

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

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

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

School Mailing Address 225 Main Street
(If address is P.O. Box, also include street address)

Preston, MD 21655 - 2225
City State Zip Code+4 (9 digits total)

Tel. (410) 673-2552 Fax (410) 673-7301

Website/URL http://cl.k12.md.us/PES/PESHome.Ltml E-mail joyce_schriver@mail.cl.k12.md.us

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

District Name Caroline County Public Schools Tel. (410-479-1460)

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. Wayne Cole
(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: 5 Elementary schools
 2 Middle schools
 Junior high schools
 2 High schools
 1 Other (Briefly explain)
 Caroline County Technology Center
 10 TOTAL
2. District Per Pupil Expenditure: \$6681
- Average State Per Pupil Expenditure: \$8251

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. 1 Number of years the principal has been in her/his position at this school.
- 7 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	21	25	46	7			
1	27	36	63	8			
2	27	24	51	9			
3	47	29	76	10			
4	39	23	62	11			
5	35	35	70	12			
6				Other	9	11	20
TOTAL STUDENTS IN THE APPLYING SCHOOL →							388

6. Racial/ethnic composition of the students in the school: 76.8 % White
23.2 % Black or African American
_____% Hispanic or Latino
_____% Asian/Pacific Islander
_____% American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 16 %

(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.	29
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	35
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	64
(4)	Total number of students in the school as of October 1	397
(5)	Subtotal in row (3) divided by total in row (4)	.1612
(6)	Amount in row (5) multiplied by 100	16%

8. Limited English Proficient students in the school: .002 %
1 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Pakistani

9. Students eligible for free/reduced-priced meals: 41.3 %
161 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: 9.8 %

___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.

- | | |
|--|--|
| <input type="checkbox"/> Autism
<input type="checkbox"/> Deafness
<input type="checkbox"/> Deaf-Blindness
<input type="checkbox"/> Hearing Impairment
<input checked="" type="checkbox"/> Mental Retardation
<input type="checkbox"/> Multiple Disabilities | <input type="checkbox"/> Orthopedic Impairment
<input type="checkbox"/> Other Health Impaired
<input checked="" type="checkbox"/> Specific Learning Disability
<input checked="" type="checkbox"/> Speech or Language Impairment
<input type="checkbox"/> Traumatic Brain Injury
<input type="checkbox"/> Visual Impairment Including Blindness |
|--|--|

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)	___2___	_____
Classroom teachers	___18___	___1___
Special resource teachers/specialists	___7___	___5___
Paraprofessionals	___3___	___3___
Support staff	___5___	___9___
Total number	___35___	___18___

12. Average school student-“classroom teacher” ratio: ___21.5___

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	95.10%	95.16%	95.16%	95.72%	96.05%
Daily teacher attendance	97.2%	96.3%	97.4%	97.3%	96.5%
Teacher turnover rate	11.5%	8%	12%	8%	12%
Student dropout rate					
Student drop-off rate					

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page.

Preston Elementary School is a pre-kindergarten through fifth grade school located in the southern part of Caroline County, Maryland, on the Eastern Shore of the Chesapeake Bay. The rural town of Preston is primarily a farming community, although many of the residents commute to neighboring counties for employment. The majority of our approximately 400 students ride buses to and from school. The poverty level of the school system is reflected in our 42% of students who receive free and reduced meals (FARMs).

Our mission, to keep the Preston Elementary school community a supportive, safe, and special place to learn and grow, is in alignment with the Caroline County School System Mission: "In partnership with family and community, the Caroline County Public Schools will motivate and challenge students to attain educational excellence."

We believe that a successful student understands the importance of learning, can identify and master skills that will benefit him/her throughout life, takes responsibility for his/her own learning, education, and behavior, and is motivated to reach his/her goals. At Preston Elementary, maximizing student achievement is accomplished by providing effective teachers that deliver a quality instructional program that generates interests, motivates, challenges, and inspires each student to learn and achieve.

