

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13MD2

School Type (Public Schools): Charter Title 1 Magnet Choice

Name of Principal: Ms. Marsha Ayres

Official School Name: Charlesmont Elementary School

School Mailing Address: 7800 West Collingham Drive
Baltimore, MD 21222-2598

County: Baltimore County State School Code Number*: 1212

Telephone: (410) 887-7004 E-mail: mayres@bcps.org

Fax: (410) 887-7355 Web site/URL: http://charlesmontes.bcps.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Dallas Dance Superintendent e-mail: sdallas@bcps.org

District Name: Baltimore County Public Schools District Phone: (410) 887-4281

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Lawrence Schmidt

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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 configuration includes one or more of 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 (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. 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

1. Number of schools in the district 107 Elementary schools (includes K-8)
27 Middle/Junior high schools
24 High schools
3 K-12 schools
161 Total schools in district
2. District per-pupil expenditure: 12236

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 14
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	31	17	48
K	34	29	63
1	28	37	65
2	16	24	40
3	31	24	55
4	32	28	60
5	32	18	50
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			381

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
7 % Black or African American
13 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
72 % White
6 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 15%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	27
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	31
(3)	Total of all transferred students [sum of rows (1) and (2)].	58
(4)	Total number of students in the school as of October 1, 2011	381
(5)	Total transferred students in row (3) divided by total students in row (4).	0.15
(6)	Amount in row (5) multiplied by 100.	15

8. Percent of English Language Learners in the school: 1%
Total number of ELL students in the school: 13
Number of non-English languages represented: 6
Specify non-English languages:

Spanish, Mandarin, Arabic, Punjabi, Vietnamese, Tigrinya

9. Percent of students eligible for free/reduced-priced meals: 65%

Total number of students who qualify: 243

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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 18%

Total number of students served: 66

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>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>27</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>28</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>0</u> Multiple Disabilities	<u>9</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>10</u>	<u>1</u>
Paraprofessionals	<u>2</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>0</u>
Total number	<u>37</u>	<u>2</u>

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

22:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	95%	94%	96%	95%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	_____	0
Enrolled in a 4-year college or university	_____	0%
Enrolled in a community college	_____	0%
Enrolled in vocational training	_____	0%
Found employment	_____	0%
Military service	_____	0%
Other	_____	0%
Total	_____	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

The success of Charlesmont Elementary begins with visionary teachers and leaders who look forward and plot a course for reaching school system goals for student achievement. Charlesmont's mission is to create a collaborative learning environment based on building positive relationships with students, parents, and the community. At Charlesmont, all work together to ensure that students can confidently reach their maximum potential as responsible citizens and lifelong learners. The administration communicates its vision to highly qualified teachers and support staff who care deeply for each other and for their students. Teachers and staff feel that they belong to the "Charlesmont family," and this sense of belonging encourages dedication.

Charlesmont Elementary School is a "hidden gem" located in Dundalk, in the southeast area of Baltimore County. In this hardworking and proud community, families have remained for generations, many with connections to the steel and automobile industries that were once vibrant here, and most with connections to this school. The school, which celebrated its 50th anniversary in 2012, sits on the site of the Battle of North Point (from the War of 1812) and is nestled on Bear Creek leading to the mouth of the Chesapeake Bay.

Charlesmont Elementary serves an increasingly diverse body of students and provides them with specialized services as needed. Many students come from families with changing economic situations as reflected in the growing rate of transient students who often live in multi-family homes. Charlesmont continues to see increases in the number of bilingual students. Title I funding supports the school in employing resource staff, available daily, to communicate with Spanish-speaking families. Through the use of special education inclusion teachers who work directly with students in primary and intermediate classrooms, Charlesmont is able to provide the most inclusive learning settings for all students. A Title I ABC program at Charlesmont is geared toward teaching parents skills to help them prepare their young children for school. Key Point Mental Health Services provides counseling services within the school. The stability of staff, including the school counselor, contributes to a sense of trust when linking families to special services in the community. In addition, Charlesmont helps coordinate meals for needy families during the holidays.

Charlesmont Elementary is a school rich in traditions that strengthen bonds between students, faculty, parents, and the community. Each academic year begins with the "Sneak a Peek" event, which encourages students and their families to meet their new teachers and visit their new classrooms. Annual Fall Festivals, Halloween Parades, and Haunted Gyms, along with family reading, math, health, and sports nights, unite the Charlesmont community for evenings of learning, laughter, and friendship. Charlesmont families enthusiastically participate in the school's book fairs and PTA-sponsored Christmas Shop and Mothers' Day flower sales. Every Friday, the school celebrates School Spirit Day. The annual STEM Fair, Safe Racer competition, Southeast Performing Arts Foundation field trips, and Pennies for Patients event emphasize how interest in science, the arts, and philanthropy can be applied outside of the classroom. As the academic year concludes, the school hosts a special Memorial Day flag ceremony by our local Boy Scouts and ROTC Honor Guard from Patapsco High, a May Fest, our Research Lab book share, and Sports Day.

The academic strength of Charlesmont Elementary is reflected by its test scores, awards, and innovations. Exemplary Maryland State Assessment scores at Charlesmont can be attributed to the high level of teacher collaboration during grade level data analysis meetings. Rigorous, cutting-edge instruction is assisted through the abundance of technology in every classroom. Consistent professional development provides Charlesmont teachers with access to strategies used to continuously improve instruction. Multiple faculty members have been recognized by the Dundalk Chamber of Commerce for their dedication and accomplishments. Teachers and staff take pride in the historic location of the school and,

this year, with the support of Maryland Public Television and Fort McHenry, the school launched an interactive website about the Battle of North Point.

