

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Ms. Alison Andre Lee

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

Official School Name Broadneck Elementary School

(As it should appear in the official records)

School Mailing Address 470 Shore Acres Road

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

Arnold

City

Maryland

State

21012-1600

Zip Code+4(9 digits total)

County Anne Arundel

State School Code Number* 2322

Telephone (410) 222-1680

Fax (410) 222-1676

Web site/URL www.aacps.org

E-mail alee@aacps.org

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

Date _____

Principal's Signature

Name of Superintendent Dr. Kevin M. Maxwell

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

District Name Anne Arundel County Public Schools

Tel. (410) 222-5000

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Tricia L. Johnson

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

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

Date _____

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 4 | % Asian or Pacific Islander |
| 7 | % Black or African American |
| 4 | % Hispanic or Latino |
| 85 | % White |

100 % TOTAL

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

7. Student turnover, or mobility rate, during the past year 5 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	19
(2)	Number of students who transferred from the school after October 1 until the end of the year	15
(3)	Total of all transferred students [sum of rows (1) and (2)]	34
(4)	Total number of students in the school as of October 1	647
(5)	Total transferred students in row (3) divided by total students in row (4)	0.05
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: 1 %
- | | |
|---|---|
| 6 | Total Number Limited English Proficient |
|---|---|

Number of languages represented: 5

Specify languages: Spanish
 Portuguese
 Chinese
 Japanese
 Korean

9. Students eligible for free/reduced-priced meals: 8 %

Total number students who qualify: 53

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: $\frac{7}{43}$ %
 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>6</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>8</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>8</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>17</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>4</u>	Multiple Disabilities		

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

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>29</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>1</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support Staff	<u>14</u>	<u>12</u>
Total number	<u>54</u>	<u>13</u>

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

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	96 %	96 %	96 %
Daily teacher attendance	96 %	97 %	97 %	96 %	97 %
Teacher turnover rate	7 %	10 %	8 %	11 %	6 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

Broadneck Elementary, home of the 'Broadneck Bees,' is located in a suburban area, with close proximity to historic Annapolis, in Anne Arundel County, Maryland. It is eclectic in its surrounding housing. Across the street are apartment complexes, behind the school's fields are middle to low income town homes, and there are several waterfront communities with million dollar properties. The main components of housing, however, are small neighborhoods with middle-class single family homes.

Broadneck Elementary is 32 years old with an 'open-space' floor plan. The facility is, indeed, starting to show its age. It is well maintained, brightly painted, and has vibrant student-owned classrooms. The student population stays around 650, housing kindergarten through 5th grade. Broadneck Elementary is becoming increasingly overcrowded. Currently, there are five portable classrooms housing fourth grade. The school PTO (Parent Teacher Organization) recently funded two playground areas with age-appropriate and safe recess equipment. While the majority of the student population is caucasian, teachers help all students learn to respect and appreciate individual and group differences.

Broadneck Elementary is embarking on a major initiative to move our technology opportunities forward. Through the use of monies from student picture sales (from a private vendor), and continued support from PTO funding sources, SMART boards and document cameras are the goal for each classroom. At this time our school houses three SMART boards and nine document cameras for instructional deliveries.

The staff is as eclectic as our surrounding housing. Several teachers have served our community since the school opened in 1976! Six teachers are non-tenured due to their first or second year status in the district. The majority of our teachers are experienced, having their Masters degree, and are seeking additional advanced degrees and/or certifications. Broadneck Elementary is thrilled to have five Nationally Board Certified teachers on staff.

Broadneck Elementary's students come to school ready to learn. There is a strong bond, with mutual respect, between home and school. Our teachers recognize that parents and guardians are important partners in the education of students. The old adage, 'it takes a village,' comes alive within our schoolhouse through a slight variation: 'IT TAKES A HIVE!'

Our parent volunteers have given over 45,000 hours of service over the last 3 years. Their involvement includes, but is not limited to, fluency groups, foreign language instructors, literature circles, book talk leaders, chess clubs, dance coaches, and math tutors. The PTO volunteers also work collaboratively with the staff to extend and enrich curriculum through scheduling events and programs, and purchasing of supplemental materials.

