

REVISED MARCH 16, 2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal Mr. James J. Virga, Jr.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 11711 Joseph Mill Road
(If address is P.O. Box, also include street address)

Silver Spring MD 20906-4899
City State Zip Code+4 (9 digits total)

County Montgomery School Code Number* 0772

Telephone (301)-929-2165 Fax (301)-929-6977

Website/URL www.mcps.k12.md.us/schools/viersmilles/ E-mail James_Virga@fc.mcps.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. Jerry D. Weast
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Montgomery County Public Schools Tel. (301) 279-3381

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 Mrs. Patricia O'Neill
(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 _____

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 2004-2005 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 1999 and has not received the 2003 or 2004 *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: 125 Elementary schools
 36 Middle schools
 _____ Junior high schools
 24 High schools
 7 Other
 192 TOTAL
2. District Per Pupil Expenditure: \$10,537
 Average State Per Pupil Expenditure: \$8,765

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. 8 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 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	38	21	59	7			
K	58	47	105	8			
1	45	51	96	9			
2	59	57	116	10			
3	50	48	98	11			
4	53	47	100	12			
5	44	48	92	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							671

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | | |
|--|-------------------|--------------------------------|
| | 14 % | White |
| | 23 % | Black or African American |
| | 54 % | Hispanic or Latino |
| | 9 % | Asian/Pacific Islander |
| | <1 % | 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: 22 % (grades 1-5)

(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.	69
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	72
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	141
(4)	Total number of students in the school as of October 1	636 (grades 1-5)
(5)	Subtotal in row (3) divided by total in row (4)	.2217
(6)	Amount in row (5) multiplied by 100	22.2%

8. Limited English Proficient students in the school: 35 %
235 Total Number Limited English Proficient

Number of languages represented: 32+

Specify languages:

Akan, Amharic, Arabic, Bengali, Bulgarian, Cantonese, Cebuano, Farsi, French, French Creole, Greek, Hebrew, Hindi/Urdu, Khmer, Korean, Malay, Mandarin, Mandingo, Oriya, Oromo, Palauan, Portuguese, Punjabi, Romanian, Spanish, Swahili, Tagalog, Tanzanian, Thai, Twi, Vietnamese, Yoruba

9. Students eligible for free/reduced-priced meals: 62 %

Total number students who qualify: 413

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: $\frac{10}{70}$ %
 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> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 5 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 30 </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 34 </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> 1 </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>	
Classroom teachers	<u> 34 </u>	
Special resource teachers/specialists	<u> 24 </u>	
Paraprofessionals	<u> 3 </u>	<u> 12 </u>
Support staff	<u> 8 </u>	<u> 4 </u>
Total number	<u> 71 </u>	<u> 24 </u>

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

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	95%	96%	95%	95%
Daily teacher attendance	94%	94%	94%	94%	94%
Teacher turnover rate	17%	16%	16%	16%	16%
Student dropout rate (middle/high)	NA	NA	NA	NA	NA
Student drop-off rate (high school)	NA	NA	NA	NA	NA

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

Viers Mill Elementary School serves a diverse community in the southeastern portion of Montgomery County, Maryland. Viers Mill's 675 Pre-K through grade 5 students come from 42 different countries and speak 32 different languages. Over 30% of Viers Mill's students are English Language Learners who are currently receiving English for Speakers of Other Languages (ESOL) instruction on a daily basis. Another 23% of students have received and exited ESOL instruction; therefore, over 58% of Viers Mill students are English Language Learners. Approximately 65% of students qualify for free and reduced-priced meals.

In 2004, Viers Mill became the first Title I school in Montgomery County history to have over 70% of students in grades 3 and 5 achieve proficiency on the Maryland School Assessments in reading and mathematics. This achievement was the result of a concerted effort by staff members, parents, community members, business partners, and the students themselves. Every day, staff members arrive early to make final preparations for instruction. Teachers devote a great deal of time to individual and instructional team planning to prepare learning activities that will meet the needs of individual students. Students arrive at school, smiling and excited to be starting another day of learning. Some students walk to class from Bright Eyes day care, an accredited day care center housed in the building that provides high quality care for school-age students, as well as pre-schoolers and infants. Some students participate in before-school clubs that help them develop reading and math skills. All students eat breakfast in their classrooms with their friends thanks to the Maryland Meals Pilot. Morning announcements remind students of our school focus (Read. Read. Read.) and our Viers Mill PRIDE values (Perseverance, Respect, Integrity, Discipline, and Excellence). High expectations for student conduct, effort, and achievement are infused into the school climate. Teachers squeeze learning out of every minute of instructional time. Students are engaged in learning and focused on the work at hand. Student achievement in the classroom is supported by ESOL teachers, academic support teachers, and paraeducators, all of whom share a common devotion to student progress. Selected students receive support from the Linkages to Learning, a school-based social services office that provides mental health and case management services.

Viers Mill students benefit from a number of Montgomery County Public Schools initiatives, including all-day Kindergarten, reduced class-size (17:1) in K-2 classes, and staffing enhancements, including a Math Content Coach and Gifted and Talented teacher. Viers Mill receives Title I funding that is devoted to staffing, professional development, instructional materials, and family involvement efforts. These funds are used to implement strategies and activities that are aligned with our school goals through a school improvement process that is built on the Baldrige criteria of excellence. There is a great focus on stakeholder involvement in decision-making.