The entire staff at Preston Elementary School is dedicated to providing a climate that is positive, nurturing, inclusive, and equitable for every student. When you enter our building, you feel the positive school climate by seeing the smiles on the students' faces, the welcoming attitude of the office staff, and the inviting classrooms. Through the efforts of this dedicated staff, students are able to develop intellectually, socially, and physically to their fullest as life - long learners and responsible, ethical citizens. Our special education program uses the inclusion model to guarantee that all students receive quality curriculum and instruction. All of this is accomplished in partnership with a supportive community that fosters regular and open communication, provides resources, and demands excellence. Our very active PTA organizes a monthly activity to involve families such as Family Fun Night, Holiday Tree Lighting, math nights, and reading nights.

Preston Elementary's commitment to excellence is reflected in the programs and activities that are provided to ensure success for all students. Our after-school program, Building Winners, provides academic and emotional support for our Title I students. A reading intervention, Fast Forward, is available to students in a before-school program. Book-It, Early Success, SOAR to Success, and math interventions are available as part of our daily instructional program. Band, chorus, chess club, and Patches reading club provide extra-curricular activities that enhance the learning experience. Our Readers from Birth program brings preschoolers and their parents into the building to make them feel a part of our school and to help them understand the importance of reading at an early age.

Preston Elementary sets high expectations for students, staff, and parents. We are continually seeking new ways to improve and reach new heights, which is reflected by our motto: "Preston Sets the Pace!" We are very proud of our school and what the entire school community achieves here daily.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school’s assessment results in reading (language arts or English) and mathematics.

The Maryland School Performance Assessment Program (MSPAP) was the accountability program in Maryland from 1993-2002. The primary purpose was to provide information for improving instruction that would ensure improved student achievement. It consisted of criterion-referenced performance tests in reading, mathematics, writing, language usage, science, and social studies for students in grades 3, 5, and 8. The tests were based on learning outcomes developed by Maryland educators that specified what students should know and be able to do as a result of their educational experiences. In addition to basic skills and knowledge, these tests emphasized higher order thinking skills such as supporting answers, predicting, and comparing and contrasting. Scores were based on five proficiency levels with 1 being the highest level. Preston Elementary scores were above satisfactory in math and reading 2000-2001 and 2001-2002 in both grades 3 and 5. Performance scores set by the State were as follows: satisfactory - 70% of students scoring at level 3 or higher; excellent - 70% of students at level 3 or above, with at least 25% of students at level 2 or higher.

The Maryland School Assessment (MSA) is the new assessment program developed in 2003 by Maryland to comply with the requirements of the No Child Left Behind Act (NCLB). Norm-referenced and criterion-referenced scores are reported for each student. The Terra Nova and the Stanford 10 provide the norm-referenced scores. MSA assesses the Voluntary State Curriculum (VSC) content standards in reading and mathematics in grades 3-8 and 10 using selected response, brief constructed response, and extended constructed response (5th only) test items. Scores are reported as proficiency levels of basic, proficient, and advanced. For the first administration (2002-2003), 75.4% of students in grade 3 scored at the proficient or advanced levels in reading and 75.8% in grade 5. In mathematics, 80.3% of grade 3 students and 56.1% of grade 5 students scored at the proficient or advanced levels. All of these scores were well above State averages. Scores are reported for the total population and sub-group populations of special education, English language learners, African American, and FARM. Parents receive the MSA home report which includes individual, county, and school scores.

The School Improvement Team, teachers, and administrators examine this and other data including local assessments, student work, and progress in interventions to guide instruction, set goals, and to develop plans to meet student needs. The standards assist us in examining critical aspects of instructional programs, which allows for holding teachers accountable for quality instruction and to help guide our efforts toward school improvement. These accountability measures are reflected through our observation and evaluation process. As we continually evaluate our progress with curriculum implementation, instructional practices, and progress towards meeting the standards, our school improvement goals are modified. Subgroup data is carefully analyzed to make informed instructional decisions. It is because of the dedication of a highly qualified staff that Preston Elementary School students achieve at such high levels, in spite of having limited resources in a financially strapped county.

