

# 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 Mrs. Karen A. Covino

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

Official School Name Piney Ridge Elementary School

(As it should appear in the official records)

School Mailing Address 6315 Freedom Avenue

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

Sykesville

City

Maryland

State

21784-8061

Zip Code+4(9 digits total)

County Carroll

State School Code Number\* 059

Telephone (410) 751-3535

Fax (410) 751-3537

Web site/URL www.carrollk12.org/pineyridge/

E-mail kacovin@k12.carr.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. Charles I. Ecker

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

District Name Carroll County Public Schools

Tel. (410) 751-3000

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. Cynthia L. Foley

(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

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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.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

### DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ 22 Elementary schools  
 \_\_\_\_\_ 9 Middle schools  
 \_\_\_\_\_ Junior High Schools  
 \_\_\_\_\_ 7 High schools  
 \_\_\_\_\_ 2 Other  
 \_\_\_\_\_ 40 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 9278  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 10371

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:  
 Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4. \_\_\_\_\_ 1 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ 6 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	0	0	0	7			0
K	36	52	88	8			0
1	47	58	105	9			0
2	41	56	97	10			0
3	46	50	96	11			0
4	54	58	112	12			0
5	48	73	121	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>619</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 1  | % American Indian or Alaska Native |
| 3  | % Asian or Pacific Islander        |
| 2  | % Black or African American        |
| 2  | % Hispanic or Latino               |
| 92 | % 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 6 %

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

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	16
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	20
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	36
<b>( 4 )</b>	Total number of students in the school as of October 1	654
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.06
<b>( 6 )</b>	Amount in row (5) multiplied by 100	6

8. Limited English Proficient students in the school: 0 %
- 0 Total Number Limited English Proficient

Number of languages represented: \_\_\_\_\_

Specify languages:

9. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 41

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:  $\frac{8}{50}$  % 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>4</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>5</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>9</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>30</u>	Speech or Language Impairment
<u>2</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>1</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</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>36</u>	<u>7</u>
Special resource teachers/specialists	<u>5</u>	<u>0</u>
Paraprofessionals	<u>9</u>	<u>3</u>
Support Staff	<u>0</u>	<u>0</u>
Total number	<u>52</u>	<u>10</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 %	96 %	96 %	96 %	96 %
Daily teacher attendance	96 %	96 %	97 %	97 %	98 %
Teacher turnover rate	4 %	11 %	23 %	11 %	0 %
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

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Piney Ridge Elementary School in Sykesville Maryland opened in the fall of 1991 as a Title I school. Over the past 17 years, Piney Ridge has grown and changed demographically, losing the Title I status in 1996 and continues its tradition as a school focused on excellence and achievement at all levels. Currently a top 10% achieving elementary school, Piney Ridge was recognized by the MSDE in 2004, 2005, and 2006 for performance on the MSA's. Academic success is also reflected in our ongoing assessment data, Carroll County Math Benchmark Assessment, the Rigby Reading Assessment, and the CTBS-5. Exemplary parent involvement with over 10,000 volunteer hours over the past two years supports our mission of 'Building the Future Together.

Piney Ridge's path to excellence is influenced by many factors. We have a motivated staff of teachers who follow a well designed comprehensive curriculum and who collaborate weekly to ensure that instructional practices are consistent throughout each classroom. During those collaborative meetings, classroom and resource teachers engage in 'Kid Talk,' further examining specific children who may not be making academic progress or that have behavioral concerns. Teachers meet quarterly with the administration in the form of 'Pacing Conferences,' where all current assessment data is examined and quarterly and annual goals are set for each individual student.

Another avenue for supporting academic growth of our students is through the IC (Instructional Consultation) Team composed of members from all grade levels and areas of expertise. After individual teams have 'Kid Talked' a student several times and feel that the child is resistant to those interventions, teachers come to the IC Team to further document and implement strategies with broader team support. Teachers apply strategies suggested and carefully evaluate and document growth. They return to the IC Team in 4-6 weeks to share progress. Students who continue to show resistance to intervention may be referred to the IEP process or the PBIT process.