The school staff is caring and supportive of one another, and the surrounding neighborhoods. Team planning and peer coaching are an integral part of the instructional day. The faculty and staff plan happenings to maintain social bonds, as well as give back to the community beyond the schoolyard. Recycling efforts, blood drives, food pantry donations, a 'Kindness Committee' (which pays electric bills and buys groceries in emergencies), and a Christmas gift partnership with an at-risk school, are a few examples of the commitment that radiates within the students, parents, and staff. From supporting each other's instructional inquiries, to engaging colleagues in academic discourse, to extending a hand and/or an ear, our staff is one to emulate. Consequently, our parents and students compliment this energetic environment. They know that they, too, are competent and valued members, who are eager to come into the schoolhouse every day to extend thinking, experience new horizons, and develop potential.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The cornerstone of Maryland's accountability system is Adequate Yearly Progress (AYP), which is the method by which Maryland tracks academic progress and makes accountability decisions. Schools, school systems, and the state must show that students are achieving Adequate Yearly Progress in reading, mathematics, and one additional measure. In elementary school the additional measure is attendance. In addition to student achievement in the aggregate (all students), AYP must be achieved among eight subgroups of students: African American, American Indian, Asian/Pacific Islander, Hispanic, White, Limited English Proficient, Free and Reduced Price Meals, and Special Education. Student progress in reading and mathematics is measured by the Maryland School Assessment (MSA). The Maryland State Board of Education has set the performance standards of basic, proficient, and advanced for the Maryland School Assessment. The MSA is a test of reading and math achievement that meets the testing requirements of the federal No Child Left Behind Act. The test is given each year in early March in reading and math at grades 3 through 8. At Broadneck Elementary our third, fourth, and fifth graders are administered the test over four days. The Internet URL for information on Maryland assessments, with detailed school data is available at www.mdreportcard.org.

Broadneck Elementary has maintained a record of a high achieving school in the district, as well as the state of Maryland. The trend data speaks to the tenacious staff and the 'can do' attitude of our students. Our MSA data demonstrates that Broadneck has the majority of its students scoring in the proficient and advanced ranges in both reading and math. These accomplishments reach across subgroups as well. All subgroups have made AYP, and all have met, or exceeded the county and state levels of proficiency. While Broadneck Elementary does not have an achievement concern among subgroups, our African American and FARM students are monitored closely to ensure their learning needs are individually nurtured.

Broadneck Elementary's staff is proud of the amount of students, who score at the advanced level. The district average for advanced 5th grade reading for 2007 MSA is at 38%; with the state average being 33%. 56% of Broadneck Elementary's fifth graders scored in the advanced reading level. Likewise for math, the district advanced level average is 27%; with the state average being 21%. Broadneck Elementary's fifth graders advanced level for math was at 47%. These advanced proficiency levels illuminate the high academic expectations within our schoolhouse walls.

The Stanford Achievement Test and the Naglieri Nonverbal Abilities Test are administered annually to students in grade 2. Results from this nationally norm-referenced test compare student performance with national norms and allows parents and teachers to compare student achievement with other students nationally. Student's strengths and weaknesses, specific content knowledge, and skills are also measured on this test.

The DIBELS (Dynamic Indicators of Basic Early Literacy Skills) are a set of standardized, individually administered measures of early literacy development. Used at Broadneck Elementary in kindergarten and grade 1, they are comprised of measures to test fluency in initial sounds, letter naming, phoneme segmentation, nonsense words, oral reading, retelling, and word use. These results are used by our teachers to evaluate individual student development toward validated instructional objectives, and to provide meaningful feedback on effectiveness of intervention support.

Teachers at Broadneck Elementary realize a student's academic performance is based on more than test results; however, test and assessment results are vital to monitoring our students' progress, as well as improving instruction and curricula to ensure student success for all.

2. Using Assessment Results

Upon getting released state assessment data from our district level department, much analysis begins. Using a 'drill down' approach, administration and lead teachers systematically review data (School Improvement Team) for school-wide and grade specific performances, trends, and subgroup information and/or disparities. This gleaned information is brought to grade level

teachers for more specific analysis and discourse. Teachers identify strengths and weaknesses to determine curriculum area needs. They also discuss and critically reflect on content delivery models, pacing, and teaching strategies to subsequently implement changes accordingly.