2. Show how the school uses assessment data to understand and improve student and school performance.

The School Improvement Team reviews data in order to set goals and milestones for student achievement on an annual basis. The driving force for decisions relative to areas of emphasis is based on NCLB and is aligned with our county Master Plan. Areas of primary focus are reviewed and updated throughout the year. For MSPAP, school - developed milestone assessments, both formal and informal, were written three times per year by staff, which generated group and individual student data. Classroom teachers used this data to drive instruction and to meet individual student needs through re-teaching, regrouping, or providing interventions.

Currently, County data for local reading and math assessments are reviewed by grade level teams and the administration. Central office supervisors attend some of the data review meetings to provide feedback and support. They also provide professional development activities for curriculum implementation. Discussions center around those children not making progress, and individual learning plans are developed. New data for identified children are reviewed at subsequent meetings, and teachers prepare an action plan based on the goals from the School Improvement Plan.

The emphasis this year is on data specific to moving every child toward making progress. Grade level teams, along with the administration, the reading resource teacher, and the math intervention teacher, group and regroup students based on classroom performance and assessment results. Student success on the standards from the VSC is reviewed and measured by the classroom teachers, and student progress is monitored. Appropriate assistance through interventions and/or before and after-school programs is put in place based on student need.

3. Show how the school communicates student performance.

Preston Elementary School has an open door policy that welcomes parents and grandparents and communicates with them on a regular basis. Teachers embrace the open communication policy, and progress of student performance is shared on a regular basis through phone calls, notes home, and weekly folders. Interim reports and report cards are sent home four times a year, followed by a parent conference day each marking term.

By October 15, each school must send home to parents their child's scores on the MSA. The report explains the performance level descriptions, a score chart that includes the child's, school, system, and Maryland scores for the tested area. The release of scores is followed by information in the school newsletter, PTA meetings, and posted on the MSDE website. Parents of students in our intervention programs receive periodic reports on the progress of their child. Each parent is notified when his/her child is recommended for an intervention and must give written permission for them to receive this service. Our Building Winners after-school program invites parents to come and participate on a regular basis.

4. Describe how the school will share its successes with other schools.

In 2001, Preston School received the Maryland School Performance monetary award, which generated media recognition. As a result, Preston became a showcase for teachers

from other schools. Preston School welcomed these visitors, and readily shared strategies and practices that worked for our students. Our teachers have worked on State assessment committees, which affords them the opportunity to network with other school systems. Our Maryland Blue Ribbon School award was officially presented locally to students, staff, and parents at a recent Board of Education meeting. A number of articles appeared in the local papers in recognition of the accomplishments of our students.

In terms of sharing our successes within the county, principals and supervisors meet on a monthly basis. Much of the discussion is focused on the use of data, and strategies that are being implemented at the school level. Principals are using the "Results" handbook (ASCD) to plan for instruction. Supervisors meet with grade level teachers to review the Standards and VSC on a regular basis. At these meetings, strategies are shared with specialists from the five elementary schools and implemented as appropriate.

Reading resource teachers participate in professional development activities specifically related to curriculum, intervention programs, and methods for coaching. Through this collaborative model, ideas and successes are shared within and among schools.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum.

Caroline County is implementing the VSC in reading and math to best meet the requirements set for MSA. This rigorous reading curriculum is based upon the five critical areas as defined in the National Reading Panel Report and has four components: content standards, indicators, objectives, and assessment limits. Instruction begins at the indicator and objective levels, and although not all are assessed, all must be taught in order for all students to fully meet the standards.

The focus of the Math VSC is on the processes of mathematics and includes: problem solving, reasoning, communication, and connections. The six standards are: knowledge of algebra, patterns or functions; comprehension of geometry; knowledge of measurement; knowledge of statistics; knowledge of probability; knowledge of number relationships or computation. This curriculum was developed on a state level by teachers, supervisors, and curriculum specialists, and requires all students to demonstrate higher level thinking and application of knowledge through the MSA testing program.