Viers Mill's drive for success is supported by valuable partnerships with the Viers Mill PTA and our business partner, the Gazette Newspapers. Every year the Viers Mill PTA devotes over 90% of their total budget to direct service for staff and students. The Viers Mill PTA provides staff with funds for instructional materials, purchases materials for after-school clubs, supports low-income families with field trip assistance, and sponsors Project READ, a weekly activity that keeps the school computer lab and media center open for parents and students to work together on reading activities under the guidance of Viers Mill staff. Through our partnership with the Gazette, we have established a mentoring program that serves over 30 students each school year. Gazette volunteers donate one hour per week to come to the school building to spend quality time with an individual student. Gazette volunteers also help with a weekly after-school Newspaper Club. In 2002, the Gazette was recognized by the Montgomery County Chamber of Commerce for their work at Viers Mill.

Through the ongoing collaboration of our staff, parents, and community partners, we will continue to provide our students with an excellent instructional program that results in academic success.

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 in such a way that someone not intimately familiar with the tests can easily understand them.

For the last two school years, Maryland has used the Maryland School Assessments (MSA) to evaluate the academic performance of school systems and individual schools. The MSA, which measures individual student proficiency in reading and math, was administered to students in grades 3 and 5 in 2003 and students in grades 3, 4, and 5 in 2004. Student scores are reported as Basic, Proficient, and Advanced. The state of Maryland establishes an Annual Measurable Objective (AMO), which is an annual target for the percentage of students demonstrating proficiency on the MSA. Each year the AMO is raised, pointing toward the ultimate goal of No Child Left Behind, to have 100% of students demonstrating proficiency by 2014. Schools achieve adequate yearly progress (AYP) by having all students and subgroups of students achieve the Annual Measurable Objective.

Viers Mill Elementary students have demonstrated high performance and steady growth on the MSA. Viers Mill AYP data, which combines grade 3 and grade 5 scores, shows that all students and subgroups of students made significant gains in reading and math from 2003 to 2004. In reading, the percentage of all students scoring at proficient/advanced increased 16.5% from 60.2 to 76.7. All subgroups demonstrated similar gains, including African American students (+ 15.7% from 52.9 to 68.6), English Language Learners (+ 56.8% from 13.3 to 70.1), and students qualified for FARMS (+ 27.1% from 46.4 to 73.5). Students demonstrated similar across-the-board growth in mathematics. The percentage of all students scoring at proficient/advanced increased 6.3% from 79.0 to 85.3. Again, all subgroups demonstrated similar gains, including Hispanic students (+ 9.6% from 77.7 to 87.3), English Language Learners (+ 23.3% from 60 to 83.3), and Special education students (+ 26.7% from 43.3 to 70). At the same time that all Viers Mill students are demonstrating significant gains in achievement, the gap between students of different ethnicities is narrowing. For example, on the 2003 grade 3 Reading MSA, there was a significant gap between the proficiency level of white students (77.3%), African American students (52.4%) and Hispanic students (40.0%). By 2004, the gap was virtually eliminated, with White (73.3%), African American (69.6%) and Hispanic (73.7%) students scoring within 4% of each other. These results confirm that instruction at Viers Mill is benefiting all students. We are “raising the bar” of academic excellence for all students at the same time that we are “closing the gap” between different groups of children.

Prior to 2003, Maryland used the Maryland School Performance Assessment Program (MSPAP) to measure school and system performance. When Viers Mill 2002 MSPAP results are compared with 2004 MSA scores, there is additional evidence of student progress. The percentage of grade 3 students demonstrating proficiency in reading increased 48.3% from MSPAP 2002 to MSA 2004. Grade 5 proficiency in reading increased 34.9%. In math, grade 3 proficiency increased 58.1% from 2002 to 2004. Grade 5 math proficiency increased 38.9%. Again, subgroups of students demonstrated similar gains. The Maryland State Department of Education has a website that provides access to all school performance data: www.mdk12.org.

Grade 2 students in MCPS take the Comprehensive Test of Basic Skills (CTBS). From 2001-2004, Viers Mill students demonstrated significant growth in reading and math. For example, students' Median National Percentile (MNP) score in reading increased 24 points from 40 to 64. On the Math Computation subtest, the MNP rose every year from 2001 to 2004, increasing from 68 in 2001 to 94 in 2004.

For Viers Mill staff, students, and parents, these consistent results confirm our day-to-day educational beliefs that all children can learn and that all students can excel when presented with a rigorous curriculum and high expectations.

2. Show in one-half page (approximately 300 words) how the school uses assessment data to understand and improve student and school performance.

At Viers Mill Elementary, formative and summative assessment data is collected and analyzed with one goal in mind - the continuous improvement of instruction. Numerous sources of data are examined, including standardized test results, MCPS assessments, and local school data. Various groups, including the school improvement team, leadership team, instructional teams, and PTA Executive Board, pore over student results, looking for evidence of strengths and needs in student performance. Data is disaggregated according to gender, race, grade level, and special services. Viers Mill teachers instinctively focus on the areas of need and begin immediately to plan additional interventions to address the problems. When interventions are planned, great care is taken in matching the intervention to student needs. Teacher input is critical in matching students to interventions. Data from 2003-2004 show that these interventions were effective. For example, of the 16 students in grades 3 and 5 identified for fluency support, 14 (81%) met the proficiency standard in reading on the MSA after participating in the Fluency Club.