Our grade group teachers next meet with the reading specialist, math talent development teacher, and special education educators to identify those students who will benefit from changes in delivery options and/or intervention groupings. Students not achieving in the proficient range, as well as those students scoring only within twenty points of proficient, are individually reviewed for programming delivery modifications. A similar process is implemented for students scoring in the proficient range, but within twenty points of the advanced range.

All of this analysis on standardized assessment results serves to strengthen the learning environment at Broadneck Elementary. However, the teachers recognize that assessment is not a separate event in the classroom calendar; rather, it is daily and ongoing. Our teachers use multiple evaluation methods, formal and informal. The information they gather allows them to evaluate the relative success of their instructional strategies and serves as a guide for improving practice. Broadneck Elementary teachers believe that regardless of the method of evaluation, focus on gauging students' conceptual understanding, critical-thinking skills, and problem-solving abilities ' not just their capacity for memorizing facts and figures is essential. Teachers at Broadneck Elementary assess for breadth and depth of learning.

3. Communicating Assessment Results

Broadneck Elementary teachers understand that the assessment techniques work best when students, parents, and other stake holders receive accurate, and focused feedback that fits with their levels of use. It is through an integrated approach that all assessment results are communicated effectively. Employing a variety of methods, Broadneck Elementary teachers systematically observe, monitor, and report students' work.

State mandated test results are shared with parents and the community both at the district level and school-based level. Local newspapers and media outlets receive school and district data. These results are published and sometimes ranked. Data is released for specific schools often displaying two and three year trends.

At Broadneck Elementary we publish our school-specific data in our school newsletter, The Beeline. The data is outlined by grade and content, with the past year's scores listed as a reference. This comparison allows our parent community to visually identify growth from year to year. Broadneck Elementary exhibits data in percentages for proficient and advanced groupings. Student specific data is given to both the current year teachers for instructional information, as well as previous year teachers for curriculum and delivery practices reflection. Students receive a profile home sheet that displays data in bar graph format. Their specific content scores are shown against Broadneck Elementary School and district averages. It is easy to 'read,' and provides a clear and concise format for parents and students to gauge performances. At each level our teachers are committed to being accountable to the public for their practice, while working with fellow educators to promote public understanding of the aims and achievements within our schoolhouse walls.

Ongoing student performance is communicated in a myriad of ways. The assessment cycle is continuous and recursive'assess, plan, implement, assess. Assessment at Broadneck Elementary begins with the assessment of students for the purposes of planning and implementing instruction that will support and advance learning. Students maintain portfolios of their work, and our middle childhood students also monitor their own learning through tracking individual goal-setting. These artifacts encourage students to take active roles in their academic day and provide a vehicle for sharing their thinking and their reflections about their work with teachers, peers, and parents.

Frequent, meaningful, and productive communication is a vital element to communicating assessment results. Through traditional, performance-based, and alternative assessments, our teachers provide parents with celebrations, and identify those areas that may need improvement. Parent-teacher conferences, weekly email communication, dialog in student agenda books, weekly work packets, weekly grade level newsletters, parent visitation days, and the monthly school newsletter, The Beeline, all support efforts to communicate Broadneck Elementary's journey toward our academic goals and commitment to ensuring rigor and challenge set the tone for each and every instructional day.

4. **Sharing Success:**

Broadneck Elementary teachers realize our students and staff have much to offer and can positively impact the profession. We share successes through a variety of mediums and hosting visitations. Our school system website publishes a daily e-line webpage, Afternoon Digest that highlights individual school's accomplishments and unique happenings. Most recently, Broadneck Elementary was acknowledged for turning our schoolhouse into an African American museum depicting life stories of black Americans. Students reenacted a visit to a 'museum' and used appropriate museum etiquette as they enjoyed and reflected on the posted products. Surrounding schools also took advantage of this work and visited our 'museum' to educate their own learners.

Our student newsletter, The Beeline, contains school information about both the previous month, as well as upcoming events. Grade-level happenings, awards, and accomplishments are highlighted. The newsletter not only goes home to our 650 student families, but it also goes to the surrounding 5 elementary schools, 2 middle schools, and the high school within our 'cluster.' Our school newsletter is also sent to local businesses, the public library, local doctor offices, and surrounding churches.