The Caroline County science curriculum is transitioning from the 1999 Maryland State Content Standards to the Maryland VSC. Our local curriculum includes units based on the standards, with reading and writing infused into each unit. Students are engaged in hands-on science activities through investigations, and employ higher order thinking skills by applying their knowledge. As we move closer to MSA testing in science our local curriculum will reflect VSC standards.

As in science, Caroline County is transitioning from the 1999 Maryland Content Standards in Social Studies to the VSC. Social Studies includes history, geography, economics, political science, and peoples of the nations and world. As in the other VSCs, instruction begins at the indicator and objective levels. Standards include: using historical thinking skills, using geographic concepts and processes, identification of economic principles and processes, understanding historical development and current status of

democratic principles, and how people in Maryland are alike and different to people around the world.

At the elementary level, Caroline County uses the Essential Learner Outcomes developed by the State as a foundation for the Fine Arts curriculum. The outcomes for the visual arts are: the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art; the understanding of visual art as a basic aspect of history and the human experience; the ability to organize knowledge and ideas for expression in the production of art; and the ability to identify, analyze, and apply criteria for making visual aesthetic judgements. The outcomes are achieved through hands-on projects appropriate for the developmental stages of the children and are displayed throughout the school.

2. (Elementary Schools) Describe in one-half page the school's reading curriculum.

Caroline County chose to implement the Voluntary State Curriculum in reading that was developed on the State level and based on the five critical areas as defined by the National Reading Panel. Houghton Mifflin was chosen as our core reading series to support the curriculum. The content areas for reading/language arts include: general reading processes, informational and literary text, writing, controlling language, listening, and speaking. All are included in the standards and are assessed in MSA.

Preston Elementary School's reading program is based on the standards and uses guided reading as an instructional model. As past scores indicate on MSPAP, our students have experienced great success on assessments due in large part to using small group instruction during guided groups and skill building during independent practice and centers. All children get exposure to grade level curriculum that is differentiated by intervention, remediation, and/or enrichment. A reading resource teacher, an additional staff member to reduce class size in the primary grades, and two special education resource teachers all focus on providing students with the resources they need to meet adequate yearly progress.

As indicated, teachers use a variety of practices to deliver the curricula. This varied approach is supported by use of a host of levels of materials. All teachers are provided with classroom libraries that expose students to a literary rich environment. A two-and-a-half hour reading/language block ensures that all students are seen by the teacher in a small group every day for monitoring and corrective action. Brief Constructed Responses (BCRs) and Extended Constructed Responses (ECR's) are part of the writing process that mirrors the MSA program.

3. Describe one other curriculum area of the school's choice and how it relates to essential skills and knowledge based on the school's mission (mathematics).

Prior to 2003-2004, Caroline County used the 1999 Maryland State Content Standards for Mathematics which were developed using the NCTM Standards. There were six content standards and four process standards. Teachers based their lessons on the Maryland Learner Outcomes. Much emphasis at Preston Elementary was placed on modeling and writing responses in the MSPAP style which was through stance questions. This year, all teachers are using the VSC which includes six content standards and one process standard, all based on NCTM Standards.

In 2002-2003, Beginning School Mathematics was introduced countywide in kindergarten. This program is being phased in, with grade 1 added this year and grade 2 next year. This program focuses on small group instruction, hands-on math through use of

manipulatives in centers, and independent practice.

In the intermediate grades, small group instruction became a county focus in 2003-04, using the BSM model of small group instruction, cooperative groups in centers, and independent practice. Addison Wesley is the textbook that is used mainly as a resource. Fourth and fifth grades are also completing investigations as part of small group instruction. As part of the MSA requirements, grades 2-5 complete BCRs which demonstrate understanding of the processes and application of math. In fourth and fifth grades, both BCRs and ECRs are used to assess both content and process standards.

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

On the county level, instructional practices such as the use of small groups, flexible grouping, intervention program and active student engagement are prescribed. On the school level, reading lessons in grades K-5 follow the shared and guided reading model in a two-and-a-half hour block. Additionally, word work for phonics and word walls used in all content areas. Intervention programs such as Soar to Success and Early Success use small group instruction to strengthen and build skills. Federal funding for class - size reduction in the primary grades enable teachers to differentiate instruction to meet individual needs through the addition of a reading teacher. Title I funds provide a reading resource teacher to not only work with students, but also with teachers.

