	47	43		
State Mean Score					
% At or Above Proficient satisfactory	66	53	57		
State Mean Score					
% At Advanced excellent	26	11	12		
State Mean Score					

* Note: From 2001 through 2002 Maryland administered the MSPAP. This assessment provided two proficiency levels, “satisfactory” and “excellent,” where the “excellent” was contained within the upper scale points of “satisfactory.”

* Note: Percents rounded to whole numbers.

Sources: www.mdk12.org and 2001, 2002 MSPP Report Cards

STATE CRITERION-REFERENCED TESTS

Maryland State Assessment (MSA) 2003
And
Maryland School Performance Assessment Program (MSPAP) 2002, 2001

Grade 3 Mathematics
Edition/Publication Year 2003
Grade 3 Mathematics
Edition/Publication Year 01-02

Test MSA 2003
Publisher CTB McGraw-Hill
Test MSPAP 2001, 2002
Publisher CTB McGraw-Hill

		MSA 2002-2003	MSPAP 2001-2002	MSPAP 2000-2001	MSPAP 1999-2000	MSPAP 1998-1999
Testing month		Feb.	May	May		
SCHOOL SCORES (MSA)	(MSPAP)					
% At or Above Basic	not met	0	19	6		
% At or Above Proficient	satisfactory	100	81	94		
% At Advanced	excellent	45	15	13		
Number of students tested		51	51	53		
Percent of total students tested		100	98	98		
Number of students excluded		0	1	1		
Percent of students excluded		0	2	2		
SUBGROUP SCORES						
1. Males (MSA)	(MSPAP)					
% At or Above Basic	not met	0				
% At or Above Proficient	satisfactory	52	85	90		
% At Advanced	excellent	48	15	15		
Number of students tested		31	26	20		
2. Females (MSA)	(MSPAP)					
% At or Above Basic	not met	0				
% At or Above Proficient	satisfactory	60	80	98		
% At Advanced	excellent	40	16	12		
Number of students tested		20	25	33		
STATE SCORES (MSA)						
(MSPAP)						
% At or Above Basic	not met	35	69	58		
State Mean Score						
% At or Above Proficient	satisfactory	65	31	42		
State Mean Score						
% At Advanced	excellent	15	2	5		
State Mean Score						

* Note: From 2001 through 2002 Maryland administered the MSPAP. This assessment provided two proficiency levels, “satisfactory” and “excellent,” where the “excellent” was contained within the upper scale points of “satisfactory.”

* Note: Percents rounded to whole numbers.

Sources: www.mdk12.org and 2001, 2002 MSPP Report Cards

STATE CRITERION-REFERENCED TESTS

Maryland State Assessment (MSA) 2003
And
Maryland School Performance Assessment Program (MSPAP) 2001, 2002

Grade 5 Mathematics
Edition/Publication Year 2003
Grade 5 Mathematics
Edition/Publication Year 01-02

Test MSA 2003
Publisher CTB McGraw-Hill
Test MSPAP 2001, 2002
Publisher CTB McGraw-Hill

	MSA	MSPAP	MSPAP		
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	Feb.	May	May		
SCHOOL SCORES (MSA) (MSPAP)					
% At or Above Basic not met	9	9	13		
% At or Above Proficient satisfactory	91	91	87		
% At Advanced excellent	19	21	49		
Number of students tested	57	67	47		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Males (MSA) (MSPAP)					
% At or Above Basic not met	4				
% At or Above Proficient satisfactory	74	89	91		
% At Advanced excellent	22	29	48		
Number of students tested	23	35	23		
2. Females (MSA) (MSPAP)					
% At or Above Basic not met	12				
% At or Above Proficient satisfactory	71	94	83		
% At Advanced excellent	18	13	50		
Number of students tested	34	32	24		
STATE SCORES (MSA) (MSPAP)					
% At or Above Basic not met	45	51	46		
State Mean Score					
% At or Above Proficient satisfactory	55	49	54		
State Mean Score					
% At Advanced excellent	10	10	12		
State Mean Score					

* Note: From 2001 through 2002 Maryland administered the MSPAP. This assessment provided two proficiency levels, “satisfactory” and “excellent,” where the “excellent” was contained within the upper scale points of “satisfactory.”

* Note: Percents rounded to whole numbers.

Sources: www.mdk12.org and 2001, 2002 MSPP Report Cards