Broadneck Elementary also is fortunate to be the recipient of accolades that get published in the local county and state newspapers. Just recently, our school was included in 'The Capital Newspaper' for essay award writers, as well as winning a chess tournament held with local public and private schools. A unique medium we benefit from is the school district's cable station. This coverage allows Broadneck Elementary to model first hand our successful instructional deliveries. Through this exposure other schools are able to glean details from performances/initiatives and put into practice those pieces that work within their own individual populations or to arrange for a site visitation. Through this, and other vehicles of communicating our successes, our staff is always willing to demonstrate their craft for beginning and/or struggling teachers from other schools. Many of the Broadneck Elementary teaching staff also serve as supervising teachers for students teachers from local colleges. This valuable experience brings our newest colleagues to learn from 'the best.' We are proud to 'give back' in this capacity, and believe this contribution permeates for years to come! Likewise, the cluster high school, and nearby community college, place intern students in our classrooms. These students are contemplating a career in the teaching and/or childcare field.

Due to the highly regarded reputation in our district, and our documented successes, the Broadneck Elementary teachers are also frequently asked to serve on curriculum writing, MOI (Materials of Instruction) reviews, and to teach staff development workshops. At Broadneck Elementary we have achieved collective efficacy, believe that as a group we significantly improve student learning, and are a cadre of leaders who inspire other teachers to achieve!

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum implemented at Broadneck Elementary (used within the entire district of Anne Arundel County Public Schools, Maryland) is aligned with the Maryland Voluntary State Curriculum (VSC) and Maryland Content Standards. It is a balanced academic program that includes integrated language arts, mathematics, science, social studies, art, music, media, computer education, health, and physical education. Drug education, personal safety, dental health, nutrition, environmental education, and principles of citizenship and community membership, are included in the major subject areas at various elementary grade levels. Students may take instrumental music instruction beginning in third grade.

All core curriculum is delivered daily at each grade level. Offered in a tiered approach, all students' needs are able to be met. Interdisciplinary connections and spiral connections are made as a result of both team and vertical planning. Our teachers use their subject-matter knowledge to make connections between and among topics within and across disciplines. In doing so, they foster student understanding of the central ideas in the major subject areas, of their interrelationships, and of their meaningful applications to daily life. The instructional deliveries are well paced, engaging and student centered. Broadneck Elementary teachers are also adept at using technological tools in developmentally appropriate ways to support learning across the curriculum.

In reading, the ultimate goal for Broadneck Elementary students is to demonstrate high level comprehension of text. This is achieved through deliberate instruction and increasingly proficient students' use of skills and strategies including decoding, fluency, monitoring and clarifying, predicting, making inferences, summarizing, and evaluating author's craft. Our parents are active participants in moving the children we share forward in their literacy development. Parents and students at each grade level engage in nightly collaborative reading, maintain reading logs, and participate in school-wide reading incentives. Parent volunteers organize and hold book talks before and after school, as well as on weekends. Parent and community members visit the school almost daily to be guest readers in our classrooms. We all celebrate the love of reading at Broadneck Elementary through school-wide reading events. Dr. Seuss day, a Halloween theme of, 'Books are Real Treats,' a Valentine theme of, 'We Love Where Books Take Us,' and a summer vacation theme of, 'Book a Trip,' are a few examples of how Broadneck Elementary students and teachers broaden our world through reading. In written language, our students compose and author meaningful responses for a wide variety of audiences and purposes. Broadneck Elementary students are immersed in the integrated writing process, and receive specific feedback at each stage to improve grammar, content, and language usage. Broadneck Elementary's mathematics programming is designed to move our students from the concrete to the abstract. Students symbolize and communicate it during hands-on, sequential lessons. Through the use of the Scott Foresman Mathematics series, Broadneck students receive real-world lessons and engage in 'math talk' and application within Algebraic patterns and functions, geometry, measurement, statistics, probability, number relationships, computation, and process of mathematics. Science at Broadneck Elementary is a favorite! Students enjoy the discovery of purposeful investigations as they work in cooperative, scientific inquiry groupings. Throughout their elementary school years our students construct knowledge, apply evidence and reasoning, and communicate information in the areas of Earth/Space, Life, Chemistry, physics, environmental sciences. The social studies curriculum at Broadneck Elementary explores areas with students such as communities, citizenship, geography, economics, cultures, history, and government to develop knowledgeable and contributing members of society. Through dynamic lesson formats our students extend and refine their concepts of the world around them, while gaining an understanding of the past, the impact of their presence, and ponder predictions of the future.