Over the last three years, Viers Mill teachers have developed the Viers Mill Reading Comprehension Monitoring Tool (RCMT) to track student progress in reading. The RCMT is designed to evaluate student mastery of the key reading indicators for each marking period. Instructional teams in grades 1-5 meet and review Maryland Voluntary State Curriculum, and MCPS Reading/Language Arts curriculum guides. The teams determine which reading indicators are most important for their students for each marking period. They collect appropriate text passages and then write assessment items to evaluate student understanding of the indicator. Students complete multiple choice and brief constructed response items. Teachers analyze the individual student results and use the data to plan instructional interventions. Teachers give students feedback about their work on the RCMT and provide additional opportunities to demonstrate proficiency. Teachers meet in teams to review results to see if there are any patterns across the grade level. RCMT results for all students are shared with school administrators each marking period and discussed at leadership team meetings.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

At Viers Mill, we believe that parents play a critical role in their children's academic success. We work to inform, involve, and empower parents through a variety of strategies and activities. Every Friday, students take home a parent bulletin, which contains information about our school goals, student performance, programs, and activities. The bulletin is translated into English and Spanish to accommodate our high percentage of Spanish-speaking parents. The school mission statement can be found in English and Spanish at the top of every bulletin. At the midpoint of each marking period, K-5 teachers send home Individual Student Progress Reports to all parents that provide information about their child's performance in several areas, including attendance, on-time arrival, completion of work, and academic progress. Progress reports are translated into English and Spanish. Family Learning Nights (FLN) are held once a month throughout the school year. FLNs begin with free pizza dinner for all parents and students attending. Free bus transportation is provided for families that have no transportation. Free babysitting is provided for younger siblings. Students are escorted to classrooms for reading activities with teachers who have signed up to lead the sessions, while parents remain for a PTA meeting and a training session on how to read to/with your child. All parent presentations are translated into Spanish. At the end of the session, parent feedback is collected. Students return with a new book that they have selected in the classroom. They join their parents and the family reads together. Students take the book home to build their own library. Average attendance at Family Learning Nights during 2003-2004 was 160 people. In addition to the monthly FLNs, parents are provided with information through parent-teacher conferences held in November. Attendance at conferences is always near 100%. Interpreters are secured to translate

conferences into Spanish, Chinese, French, Amharic, and Vietnamese. Parents are also invited to attend information meetings that are held on several topics, including Gifted and Talented instruction, Title I services, and MSA and CTBS preparation. The main office staff includes a full-time Parent Outreach Liaison, a bilingual staff member who responds to parent questions and helps parents to understand school programs and goals. Teachers provide regular feedback to students about their performance and help them to make adjustments and improvements. Students are recognized for achievement and effort at quarterly Celebration Assemblies.

4. Describe in one-half page how the school has shared and will continue to share its successes with other schools.

On our journey to improve student performance and achieve academic goals, Viers Mill has benefited from consulting and collaborating with other schools. As we have achieved performance goals, we have been very willing to share best practices with other schools. Our principal and leadership team have made presentations at Superintendent's Administrator and Supervisor meetings, summer training for MCPS school leadership teams, and Down County Consortium principal meetings. In addition, a number of Viers Mill staff members have served as MCPS trainers and have shared best practices at MCPS professional development sessions.

Viers Mill has also hosted numerous school visits and observations. Staff members from other schools have sent leadership teams to observe in classrooms. Observations are then followed by debriefing sessions, during which visitors can ask questions about our school and receive information from school administrators and our staff development teacher. In the last two school years, we have hosted teams or observers from approximately 15 other MCPS elementary schools. During the 2004-2005 school year, Viers Mill was selected to be the subject of a case study conducted by the MCPS Department of Shared Accountability. The case study team came to the school and conducted interviews and focus groups with staff and parents, and reviewed school documents in an effort to capture some of the reasons for Viers Mill's success. MCPS plans to use the information from the case study to create a training program to help other schools examine their own processes and strategies.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards.

It is the mission of Viers Mill Elementary to provide every student with a rigorous instructional program that is matched to their individual strengths and needs. Teaching and learning are aligned with the Maryland State Content Standards and guided by the Montgomery County Public Schools (MCPS) Curriculum. The MCPS Curriculum is based on four essential questions: 1) What do students need to know and be able to do? 2) How will we know that they have learned it? 3) What will we do when they haven't learned it? 4) What will we do when they already know it? At Viers Mill, we understand how important it is for students to understand the goals of the curriculum: *what they need to know and be able to do*. Consequently, classroom teachers at Viers Mill post large content maps in their classroom. The content maps, which are developed collaboratively by instructional teams, capture the key learning objectives, key vocabulary, and main strategies for each unit of study. Content maps are color-coded (reading-red, writing-black, math-blue) and printed on poster size paper to make it easier for students to see. Teachers refer to the content maps to help students understand lesson objectives and to see "the big picture." Content maps are posted on the school's computer network so that all staff can access them. This allows ESOL teachers, arts teachers, paraeducators, etc. to know what each grade level is working on at a given time. This enhances their ability to support grade level objectives when working with students.

All students receive regular instruction in reading, writing, mathematics, science, social studies, art, general music, physical education, media science, and technology. The MCPS Reading/Language Arts Curriculum is designed to provide all students with a balanced literacy instructional program that supports their development as effective readers and writers. The MCPS Math Curriculum is designed to help all students understand math concepts and use math to solve real problems. Students are exposed to concepts of algebra, geometry, measurement, statistics, probability, and number relationships. At Viers Mill, all students participate in an extended math block (90 minutes) every day. The MCPS Science Curriculum provides students with hands-on experiences that help them develop scientific thinking and skills. At Viers Mill, classroom teachers use the MCPS science kits, which contain all the resources that a teacher needs to deliver an interactive science unit. For example, kindergartners explore physics through the Balls and Ramps kit while grade 4 students explore biology through their Ecosystem Unit. Social studies instruction helps all students to develop an understanding of the social, economic, and political institutions that foster a democratic way of life. Weekly general music classes involve all students, Pre-K through grade 5, in learning activities that develop all aspects of musicianship, including singing, playing instruments, moving to music, reading and writing music notation, critical listening, composing, improvising, and analyzing. Students are exposed to high-quality music through assembly performances in the school and field trips to local arts centers. Students in grades 4 and 5 are invited to participate in Instrumental Music, which provides them with weekly instruction on an instrument of their choice. Each year, students perform a spring musical. Art instruction gives students opportunities to explore art through a variety of hands-on creative activities. The school hallways are adorned with examples of students' artwork, representing a variety of art skills, media, and cultures. Weekly physical education classes help students to develop fitness, physical skills, and a healthy life-style. Annual events like Jump Rope for Heart (to support the American Heart Association) and field days celebrate physical fitness. The media center is the learning hub of the school: a place where students are encouraged to love reading and where they are given the tools to find, understand, and evaluate information. Viers Mill is an MCPS Technology Modernization school, with new computers and network installed in 2003. There are multiple computers in every classroom, tools that are integrated into instruction. A state of the art computer lab provides a space for entire classes to work on technology projects together.