In math, small group instruction, center work, and independent practice to reinforce skills are accomplished through a daily one-and-a-half hour math block. Both during the core lesson and center time, students have hands-on experiences through the use of manipulatives and direct instruction. Independent practice activities reinforce skills, and give the teacher the opportunity to spiral lessons in order that all standards are revisited throughout the year.

5. Describe the school's professional development program and its impact on improving student achievement.

Professional development occurs on a daily basis through team meetings, collaborative teaching, coaching by the reading resource teacher, and observation by the administration and supervisors. All faculty meetings and team meetings involve discussion of student achievement. School Improvement Team meetings are based on goals and objectives related to student achievement, and the SIP includes professional development goals. Teachers develop their personal professional development plan based on goals and objectives outlined in the SIP.

Central office staff provides countywide professional development on the use of the VSC, math programs, and reading programs followed by classroom observation and feedback. Funding is provided to school improvement teams to hire outside consultants, and to send teachers to regional and national conferences. Evidence of impact on student achievement is reflected in the previous years' assessment data, especially in subgroup populations. In 2000-2001, 90% of our African American population scored below satisfactory in reading, while on 2001-2002 that number was reduced to 50%. Those scoring above satisfactory increased from 10% to 50%. Similar improvement can be seen in our FARMs population (please see data tables).

PART VII - ASSESSMENT RESULTS

Grade 3 (Reading)

Test Maryland School Performance Assessment Program

Edition/publication year 2000/2002 Publisher Maryland State Department of Education

Number of students in the grade in which the test was administered See table

Number of students who took the test See table

What groups were excluded from testing? Which and how were they assessed? In 2000/2001 and 2001/2002, five (5) students were accommodated with verbatim reading of the entire test.

Number excluded 5 Percent excluded 7.8% (2001) 7.9% (2002)

Grade 5 (Reading)

Test Maryland School Performance Assessment Program

Edition/publication year 2000/2002 Publisher Maryland State Department of Education

Number of students in the grade in which the test was administered See table

Number of students who took the test See table

What groups were excluded from testing? Which and how were they assessed? In 2000/2001 five (5) and 2001/2002 ten (10) students were accommodated with verbatim reading of the entire test.

Number excluded 5 (2001) & 10 (2002) Percent excluded 7.6% (2001) 14.7% (2002)

Grade 3 (Math)

Test Maryland School Performance Assessment Program

Edition/publication year 2000/2002 Publisher Maryland State Department of Education

Number of students in the grade in which the test was administered See table

Number of students who took the test See table

What groups were excluded from testing? Zero(0)

Number excluded 0 Percent excluded 0

Grade 5 (Math)

Test Maryland School Performance Assessment Program

Edition/publication year 2000/2002 Publisher Maryland State Department of Education

Number of students in the grade in which the test was administered See table

Number of students who took the test See table

What groups were excluded from testing? Zero(0)

Number excluded 0 Percent excluded 0

Grade 3 (Reading)

Test Maryland Assessment Program

Edition/publication year 2002 Publisher Harcourt

Number of students in the grade in which the test was administered See table

Number of students who took the test See table

What groups were excluded from testing? Zero(0)

Number excluded 0 Percent excluded 0

Grade 5 (Reading)

Test Maryland Assessment Program

Edition/publication year 2002 Publisher Harcourt

Number of students in the grade in which the test was administered See table

Number of students who took the test See table

What groups were excluded from testing? Zero(0)

Number excluded 0 Percent excluded 0

Grade 3 (Math)

Test Maryland Assessment Program

Edition/publication year 2002 Publisher CTB

Number of students in the grade in which the test was administered See table

Number of students who took the test See table

What groups were excluded from testing? Zero(0)

Number excluded 0 Percent excluded 0

Grade 5 (Math)

Test Maryland Assessment Program

Edition/publication year 2002

Publisher CTB

Number of students in the grade in which the test was administered

See table

Number of students who took the test

See table

What groups were excluded from testing? Zero(0)