Arts education thrives within the walls of Broadneck Elementary and is incorporated both through weekly classes, as well as through assemblies and events. We have chorus groups, strings and band ensembles, art club, dance groups, cheerleaders, and play productions. Student art is displayed in malls, nursing homes, local business offices, and

even at the State Capital! Our media and technology instruction spans across all deliveries.

Extra curricular interests are addressed through varied extended day PTO offerings as well: Science BLAST club, book talks, foreign language instruction, chess competitions, 24 Game, science fair, Student Council, Human Relations, Hands on Equations, Stock Market game, and scout troops.

The Broadneck Elementary curriculum provides rich, memorable, academic and cultural experiences to all of our young learners, in an environment that values risk taking, perseverance, and responsibility.

2a. (Elementary Schools) Reading:

The Elementary Reading/Language Arts Program at Broadneck Elementary (used by the entire district of Anne Arundel County Public Schools) is designed to accelerate achievement for all students. To attain this goal, the Open Court Reading Program forms the foundation of our language arts instruction. It is imperative to note that this program aligns with grade level standards in the Maryland Voluntary State Curriculum. Open Court is a comprehensive language arts program based on the five essential components of good reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Featuring high quality literature, this program enables our students to learn to comprehend, form ideas, and communicate in a highly effective manner. At Broadneck Elementary teachers utilize the elements of this program to develop confident and fluent readers, engage students in constructing meaning, incorporate writing and language skills, develop research and study skills, as well as to teach effective listening and speaking.

The Open Court series has a main anthology, as well as a set of accelerated Classics, both centered around a variety of themes. Through concept/question background building, each theme contains both expository and narrative selections. Inquiry and investigations, poetry, plays, a range of genre, and making comparisons across texts, are readily infused. The flexibility within this program allows our Broadneck Elementary teachers to engage in much differentiation and fluid grouping models. Co-teaching by special educators, intervention groupings, parent volunteer tutors, re-teaching skills groups, and enrichment groups all enhance this delivery model to remediate our most at-risk students while challenging our highly-abled readers.

At Broadneck Elementary we believe the gift of being a fluent reader is something that we owe all our students and community.

3. Additional Curriculum Area:

A segment of the Broadneck Elementary school's mission states that all students are held to high expectations where rigor and challenge set the tone for the instructional day, valuing perseverance and responsibility. This practice is indeed exemplified across all levels of mathematics instruction. Core curriculum (VSC and the Scott Foresman series) is presented within engaging technology and manipulative rich environments, as the skilled differentiation fosters and supports project-based investigations and real-world applications.

Broadneck Elementary's 'Talent Development' (TD) teacher, who specializes in mathematics instruction, collaboratively plans with each grade level team, as well as 'services' those students who are demonstrating highly abled skills. The scope of the planning is multi-disciplinary and the outcomes are inquiry and project-based. The goal in 'servicing' the highly abled students is twofold; first it certainly is to challenge the thinking of those advanced learners, and also to expose other students who demonstrate a high level of interest in mathematics to scenarios that may not be delivered in the regular classroom environment. Our part time TD is shared with another school; therefore, our students are rotated on a skill basis. A chapter/skills pre-test determines inclusion in this alternative grouping. The identified students participate in their classroom teacher's directed lesson, and then join the TD group for enrichment. This allows the classroom teacher to also differentiate with those students who require guided and independent practice. Our special education teachers also co-teach within these groups.

Several initiatives that highlight the strength of our Broadneck Elementary mathematics program are participation in Continental Mathematics League, Inc., 24 Game, Hands on Equations, and Project M3. Continental Mathematics League, Inc. is a problem solving competition designed to enrich core curriculum in grade 2nd through 5th. 24 Game is a fast-paced strategy building format that increases knowledge of number sense, and the power of patterns. District-wide competitions are held each spring. Broadneck Elementary had a finalist for 2006-07 competition! Hands on Equations is a visual-kinesthetic methodology exposing our students to algebraic concepts. Project M3: Mentoring Mathematical Minds focuses on critical thinking, creative problem solving and reasoning. As students engage in projects, investigations, and simulations, they become practicing mathematicians.