- 2a. **(Elementary Schools)** Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

At Viers Mill, we believe that reading provides a foundation for all learning. Our school goal for the past two school years has been to increase the reading comprehension skills of all students. Accordingly, we implement the MCPS Reading/Language Arts curriculum for students in Kindergarten through grade 5, which is research-based and aligned with Maryland State Content Standards and recommendations from the National Panel on Reading. The overall goal of the MCPS curriculum is to develop independent readers who construct meaning when reading a wide variety of texts for different purposes. All Viers Mill students participate in an extended reading/language arts block every day to build their literacy skills. Students are immersed in a balanced literacy program that includes reading instruction, word study, independent reading, writing instruction, independent writing, listening, and speaking. Reading instruction includes oral language development, modeled reading, shared reading, guided reading, literature study, and independent reading. At Viers Mill, we have a strong belief in the necessity of daily guided reading instruction. Every day every student meets in a small guided reading group with a teacher to learn and develop reading strategies and receive instruction in text structures. Students also benefit from literacy centers, Junior Great Books activities, and literature circles. In reading instruction, students read for a variety of purposes, including reading for a literary experience (stories, plays, poems), and reading to be informed (informational text, articles, and texts that tell how to perform a procedure). Students learn to use strategies for before reading, during reading, and after reading, so that they can draw meaning from the text. Highly able learners are challenged through accelerated texts and high-level reasoning and discussions. Students who are struggling in reading receive additional supports from resource teachers and academic support personnel. The Reading Recovery teacher meets one-on-one with selected students in grade 1 to provide reading support. Students in grades 2-5 who are not meeting reading proficiency are identified for other types of intervention, depending on their specific need. These include resource support and academic clubs. For example, students having difficulty with understanding the meaning of text will participate in the Soar to Success group, which addresses comprehension skills. In this way, individual student needs are addressed to help us reach our goal of improving all students' ability to understand what they read.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Over 30% of Viers Mill's students are currently receiving daily instruction in English for Speakers of Other Languages (ESOL). ESOL instruction and the success of ESOL students are critical to Viers Mill's school mission. The MCPS ESOL Curriculum is based on national and district standards for the language and literacy development of English Language Learners (ELL). The goal of ESOL instruction is to help all ELL students develop the language skills they need to succeed academically, to participate fully in classroom instruction, and to adjust smoothly to the culture of the school. To achieve these goals, ESOL teachers focus on reading, writing, listening, and speaking skills. They give students multiple opportunities to practice and apply these skills through interaction with adults and peers, hands-on learning activities, and critical thinking tasks. ESOL beginners, who have little or no English proficiency, work with trained ESOL teachers for one hour every day, using the MCPS ESOL Beginners Curriculum. This curriculum is designed to help ELL students develop oral language skills in English. Other students have progressed to the Intermediate and Advanced levels of ESOL instruction. These students receive daily ESOL support for approximately 45 minutes. Viers Mill also has a high percentage of students who have exited ESOL instruction. This means that they previously received ESOL instruction but their test results indicate they no longer qualify for direct ESOL support. Research shows, however, that it takes students 5-7 years to develop academic vocabulary and proficiency in a second language. Consequently, we continue to assist these students through academic interventions and classroom supports. The model for ESOL instruction implementation varies by grade level. In Kindergarten, ESOL teachers "plug in" to the Kindergarten classrooms every day during writing instruction. They deliver ESOL instruction by working

with the ELL students in the kindergarten classrooms while they are writing. This provides many opportunities to build language skills and vocabulary and allows them to support the kindergarten reading/language arts curriculum. In grades 1-5, ESOL teachers “pull out” students for a portion of the daily reading/language arts block. They deliver instruction that is aligned with the grade level reading language arts curriculum and they infuse their lessons with an emphasis on language skills and language acquisition. As a result, students are still exposed to the curriculum while they are receiving ESOL instruction. Viers Mill is currently collaborating with ESOL education consultants to provide Viers Mill classroom teachers with training on additional strategies that work with ELL students in the regular classroom.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Student learning is the number one priority at Viers Mill. Instructional methods are carefully chosen, implemented, and evaluated for effectiveness. Teachers plan instruction using research-based strategies and make modifications to meet the needs of students. Many staff members have received training based on *The Skillful Teacher: Building your teaching skills* (Saphier, Gower, 1997: Research for Better Teaching). All lessons start with a clear explanation of the objective. Teachers refer to the posted plans for the day and the appropriate content map that is displayed in the classroom. Teachers model skills and explain content. Students are given opportunities to explore and practice new skills under the teacher’s guidance. This is followed by independent practice. When students do not grasp the content the first time, teachers will employ classroom-based interventions, including small group instruction, one-on-one intervention, support from a paraeducator, and modified materials. Teachers will re-teach content in a variety of ways that appeal to different learning styles to make sure that all students understand. Some students receive additional support from resource teachers, special educators, and academic support. Many students receive instructional intervention through academic clubs held before and after school. In the first semester of the 2004-2005 school year, over 200 Viers Mill students were participating in a club.