Number excluded 0

Percent excluded 0

**MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP)
BLUE RIBBON SCHOOLS**

Content: Reading		
Testing month: May	Grade: 3	
		2001-2002
		2000-2001
SCHOOL SCORES		
% Below Satisfactory		33.9
% At or Above Satisfactory		66.1
% At Excellent		19.6
Number of students tested		54
Percent of total students tested		84.4
Number of students excluded		5
Percent of students excluded		7.8
		7.9
SUBGROUP SCORES		
1. African American		
% Below Satisfactory		16.7
% At or Above Satisfactory		83.3
% At Excellent		33.3
Number of students tested		6
		14
2. Free And Reduced Meals		
% Below Satisfactory		43.5
% At or Above Satisfactory		56.5
% At Excellent		21.7
Number of students tested		23
		18
3. Special Education		
% Below Satisfactory		40.0
% At or Above Satisfactory		60.0
% At Excellent		0
Number of students tested		5
		1
STATE SCORES		
% Below Satisfactory		69.3
% At or Above Satisfactory		30.7
% At Excellent		3.7
		5.3

**MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP)
BLUE RIBBON SCHOOLS**

Content: Mathematics		
Testing month: May	Grade: 3	
		2001-2002
		2000-2001
SCHOOL SCORES		
% Below Satisfactory		26.2
% At or Above Satisfactory		73.8
% At Excellent		18.0
Number of students tested		61
Percent of total students tested		95.3
Number of students excluded		0
Percent of students excluded		0
SUBGROUP SCORES		
1. African American		
% Below Satisfactory		11.1
% At or Above Satisfactory		88.9
% At Excellent		11.1
Number of students tested		9
2. Free And Reduced Meals		
% Below Satisfactory		30.8
% At or Above Satisfactory		69.2
% At Excellent		7.7
Number of students tested		26
3. Special Education		
% Below Satisfactory		40.0
% At or Above Satisfactory		60.0
% At Excellent		0.0
Number of students tested		10
STATE SCORES		
% Below Satisfactory		71.3
% At or Above Satisfactory		28.7
% At Excellent		2.1

**MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP)
BLUE RIBBON SCHOOLS**

Content: Reading		
Testing month: May	Grade: 5	
		2001-2002
		2000-2001
SCHOOL SCORES		
% Below Satisfactory		39.7
% At or Above Satisfactory		60.3
% At Excellent		22.4
Number of students tested		57
Percent of total students tested		83.8
Number of students excluded		10
Percent of students excluded		14.7
SUBGROUP SCORES		
1. African American		
% Below Satisfactory		50.0
% At or Above Satisfactory		50.0
% At Excellent		30.0
Number of students tested		10
2. Free And Reduced Meals		
% Below Satisfactory		48.4
% At or Above Satisfactory		51.6
% At Excellent		19.4
Number of students tested		31
3. Special Education		
% Below Satisfactory		NA
% At or Above Satisfactory		NA
% At Excellent		NA
Number of students tested		0
STATE SCORES		
% Below Satisfactory		57.8
% At or Above Satisfactory		42.2
% At Excellent		11.2

**MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP)
BLUE RIBBON SCHOOLS**

Content: Mathematics			
Testing month: May	Grade: 5	2001-2002	2000-2001
SCHOOL SCORES			
% Below Satisfactory		52.9	33.3
% At or Above Satisfactory		47.1	66.7
% At Excellent		13.2	16.7
Number of students tested		68	66
Percent of total students tested		100	100
Number of students excluded		0	0
Percent of students excluded		0	0
SUBGROUP SCORES			
1. African American			
% Below Satisfactory		66.7	66.7
% At or Above Satisfactory		33.3	33.3
% At Excellent		16.7	25.0
Number of students tested		12	12
2. Free And Reduced Meals			
% Below Satisfactory		60.0	64.7
% At or Above Satisfactory		40.0	35.3
% At Excellent		5.7	5.9
Number of students tested		35	17
3. Special Education			
% Below Satisfactory		0.0	20.0
% At or Above Satisfactory		100.0	80.0
% At Excellent		30.0	80.0
Number of students tested		10	5
STATE SCORES			
% Below Satisfactory		60.2	57.4
% At or Above Satisfactory		39.8	42.6
% At Excellent		9.6	11.7