Piney Ridge also has a well defined Student Service Team process to assist with attendance, legal, and medical issues and has developed a unique support team ' The Positive Behavioral Intervention Team (PBIT), which invites families to meet with the administration, counselor, psychologist, PPW, nurse, and Behavior Intervention Specialist. Goals for the students are set which can be academic, behavioral, and are sometimes medical. Teachers, parents, and other school personnel implement the strategies. The PBIT team then reconvenes within 4 weeks to see if goals have been met. The PTA provides a huge contribution to the school, not only for the volunteer hours, but also the support of various programs including the nationally recognized award winning school newspaper, The Dalmatian Spotlight. The PTA partners with our mission of excellence by supporting teachers through grants to teachers for innovative projects and supports academic and cultural endeavors such as the Artist in Residence programs, the annual Science Fair, the 'Fun Run,' Family Fitness Night, Math Night, and the Piney Ridge Wetland Project.

Staff development is a strong focus at Piney Ridge. The staff has been trained on the 6+1 Traits of Writing at all levels and on the use of a school-wide basal series enhanced with leveled books from the series or related trade books. For over two years, the focus of staff development was on providing a balanced approach to literacy instruction, focusing on the five components (phonics, phonemic awareness, vocabulary, fluency and comprehension. This was due to the National Reading First research information. The staff also received training and has implemented a focus on math processes and problem solving which has led to the development of the 'Fact Club' - reinforcing automaticity with fact memorization.

Educating the 'whole child' is a focus of Piney Ridge in that test scores in math and reading aren't all that matter. Enrichment activities include monthly 'Cultural Arts' programs, which expose students to historical and multicultural themes that are aligned with the curriculum. Students also receive regular classroom guidance lessons following the Character Education model for Carroll County. Students are supported for specific issues with

counseling specialty groups for divorce, stress, friendship, and anger management skills and autism spectrum disorders. Leadership opportunities abound in the Student Council, composed of elected fourth and fifth grade students. The Council holds monthly meetings and promotes school spirit days and school-wide community service activities for the Maryland Food Bank, Human Services of Carroll County, the America Red Cross Disaster Relief, and The Humane Society.

Piney Ridge Elementary School's achievement is the result of a focused, highly motivated staff, an inspiring group of students, and a parent community that values and supports their child's education. We are proud of the growth and achievement that Piney Ridge has achieved since 1991 and continue to strive in providing a balanced comprehensive approach in educating its students.

## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

The Maryland State Assessment (MSA) was implemented in March 2003, in response to the No Child Left Behind Act. Its purpose was to meet with federal requirements, as well as to increase accountability for each student's academic progress. The MSA tests students in the areas of reading and mathematics, based on the Maryland Content Standards contained in the Voluntary State Curriculum. Each student earns a score based on his/her mastery of the content; this score falls into one of three performance categories: Basic (below grade level), Proficient (at grade level), and Advanced (above grade level). The test format includes selected response questions (multiple choice), as well as brief and extended constructed responses. Constructed responses require students to explain and justify their answers. Each year, the state expectations increase for the percentage of students in a school who pass the assessment. This is known as Adequate Yearly Progress (AYP).

At the elementary level, the MSA is given to students in grades 3 - 5 in the areas of reading and mathematics. In 2007, science was added as a tested area for students in grade five only. Further information regarding the MSA can be found at [www.mdk12.org](http://www.mdk12.org) and [www.mdreportcard.org](http://www.mdreportcard.org).

All students at Piney Ridge Elementary School have access to an educational program in which there is strict alignment in curriculum, instruction, and assessment. Due to this level of focus, our students have performed very well on the MSA, each year showing an overall, steady increase in the level of proficiency. Moreover, the percentage of students who score at the advanced level has increased, with the percentage of students who score at the basic level decreasing. For instance, in fifth grade math, the percentage of students scoring at proficient increased from 71.9% to 98.3% while the percentage of students scoring at advanced increased from 14.5% to 44.3%. The only exception to this performance is in the area of fourth grade reading, where there has been a one year decrease in students performing at the proficient and advanced level from 98.3% to 92.0%. We attribute this drop to a 60% turnover in the teaching staff at that grade level.