Our pre-kindergarten and Head Start instruction is enhanced through our participation in the Early Reading First Grant program, which provides research-based training for all Pre-K/Head Start staff. This training is also offered to teachers from our school-based day care center. The result is that all of our pre-school students are better prepared for kindergarten success. Prior to 2002, Viers Mill had two self-contained special education classes for students with specific learning disabilities. Three years ago, we made the decision to fully include these students in a regular classroom environment. Since then, these students have been assigned to a regular grade level homeroom and they participate in regular grade level instruction. They receive support from the special education teacher and instructional assistant. Since implementing this model, feedback from teachers, parents, and students, has been very positive. Student results have improved, as well. When pre-assessment or ongoing instruction indicate that a student already knows the content, teachers modify the lesson for these students and take steps to accelerate or enrich their assignments. Viers Mill has a Gifted and Talented teacher who works with all classroom teachers to meet the needs of highly able students in the regular classroom. The GT teacher also coaches teachers in grades 3, 4, and 5 who meet daily with advanced math students at that grade level. Teachers in K-2 have received training to help them identify and nurture giftedness in all students.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

At Viers Mill Elementary, we believe that the success of our students is dependent upon the effectiveness of our teaching staff. We invest a great deal of time, planning, and resources to make sure that we are increasing each staff member's capacity to promote student achievement. All professional development is aligned with the school mission and the objectives of the school improvement plan. Our full-time staff development teacher (SDT) works with administrators, instructional teams, and individual teachers to plan and implement professional development experiences. During the teacher workday, job-embedded training provides teachers with time to plan instruction, observe colleagues teaching, create/revise monitoring tools, examine student data, develop benchmark assessments, create long-term lesson plans and content maps, and work on their own individual Professional Development Plans. The SDT organizes staff development substitutes to cover classes while teachers are in training. The master instructional schedule allows instructional teams an extended block of planning time each week during the student day. After school, teachers meet in vertical teams to examine student work across grade levels. They participate in self-selected study groups to explore professional texts and use the strategies they have learned. Each year, Viers Mill teachers are provided professional texts to keep for their personal library. These texts have included *Mosaic of Thought* (Keene, Zimmerman, 1997: Heinemann); *Guiding Readers and Writers(grades 3-6): Teaching comprehension, genre, and content literacy* (Fountas, Pinnel, 2001: Heinemann); *Strategies That Work : Teaching Comprehension to Enhance Understanding* (Harvey, Goudvis, 2000: Steinhouse). Viers Mill has also worked with nationally known consultants, including Dr. Max Thompson, to evaluate and modify our instructional program. Viers Mill has partnered with the University of Maryland to become a Professional Development School (PDS). Over the past four years, Viers Mill has served as the training ground for over 20 future educators. Several PDS interns have joined the Viers Mill staff. All of our professional development efforts have enhanced the ability of individual teachers and instructional teams to deliver highly effective instruction to diverse groups of students.

**MARYLAND SCHOOL ASSESSMENT (MSA)
Viers Mill Elementary School Assessment Results**

Grade 3 – Reading – March 2003-2004	2003-2004	2002-2003
SCHOOL SCORES		
% At or Above Basic	100	100
% At or Above Proficient	71	52
% At Advanced	5	9
Number of students tested	101	94
Percent of total students tested	100	100
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
SUBGROUP SCORES		
1. Asian, Pacific Islander Students		
% At or Above Basic	100	*
% At or Above Proficient	67	*
% At Advanced	17	*
Number of students tested	6	*
2. African American Students		
% At or Above Basic	100	100
% At or Above Proficient	70	52
% At Advanced	4	5
Number of students tested	23	21
3. Hispanic Students		
% At or Above Basic	100	100
% At or Above Proficient	74	40
% At Advanced	0	6
Number of students tested	57	50
4. White, not Hispanic		
% At or Above Basic	100	100
% At or Above Proficient	73	78
% At Advanced	20.0	11
Number of students tested	15	18
5. Limited English Proficient Students		
% At or Above Basic	100	100
% At or Above Proficient	54	11
% At Advanced	0.0	0.0
Number of students tested	35	19
6. Students Receiving Special Education		
% At or Above Basic	100	100
% At or Above Proficient	33	9
% At Advanced	0.0	0.0
Number of students tested	15	11
7. Students Receiving Free and Reduced Price Meals		
% At or Above Basic	100	100
% At or Above Proficient	65	33
% At Advanced	2	5
Number of students tested	68	57
STATE SCORES		
% At or Above Basic	100	100
% At or Above Proficient	70	58
% At Advanced	13	9

* indicates a testing group of fewer than 5 students. Maryland reports results for groups of 5 or more students