Broadneck Elementary's teachers know that as we prepare our students for the future work force, the jobs of today will not be the jobs of tomorrow. Therefore, our mathematics instruction must teach and ensure students learn problem solving, inquiry, and application of higher level skills. We are confident in this charge.

4. Instructional Methods:

At Broadneck Elementary our teachers realize learning is not an automatic consequence of pouring information into a student's head. Active learning, where students do most of the work, that is fast-paced, supportive, and personally engaging, is required to deepen learning and retention. The instructional strategies used within our school make learning unforgettable! Through class discussions, question prompting and delving, collaborative learning, peer teaching, student-self assessments, goal-setting, use of rubrics and scoring tools, and technology resources, our students stay engaged.

Our instruction ensures understanding has taken place. Through the assess, plan, teach, assess cycle our students' learning is closely monitored. Research-based 'tricks of the trade' are imbedded in every lesson. Our teachers keep abreast of current literature and educational journals to refine their deliveries and broaden their repertoire. Recently, our staff completed a book club experience using the educational book by B. Garner, Getting to Got it!, dealing with struggling students 'learning how to learn.' This information and relative discourse has proved invaluable in helping our staff, help our most at-risk students, to be conscious of how to best develop the tools they need to be successful learners.

Broadneck Elementary teachers use knowledge of cognitive structures, learning styles, and multiple intelligences to reach all of our students in creating a dynamic process of learning.

5. Professional Development:

The Professional Development model utilized at Broadneck Elementary is structured and tiered. The Broadneck Elementary staff hosts a wide range of experiences and expertise; therefore, our staff development is varied as well. New teachers get much support! A BTL (Beginning Teacher Liaison) is identified at the beginning of each school year. This teacher will mentor any teachers new to the profession, and/or new to our district within our school. This mentoring takes the form of answering questions, assisting with locating needed resources, co-planning, and lending a helping hand when needed. New teachers are also supported with gaining curriculum knowledge through meeting and planning with content specialists and school-based resource teachers. The district also provides a host of required and optional workshops.

Inservices held within our schoolhouse are directly linked with school improvement initiatives and/or school-specific needs. Within this format, several inservices may be offered for all staff. This type of inservice is for a school-wide need, (such as information on educating Autistic learners, or an 'across the board' text-book adoption). The next tier is for teachers with either specific needs and/or interests. These inservice topics may be content-specific (such as math differentiation), or optional interest driven (ie. multiple intelligences) topics. The last tier is for those educators in our building in need of information of a unique or individual nature (ie. classroom management for a new teacher).

All professional development at Broadneck Elementary is recursive. Information is given, teachers have time to digest and practice, additional refinement occurs, and so forth. A needs assessment is completed at the beginning of every school year with a menu of items,

to allow teachers to decide their own professional development needs in terms of new knowledge and/or refresher topics.

The Broadneck Elementary teachers' professional development is also supported by our PTO. Each teacher gets an opportunity to attend a conference of their choice, or engage in team planning with a paid substitute day supplied. The Broadneck Elementary school media center houses a professional development library which contains educational books and journals for teacher use. This is especially helpful for those teachers taking graduate classes.

A most effective professional development at Broadneck actually is the discourse that occurs incidentally in the halls, parking lots, over lunch, during team planning, and teachers' visiting teachers. It is through these non-scripted exchanges that our teachers grow and nurture each other. We are supportive of each other's needs, and talents.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 5 Test Maryland School Assessment

Edition/Publication Year 2007 Publisher Harcourt

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	99	93	92	93	82
% "Exceeding" State Standards					
Advanced	47	39	42	31	14
Number of students tested	111	124	112	124	111
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	99	94	92	94	83
% "Exceeding" State Standards					
Advanced	50	43	43	31	14
Number of students tested	99	104	102	105	71
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	97	93	96	92	84
% "Exceeding" State Standards					
Advanced	56	55	55	64	48
Number of students tested	110	124	112	116	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	98	94	95	94	85
% "Exceeding" State Standards					
Advanced	59	59	57	64	51
Number of students tested	99	104	102	105	71
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					