At Piney Ridge Elementary School, the School Improvement Plan is focused on continuous improvement on this assessment, as well as county and school-based formative assessments. Each grade level team creates their own improvement plan, focused on SMART goals and specific actions. The SIT plan is monitored during monthly SIT meetings, as well as in quarterly pacing conferences with the administration.

### **2. Using Assessment Results**

Piney Ridge Elementary School uses both summative and formative data to track student learning and to plan changes in instruction to address areas of student need. Quarterly pacing conferences are held to track student progress toward teacher-set goals. These conferences are set up and run based on the work of Thomasina Piercy in her ASCD book entitled *Compelling Conversations*.

Teachers determine a June academic goal for students in identified content areas. Then, the goal is backward mapped, monthly to September. In this way, all stakeholders are aware of the level students need to be performing at each month, in order to achieve the June goal. At pacing conferences, teachers report out student progress toward these goals. If students begin to lag behind set goals, then interventions are put into place to accelerate achievement in the focus area. The results of formative assessments are also analyzed at pacing conferences. In the area of reading, the results of the Harcourt-Brace Holistic Assessments are analyzed for grade level programmatic weaknesses. After these are identified, then class and individual student results are analyzed and plans put into place to address weaknesses. In the area of mathematics, county-developed cluster pre and post assessments and benchmark assessments are analyzed. Again, grade level programmatic weaknesses are addressed first; then class and individual student weaknesses are addressed. The outcome of pacing conferences is a new focus for each teacher on how he/she will change the instruction in the classroom to better meet student need. These instructional plans are monitored and will be re-evaluated at the next pacing conference.

The School Improvement Team is a vehicle to share student data and to problem-solve emerging academic issues with all stakeholders. The team is made up of a team leader from each grade level or content area team, administrators, guidance counselor, reading specialist, and parents. Only issues directly impacting academic achievement are discussed during these focused monthly meetings. Some issues that have been discussed and acted upon are: grading consistency, new instructional/intervention, ways to efficiently record/collect formative data, promising new instructional practices, effective ways to use parent volunteers, and ways to overcome common blocks to student success.

### **3. Communicating Assessment Results**

At Piney Ridge Elementary School, effective communication with all stakeholders is a priority. Because our mission is focused on academic achievement, we look for ways to communicate and celebrate that achievement.

For parents, assessment information is provided through the School Improvement Team, which meets once a month to analyze formative and summative data, and to make collaborative decisions that will increase student achievement. This group is comprised of school staff, administration, and parents. Another vehicle for communicating student performance is in the monthly school newsletter, which is distributed in both paper and electronic form. The results of formative assessments in reading and math, MSA results, and other general information are shared through the Piney Ridge Newsletter. Additionally, teachers use parent conferences, interims, staff-made websites, and the take home folder/agenda book to communicate student progress.

At Piney Ridge, one of the cornerstones of sharing data with parents and students is the data binder. Each student keeps a binder that stores personal quarterly goals, and graphs of how they are progressing toward those goals in the areas of reading, writing, and math. The data binder is updated weekly in school and shared with parents quarterly. This process has allowed students to take ownership of their own learning, and to think strategically about their next steps to academic improvement.

### **4. Sharing Success:**

The staff at Piney Ridge work to share their successes with other schools in Carroll County, as well as professionals in the broader educational community. Staff members in different roles throughout the school have presented on effective instructional practices at national, state, and local conferences. Teachers from other schools in the county have visited classrooms at Piney Ridge to observe best practices.

The reading specialist and guidance counselor also attend monthly meetings with their colleagues in order to share practices that have contributed to student success at Piney Ridge. These practices have included: successful pre-referral processes, effective pupil service systems, a balanced approach to literacy instruction, and pacing conferences.

Other school staff are: active in professional organizations, involved in curriculum writing at the state and local level, teach undergraduate and graduate courses at local universities, and participate in teacher development opportunities with agencies such as NSA. Many staff also help to prepare for and present at the New Teacher Orientation each August. In these ways, the Piney Ridge staff spreads its knowledge and expertise to groups both inside and outside of the Carroll County community.