**MARYLAND SCHOOL ASSESSMENT (MSA)
Viers Mill Elementary School Assessment Results**

Grade 4 – Reading – March 2004	2003-2004	2002-2003
SCHOOL SCORES		
% At or Above Basic	100	*
% At or Above Proficient	72	*
% At Advanced	9	*
Number of students tested	92	*
Percent of total students tested	100	*
Number of students alternatively assessed	0	*
Percent of students alternatively assessed	0	*
SUBGROUP SCORES		
1. Asian, Pacific Islander Students		
% At or Above Basic	*	*
% At or Above Proficient	*	*
% At Advanced	*	*
Number of students tested	*	*
2. African American Students		
% At or Above Basic	100	*
% At or Above Proficient	75	*
% At Advanced	0	*
Number of students tested	20	*
3. Hispanic Students		
% At or Above Basic	100	*
% At or Above Proficient	64	*
% At Advanced	8	*
Number of students tested	53	*
4. White, not Hispanic		
% At or Above Basic	100	*
% At or Above Proficient	86	*
% At Advanced	14	*
Number of students tested	14	*
5. Limited English Proficient Students		
% At or Above Basic	100	*
% At or Above Proficient	39	*
% At Advanced	0	*
Number of students tested	23	*
6. Students Receiving Special Education		
% At or Above Basic	10	*
% At or Above Proficient	27	*
% At Advanced	0	*
Number of students tested	11	*
7. Students Receiving Free and Reduced Price Meals		
% At or Above Basic	100	*
% At or Above Proficient	66	*
% At Advanced	5	*
Number of students tested	59	*
STATE SCORES		
% At or Above Basic	100	*
% At or Above Proficient	75	*
% At Advanced	16	*

MSA was not administered to grade 4 students in 200

*indicates a testing group of fewer than 5 students. Maryland reports results for groups of 5 or more students.

MARYLAND SCHOOL ASSESSMENT (MSA)
Viers Mill Elementary School Assessment Results

Grade 5 – Reading – March 2003-2004	2003-2004	2002-2003
SCHOOL SCORES		
% At or Above Basic	100	100
% At or Above Proficient	79	65
% At Advanced	25	17
Number of students tested	114	99
Percent of total students tested	100	100
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
SUBGROUP SCORES		
1. Asian, Pacific Islander Students		
% At or Above Basic	100	100
% At or Above Proficient	88	70
% At Advanced	29	15
Number of students tested	17	20
2. African American Students		
% At or Above Basic	100	100
% At or Above Proficient	65	47
% At Advanced	19	12
Number of students tested	20	17
3. Hispanic Students		
% At or Above Basic	100	100
% At or Above Proficient	82	68
% At Advanced	22	13
Number of students tested	53	48
4. White, not Hispanic		
% At or Above Basic	100	100
% At or Above Proficient	86	62
% At Advanced	38	39
Number of students tested	14	13
5. Limited English Proficient Students		
% At or Above Basic	100	100
% At or Above Proficient	68	21
% At Advanced	5	0
Number of students tested	22	14
6. Students Receiving Special Education		
% At or Above Basic	100	100
% At or Above Proficient	87	32
% At Advanced	20	0
Number of students tested	15	19
7. Students Receiving Free and Reduced Price Meals		
% At or Above Basic	100	100
% At or Above Proficient	79	57
% At Advanced	21	11
Number of students tested	72	63
STATE SCORES		
% At or Above Basic	100	100
% At or Above Proficient	68	66
% At Advanced	29	26

**MARYLAND SCHOOL ASSESSMENT (MSA)
Viers Mill Elementary School Assessment Results**

Grade 3–Mathematics–March 2003-2004	2003-2004	2002-2003
SCHOOL SCORES		
% At or Above Basic	100	100
% At or Above Proficient	88	79
% At Advanced	36	28
Number of students tested	101	94
Percent of total students tested	100	100
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
SUBGROUP SCORES		
1. Asian, Pacific Islander Students		
% At or Above Basic	100	*
% At or Above Proficient	100	*
% At Advanced	50	*
Number of students tested	6	*
2. African American Students		
% At or Above Basic	100	100
% At or Above Proficient	78	76
% At Advanced	35	19
Number of students tested	23	21
3. Hispanic Students		
% At or Above Basic	100	100
% At or Above Proficient	88	74
% At Advanced	32	14
Number of students tested	57	50
4. White, not Hispanic		
% At or Above Basic	100	100
% At or Above Proficient	100	89
% At Advanced	47	61
Number of students tested	15	18
5. Limited English Proficient Students		
% At or Above Basic	100	100
% At or Above Proficient	80	47
% At Advanced	20	11
Number of students tested	35	19
6. Students Receiving Special Education		
% At or Above Basic	100	100
% At or Above Proficient	53	46
% At Advanced	7	0
Number of students tested		11
7. Students Receiving Free and Reduced Price Meals		
% At or Above Basic	100	100
% At or Above Proficient	84	75
% At Advanced	32	14
Number of students tested	68	57
STATE SCORES		
% At or Above Basic	100	100
% At or Above Proficient	72	65
% At Advanced	20	15

*indicates a testing group of fewer than 5 students. Maryland reports results for groups of 5 or more students.

MARYLAND SCHOOL ASSESSMENT (MSA)
Viers Mill Elementary School Assessment Results

Grade 4 – Mathematics – March 2004	2003-2004	2002-2003
SCHOOL SCORES		
% At or Above Basic	100	*
% At or Above Proficient	79	*
% At Advanced	32	*
Number of students tested	95	*
Percent of total students tested	100	*
Number of students alternatively assessed	0	*
Percent of students alternatively assessed	0	*
SUBGROUP SCORES		
1. Asian, Pacific Islander Students		
% At or Above Basic	100	*
% At or Above Proficient	100	*
% At Advanced	40	*
Number of students tested	5	*
2. African American Students		
% At or Above Basic	100	*
% At or Above Proficient	71	*
% At Advanced	24	*
Number of students tested	21	*
3. Hispanic Students		
% At or Above Basic	100	*
% At or Above Proficient	72	*
% At Advanced	24	*
Number of students tested	54	*
4. White, not Hispanic		
% At or Above Basic	100	*
% At or Above Proficient	86	*
% At Advanced	64	*
Number of students tested	14	*
5. Limited English Proficient Students		
% At or Above Basic	100	*
% At or Above Proficient	58	*
% At Advanced	8	*
Number of students tested	26	*
6. Students Receiving Special Education		
% At or Above Basic	100	*
% At or Above Proficient	36	*
% At Advanced	0	*
Number of students tested	11	*
7. Students Receiving Free and Reduced Price Meals		
% At or Above Basic	100	*
% At or Above Proficient	73	*
% At Advanced	22	*
Number of students tested	60	*
STATE SCORES		
% At or Above Basic	100	*
% At or Above Proficient	70	*
% At Advanced	20.0	*

MSA was not administered to grade 4 students in 2003

*indicates a testing group of fewer than 5 students. Maryland reports results for groups of 5 or more students.