**MARYLAND SCHOOL ASSESSMENT (MSA)
BLUE RIBBON SCHOOLS**

Content: Reading		
Testing month: March	Grade: 3	2002-2003
SCHOOL SCORES		
% At Basic		100%
% At or Above Proficient		75.4
% At Advanced		16.4
Number of students tested		61
Percent of total students tested		100
Number of students excluded		0
Percent of students excluded		0
SUBGROUP SCORES		
1. African American		
% At Basic		54.5
% At or Above Proficient		45.5
% At Advanced		0
Number of students tested		11
2. Free And Reduced Meals		
% At Basic		40
% At or Above Proficient		60
% At Advanced		20
Number of students tested		
3. Special Education		
% At Basic		33.3
% At or Above Proficient		66.7
% At Advanced		0
Number of students tested		6
STATE SCORES		
% At Basic		41.9
% At or Above Proficient		58.1
% At Advanced		8.6

**MARYLAND SCHOOL ASSESSMENT (MSA)
BLUE RIBBON SCHOOLS**

Content: Mathematics		
Testing month: March	Grade: 3	2002-2003
SCHOOL SCORES		
% At Basic		100%
% At or Above Proficient		80.3
% At Advanced		26.2
Number of students tested		61
Percent of total students tested		100
Number of students excluded		0
Percent of students excluded		0
SUBGROUP SCORES		
1. African American		
% At Basic		54.5
% At or Above Proficient		45.5
% At Advanced		0
Number of students tested		11
2. Free And Reduced Meals		
% At Basic		40.0
% At or Above Proficient		60.0
% At Advanced		10.0
Number of students tested		20
3. Special Education		
% At Basic		50.0
% At or Above Proficient		50.0
% At Advanced		16.7
Number of students tested		6
STATE SCORES		
% At Basic		34.9
% At or Above Proficient		65.1
% At Advanced		14.8

**MARYLAND SCHOOL ASSESSMENT (MSA)
BLUE RIBBON SCHOOLS**

Content: Reading		
Testing month: March	Grade: 5	2002-2003
SCHOOL SCORES		
% At Basic		100%
% At or Above Proficient		75.8
% At Advanced		25.8
Number of students tested		66
Percent of total students tested		100.0
Number of students excluded		0
Percent of students excluded		0.0
SUBGROUP SCORES		
1. African American		
% At Basic		50.0
% At or Above Proficient		50.0
% At Advanced		8.3
Number of students tested		12
2. Free And Reduced Meals		
% At Basic		45.5
% At or Above Proficient		55.5
% At Advanced		18.2
Number of students tested		22
3. Special Education		
% At Basic		80.0
% At or Above Proficient		20.0
% At Advanced		20.0
Number of students tested		5
STATE SCORES		
% At Basic		34.4
% At or Above Proficient		65.7
% At Advanced		26.0

**MARYLAND SCHOOL ASSESSMENT (MSA)
BLUE RIBBON SCHOOLS**

Content: Mathematics		
Testing month: March	Grade: 5	2002-2003
SCHOOL SCORES		
% At Basic		100%
% At or Above Proficient		56.1
% At Advanced		9.1
Number of students tested		66
Percent of total students tested		100.0
Number of students excluded		0
Percent of students excluded		0.0
SUBGROUP SCORES		
1. African American		
% At Basic		75.0
% At or Above Proficient		25.0
% At Advanced		0.0
Number of students tested		12
2. Free And Reduced Meals		
% At Basic		50.0
% At or Above Proficient		50.0
% At Advanced		4.5
Number of students tested		22
3. Special Education		
% At Basic		60.0
% At or Above Proficient		40.0
% At Advanced		0
Number of students tested		5
STATE SCORES		
% At Basic		45.0
% At or Above Proficient		55.0
% At Advanced		9.5