## **PART V - CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

The staff and administration at Piney Ridge Elementary School have made a commitment to delivering a curriculum that is in alignment with instruction and assessment. The curriculum in the core areas of reading, writing, mathematics, science, social studies, and related arts aligns with the Content Standards in the Voluntary State Curriculum and is measured by the Maryland State Assessment. The curriculum has been developed using Jay McTighe's backward design approach, starting with the end in mind. When teachers deliver the curriculum, they begin units of study by presenting the 'big ideas' and essential questions to students, in order for them to understand how the new learning connects to past learning and to the real world.

The curricula and instruction for reading and writing are integrated and taught during a two-hour block of time. The reading curriculum is designed to be delivered using a guided reading format, differentiating instruction in small reading groups. Students are taught to use reading strategies in order to construct and extend meaning across genres and types of text. The writing curriculum gives students the opportunity to learn how to write for the purposes of informing, persuading, or expressing personal ideas. The mathematics curriculum stresses the integration of the process standards (problem-solving, communication, representation, reasoning, and making connections) with the content at each grade level. Students take pre-and post-assessments for each content cluster, making differentiated instruction easier for the classroom teacher. Students are assessed on their mastery of the mathematics benchmarks twice a year, in January and May. The social studies curriculum focuses on the five content standards of the VSC (history, economics, political science, geography, peoples of the nations and world) at each grade level. Incorporated into the lessons are the process standards, which support literacy skills. The science curriculum is hands-on, allowing students to be active participants in their own learning through cooperative groups.

The related arts gives students a chance to excel in non-academic areas. Students participate in art and music for 60 minutes each per week. In these classes, students are presented with a curriculum that gives them a foundational knowledge and skills, but also allows them to express their own individual creativity. Students participate in physical education for 90 minutes per week and health for 30 minutes per week. These curricula stress active, healthy lifestyles and positive well-being. Students take media classes for at least 30 minutes per week, learning how to access information for various purposes. Technology standards are built into curriculum as it is revised and teachers are encouraged to make natural connections to technology as they teach their content. This is made possible with the mobile lab at Piney Ridge. Classes have access to 32 networked laptops on mobile carts. Teachers also integrate LCD projectors and Smart Boards into their instruction.

Cross-curricular connections can be seen at each grade level. Grade level teachers collaborate with one another and with related arts/resource staff to reinforce core learning standards.

### **2a. (Elementary Schools) Reading:**

Piney Ridge Elementary School is committed to providing a comprehensive reading program to all students. The foundation for this is the five components of a balanced literacy program: phonics, phonemic awareness, fluency, vocabulary, and comprehension. These components are present throughout instruction in grades kindergarten through five. Children are grouped into homerooms based on guided reading levels, with several levels present in each classroom. Instruction is delivered in mini-lessons to the whole group, with differentiation occurring in small, guided reading groups. The Trophies Series by Harcourt-Brace has been a core resource that teachers use to teach the Voluntary State Curriculum. This series integrates language skills, vocabulary skills, and reading skills and strategies. It provides both non-fiction and fiction text at various reading levels to meet the needs of students. Teachers also use trade books with small, guided reading groups.

Students in kindergarten and first grades are given explicit, systematic, and direct instruction in phonics. A multi-sensory approach has been used in order to support student learning in various modalities. Students in the primary grades are also given a rigorous sight word program in order to support reading fluency. Intermediate students are given direct, explicit instruction in general reading comprehension strategies.

Rigby assessments in the primary grades and DRA in the intermediate grades gives informal assessment information to classroom teachers. This is used to inform instruction and intervention decisions.

**3. Additional Curriculum Area:**

All Carroll County elementary students receive instruction in Health Education taught by certified health teachers. Kindergarten students engage in health instruction for 30 minutes a week. Students in grades one through five engage in health instruction for 60 minutes a week. The curriculum is aligned with the Maryland Health Standards, the Maryland Voluntary State Curriculum, and the National Health Standards. Throughout the curriculum students are encouraged to think critically in problem solving situations, apply information to make accurate health decisions, and work collaboratively to accomplish group tasks. The expectations in health class are the same as the other academic subjects at Piney Ridge and support the school's mission to develop students as thinkers, problem-solvers, and communicators.