MARYLAND SCHOOL ASSESSMENT (MSA)
Viers Mill Elementary School Assessment Results

Grade 5–Mathematics–March 2003-2004	2003-2004	2002-2003
SCHOOL SCORES		
% At or Above Basic	100	100
% At or Above Proficient	81	74
% At Advanced	19	99
Number of students tested	115	100
Percent of total students tested	100	100
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
SUBGROUP SCORES		
1. Asian, Pacific Islander Students		
% At or Above Basic	100	100
% At or Above Proficient	82	90
% At Advanced	24	10
Number of students tested	17	20
2. African American Students		
% At or Above Basic	100	100
% At or Above Proficient	67.7	47
% At Advanced	12.9	0
Number of students tested	31	17
3. Hispanic Students		
% At or Above Basic	100	100
% At or Above Proficient	87	77
% At Advanced	13	4.2
Number of students tested	46	48
4. White, not Hispanic		
% At or Above Basic	100	100
% At or Above Proficient	86	69
% At Advanced	33	31
Number of students tested	21	13
5. Limited English Proficient Students		
% At or Above Basic	100	100
% At or Above Proficient	65	71
% At Advanced	0.0	0
Number of students tested	23	14
6. Students Receiving Special Education		
% At or Above Basic	100	100
% At or Above Proficient	87	42
% At Advanced	0	0
Number of students tested	15	19
7. Students Receiving Free and Reduced Price Meals		
% At or Above Basic	100	100
% At or Above Proficient	80	69
% At Advanced	14	3
Number of students tested	73	63
STATE SCORES		
% At or Above Basic	100	100
% At or Above Proficient	63	55.
% At Advanced	13	10

**MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP)
Viers Mill Elementary School Assessment Results**

Grade 3 – Reading – May 2002	2001-2002
SCHOOL SCORES	
% At or Above Basic	100
% At or Above Proficient	24
% At Advanced	2
Number of students tested	111
Percent of total students tested	83%
Number of students alternatively assessed	15
Percent of students alternatively assessed	12%
SUBGROUP SCORES	
1. Asian, Pacific Islander Students	
% At or Above Basic	100
% At or Above Proficient	35
% At Advanced	12
Number of students tested	17
2. African American Students	
% At or Above Basic	100
% At or Above Proficient	26
% At Advanced	0.0
Number of students tested	27
3. Hispanic Students	
% At or Above Basic	100
% At or Above Proficient	12
% At Advanced	0.0
Number of students tested	43
4. White Students, not Hispanic	
% At or Above Basic	100
% At or Above Proficient	36
% At Advanced	0
Number of students tested	25
5. Limited English Proficient Students	
% At or Above Basic	100
% At or Above Proficient	5
% At Advanced	5
Number of students tested	22
6. Students Receiving Special Education	
% At or Above Basic	*
% At or Above Proficient	*
% At Advanced	*
Number of students tested	*
7. Students Receiving Free and Reduced Price Meals	
% At or Above Basic	100
% At or Above Proficient	15
% At Advanced	2
Number of students tested	70
STATE SCORES	
% At or Above Basic	100
% At or Above Proficient	31
% At Advanced	4

* Indicates fewer than 5 students in the testing group. Maryland does not report results for these groups.

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP)
Viers Mill Elementary School Assessment Results

Grade 3 – Mathematics – May 2002	2001-2002
SCHOOL SCORES	
% At or Above Basic	100
% At or Above Proficient	30
% At Advanced	2
Number of students tested	123
Percent of total students tested	97%
Number of students alternatively assessed	4
Percent of students alternatively assessed	3%
SUBGROUP SCORES	
1. Asian, Pacific Islander Students	
% At or Above Basic	100
% At or Above Proficient	44
% At Advanced	0
Number of students tested	18
2. African American Students	
% At or Above Basic	100
% At or Above Proficient	31
% At Advanced	0
Number of students tested	29
3. Hispanic Students	
% At or Above Basic	100
% At or Above Proficient	18
% At Advanced	0
Number of students tested	51
4. White, not Hispanic	
% At or Above Basic	100
% At or Above Proficient	44
% At Advanced	8
Number of students tested	25
5. Limited English Proficient Students	
% At or Above Basic	100
% At or Above Proficient	10
% At Advanced	0
Number of students tested	29
6. Students Receiving Special Education	
% At or Above Basic	100
% At or Above Proficient	13
% At Advanced	0
Number of students tested	15
7. Students Receiving Free and Reduced Price Meals	
% At or Above Basic	100
% At or Above Proficient	24
% At Advanced	0.0
Number of students tested	70
STATE SCORES	
% At or Above Basic	100
% At or Above Proficient	29
% At Advanced	2

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP)
Viers Mill Elementary School Assessment Results