**4. Instructional Methods:**

In order to meet the learning needs of all students, various instructional methods must be used by the teaching staff at Piney Ridge. All staff is open to new ideas, as well as old ideas, when selecting an appropriate teaching method or strategy. We withhold judgment of any method until we can collect enough student achievement data to determine its effectiveness. Action research is continuously used in order draw conclusions regarding a method's effectiveness. This spirit of openness is the foundation that allows the teaching staff to grow in its instructional expertise. Watching students respond positively to particular strategies and methods contributes greatly to teacher efficacy at Piney Ridge.

The most important method used is differentiation. It is at the heart and soul of instructional practices at Piney Ridge. Teachers work to have all students meet or exceed the academic standards set by the Voluntary State Curriculum. In order to accomplish this, they must take into account student readiness, strengths and interests, prior knowledge, and learning modalities. Teachers work to tailor the content, process, and/or product in lessons in order to meet needs. A multi-sensory approach is utilized throughout content areas to reach all students. Students participate in the learning process using visual, auditory, kinesthetic, and tactile activities. Since Piney Ridge is an inclusive setting, this skill set allows for the success of our special education population, as well as our gifted and talented students. Heterogeneous and homogeneous grouping are both used during instructional blocks with great success.

Finally, students at Piney Ridge are empowered to take control of their own learning. Students understand that it is their job in school to learn. The content standards are clearly communicated to students, and they track their own progress to mastery of those standards. Students set goals for themselves and confer with their teachers periodically. When action/intervention plans are put in place for students, they are made aware of why and how the instruction will support their success.

**5. Professional Development:**

Professional development at Piney Ridge is job-embedded and directed by student assessment data. As the School Improvement Team analyzes data and targets needed instructional changes, the need for professional development naturally unfolds. That professional development is provided during faculty meetings, team meetings, or during county-wide professional development days. Early dismissals for collaborative teacher

planning are built into the school calendar monthly. This provides added time for teachers to direct their own development with team members and to continue with action research efforts.

Each grade level team or department includes their professional development plan in their personal SIT plan. At the end of each school year, we hold a 'State of Piney Ridge' faculty meeting, where each team leader shares what the team's goals were for the year, the actions they took and whether the goals were achieved. They then identify needed areas of growth for their team in the upcoming school year. This meeting celebrates successes and shares grade level concerns, while identifying early the areas of professional development that will need attention in the upcoming school year. Many teachers take the opportunity to begin their own independent learning over the summer.

Tenured teachers may also direct their own professional development through a differentiated supervision project. Teachers may work alone or in a group to identify an area or topic they would like to explore, related to student achievement. An action research format is then used to facilitate the learning throughout the course of the school year. At the end of the year, projects are shared with the school staff and county-wide.

# PART VII - ASSESSMENT RESULTS

Subject Math Grade 3 Test Maryland State Assessment  
 Edition/Publication Year \_\_\_\_\_ Publisher \_\_\_\_\_

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient/Advanced	98	95	98	96	93
% "Exceeding" State Standards					
Advanced	46	33	52	27	30
Number of students tested	113	117	114	117	105
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	March	
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient/Advanced	97	97	93	87	
% "Exceeding" State Standards					
Advanced	53	37	35	33	
Number of students tested	112	115	114	106	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient/Advanced	98	94	92	82	72
% "Exceeding" State Standards					
Advanced	44	30	28	24	15
Number of students tested	115	116	107	114	110
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient/Advanced	98	93	92	92	84
% "Exceeding" State Standards					
Advanced	40	21	27	18	18
Number of students tested	113	117	114	117	105
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	March	
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient/Advanced	92	98	97	93	
% "Exceeding" State Standards					
Advanced	45	45	33	32	
Number of students tested	114	115	114	106	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient/Advanced	98	95	97	90	96
% "Exceeding" State Standards					
Advanced	65	53	63	48	38
Number of students tested	115	116	107	114	110
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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					