Grade 5 – Reading – May 2002	2001-2002
SCHOOL SCORES	
% At or Above Basic	100
% At or Above Proficient	42
% At Advanced	16
Number of students tested	76
Percent of total students tested	85%
Number of students alternatively assessed	13
Percent of students alternatively assessed	15%
SUBGROUP SCORES	
1. Asian, Pacific Islander Students	
% At or Above Basic	100
% At or Above Proficient	83
% At Advanced	50
Number of students tested	6
2. African American Students	
% At or Above Basic	100
% At or Above Proficient	43
% At Advanced	14
Number of students tested	14
3. Hispanic Students	
% At or Above Basic	100
% At or Above Proficient	47
% At Advanced	16
Number of students tested	38
4. White, not Hispanic	
% At or Above Basic	100
% At or Above Proficient	67
% At Advanced	17
Number of students tested	18
5. Limited English Proficient Students	
% At or Above Basic	100
% At or Above Proficient	43
% At Advanced	29
Number of students tested	7
6. Students Receiving Special Education	
% At or Above Basic	*
% At or Above Proficient	*
% At Advanced	*
Number of students tested	*
7. Students Receiving Free and Reduced Price Meals	
% At or Above Basic	100
% At or Above Proficient	49
% At Advanced	16
Number of students tested	49
STATE SCORES	
% At or Above Basic	100
% At or Above Proficient	42
% At Advanced	11

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP)
Viers Mill Elementary School Assessment Results

Grade 5 – Mathematics – May 2002	2001-2002
SCHOOL SCORES	
% At or Above Basic	100
% At or Above Proficient	54
% At Advanced	18.4
Number of students tested	88
Percent of total students tested	99%
Number of students alternatively assessed	1
Percent of students alternatively assessed	1%
SUBGROUP SCORES	
1. Asian, Pacific Islander Students	
% At or Above Basic	100
% At or Above Proficient	50.0
% At Advanced	33
Number of students tested	6
2. African American Students	
% At or Above Basic	100
% At or Above Proficient	38
% At Advanced	19
Number of students tested	16
3. Hispanic Students	
% At or Above Basic	100
% At or Above Proficient	37
% At Advanced	11
Number of students tested	46
4. White, not Hispanic	
% At or Above Basic	100
% At or Above Proficient	55
% At Advanced	20
Number of students tested	20
5. Limited English Proficient Students	
% At or Above Basic	100
% At or Above Proficient	0
% At Advanced	0
Number of students tested	7
6. Students Receiving Special Education	
% At or Above Basic	100
% At or Above Proficient	25
% At Advanced	13
Number of students tested	16
7. Students Receiving Free and Reduced Price Meals	
% At or Above Basic	100
% At or Above Proficient	31
% At Advanced	7
Number of students tested	49
STATE SCORES	
% At or Above Basic	100
% At or Above Proficient	30
% At Advanced	10

**Comprehensive Test of Basic Skills (CTBS)
Viers Mill Elementary School Assessment Results**

Grade 2 – Reading February/March 2001-2004	2003- 2004	2002- 2003	2001- 2002	2000- 2001
SCHOOL SCORES				
Scores are reported here as (check one): NCEs ___ Scaled scores___ Percentiles <u>X</u>				
Total Score, Median National Percentile	64	47	55	40
Number of students tested	103	103	85	116
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Asian, Pacific Islander Students	73	64	73	41
Number of students tested	13	8	7	16
2. African American Students	48	47	55	34
Number of students tested	16	23	15	26
3. Hispanic Students	64	47	44	29
Number of students tested	63	53	44	45
4. White, not Hispanic	73	64	73	73
Number of students tested	11	18	19	29
5. Limited English Proficient Students	55	47	30	29
Number of students tested	28	44	22	33
6. Students Receiving Special Education	37	47	34	34
Number of students tested	12	13	6	9
7. Students Receiving Free and Reduced Price Meals	55	47	47	34
Number of students tested	66	69	52	64

**Comprehensive Test of Basic Skills (CTBS)
Viers Mill Elementary School Assessment Results**

Grade 2 – Mathematics February/March 2001-2004	2003- 2004	2002- 2003	2001- 2002	2000- 2001
SCHOOL SCORES				
Scores are reported here as (check one): NCEs ___ Scaled scores___ Percentiles <u>X</u>				
Total Score, Median National Percentile	79	70	60	52
Number of students tested	103	103	85	116
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Asian, Pacific Islander Students	87	70	70	60
Number of students tested	13	8	7	16
2. African American Students	87	52	70	52
Number of students tested	16	23	15	26
3. Hispanic Students	79	70	48	35
Number of students tested	63	53	44	45
4. White, not Hispanic	87	79	79	79
Number of students tested	11	18	19	29
5. Limited English Proficient Students	75	60	35	35
Number of students tested	28	44	22	33
6. Students Receiving Special Education	65	52	26	35
Number of students tested	12	13	6	9
7. Students Receiving Free and Reduced Price Meals	79	70	52	35
Number of students tested	66	69	52	64

**Comprehensive Test of Basic Skills (CTBS)
Viers Mill Elementary School Assessment Results**

Grade 2 – Math Computation February/March 2001-2004	2003- 2004	2002- 2003	2001- 2002	2000- 2001
SCHOOL SCORES				
Scores are reported here as (check one): NCEs ___ Scaled scores___ Percentiles <u>X</u>				
Total Score, Median National Percentile	94	90	76	68
Number of students tested	103	103	85	116
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Asian, Pacific Islander Students	94	97	76	83
Number of students tested	13	8	7	16
2. African American Students	92	90	90	68
Number of students tested	16	23	15	26
3. Hispanic Students	90	87	68	58
Number of students tested	63	54	43	45
4. White, not Hispanic	94	94	90	68
Number of students tested	11	18	19	29
5. Limited English Proficient Students	94	90	58	49
Number of students tested	28	44	22	33
6. Students Receiving Special Education	90	90	63	40
Number of students tested	12	13	6	9
7. Students Receiving Free and Reduced Price Meals	92	90	63	40
Number of students tested	66	70	51	64