Charlesmont students are challenged to participate in additional programs beyond the standard curriculum to maximize their personal strengths. The FASTT Math, First in Math, and Fraction Nation programs build on various mathematical skills. The Reading Research Lab and 100 Book Challenge Reading Program motivate students to enjoy reading at home and become authors. Charlesmont has also participated for several years in the Baltimore County 24 Math Challenge competition. The school was honored last year with first place in the Baltimore County STEM Fair and one Charlesmont student advanced to the statewide competition. Additionally, the school hosts an area Cub Scout troop whose annual Arrow of Light ceremony recognizes the work ethic and dedication of students and local troop leaders. The annual Art Auction and four vocal and instrumental music concerts are venues for students to share their artistic and musical talents with the community throughout the school year.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Charlesmont Elementary School students in Grades 3 through 5 are required to participate annually in the Maryland School Assessment (MSA) for reading and mathematics. The reading MSA tests general reading processes, such as comprehension of informational and literary text, and the math MSA tests number concepts, computation, measurement, algebraic and geometric concepts, and processes of mathematics. The MSA is a criterion-referenced test, aligned to Maryland's state curriculum, and the test is intended to measure how well children are learning and their ability to transfer and apply skills and concepts. Maryland fulfills federal No Child Left Behind Act requirements by administering the MSA in elementary and middle schools. Student performance scores are reported within three ranges: Basic, Proficient, and Advanced. Basic indicates that a student is not meeting standards and that more work is needed to meet grade-level expectations. Proficient and Advanced indicate that a student is performing at a level of achievement that facilitates the transfer of skills and knowledge to real world applications. The overall goal of the assessment is to have all students score in the Advanced or Proficient range.

In 2011, Maryland developed a new School Progress plan that measures each school against its own baseline data. The new Maryland School Progress Index (SPI) is based on multiple measures that include student achievement data in language arts, mathematics, and science; growth data in language arts and mathematics; and gaps between the highest-achieving and lowest-achieving subgroup in mathematics, reading, and science. This accountability system measures the performance of all students as well as racial subgroups, an English Language Learner subgroup, and subgroups of students receiving services such as special education. Annual Measurable Objectives (AMOs) are calculated for the student population and subgroups.

B. Charlesmont's MSA trends reflect positive growth since 2008; scores have steadily increased for all subgroups. While community demographics have changed between 2008 and 2012, high expectations for all students remain intact. The number of students eligible for FARMS (free and reduced-price meals) has increased from 193 (54%) in 2008 to 231 (64.8%) in 2012, making the school eligible for Title I funding. FARMS-eligible students have shown steady improvement in reading and math MSA scores over the five-year period, with a gain of 5.8 percentage points in reading (90.1% in 2008 to 95.9% in 2012) and 10.6 percentage points in math (87.3% in 2008 to 97.9% in 2012). Other subgroups have progressed as well, African American students showed gains from 2008 to 2012 in the areas of reading – from 92.9% scoring proficient or advanced to 100% scoring proficient or advanced, a 7.1 percentage point increase. In math, the percentage of African American students scoring proficient or advanced increased from 92.9% in 2008 to 100% in 2012; a 2.2 percentage point increase. Students receiving special education services showed an increase of 7.3 percentage points of students scoring proficient or advanced from 2008 to 2012 in reading and, during the same time period, an increase of 12.9 percentage points in mathematics. Hispanic students showed gains in the 2012 testing area of reading (a 7.3 percentage point increase over 2008) and maintained a record 100% of tested students scoring proficient or advanced from 2008 to 2012 in mathematics.

Overall, 2012 MSA results indicate 96.8% students scored proficient or advanced for reading and 98.7% scored proficient or advanced for math. A variety of factors in instructional practice and technology implementation have contributed to significant gains in reading and math achievement scores over the five year period. Teacher participation in continuing professional development focusing on data collection and data analysis increased the ability of teachers to identify strengths and needs of individual students and groups of students. Analysis included the review of longitudinal data in reading and mathematics down to the objective level. In primary grades DIBELS was used to measure growth in phonemic awareness, phonics, and fluency. Grade level teams conducted focus meetings and data analysis at the end of each unit in mathematics or reading to revise placement of students into acceleration groups facilitated

by the reading specialist and by assigning special educators to co-teaching in the classroom. Incorporation of new technologies in every classroom (e.g., document cameras and interactive white boards) using the ARRA funding facilitated more active engagement and involvement of students in the teaching/learning process. Teachers were able to access digital content to enhance delivery of the curriculum and had the ability to assess understanding using the active vote features of technology. Consistent implementation of server-based or online programs such as FASTT Math and Fraction Nation beginning in second grade helped students to enhance basic math skills and increased fluency and automaticity that are necessary for continued success in higher mathematics. Title I funding was directed to support extended day programs, tutoring for displaced students, and the acquisition of resources and training for school-wide implementation of 100 Book Challenge and Reading Research Labs to supplement the language arts program. These programs also supported the parent involvement component of the Title I grant by providing training to parents on how to support a child's literacy and number sense development.

2. Using Assessment Results:

a) One of the most significant factors supporting Charlesmont's continuous improvement is the collaboration within and among grade levels as staff members engage in data dialogues focused on progress monitoring of each student. In the 2011/2012 school year, a different approach to data analysis was adopted by Charlesmont Elementary. Data analysis sessions were initiated with all grade-level teams engaging in "Kid Talk" to identify students needing additional support to achieve grade-level expectations. Multiple data points were analyzed to support administrative and instructional decisions. In the intermediate grades, results from countywide math and reading Benchmark assessments were consistently reviewed. These assessments cover a variety of topics, and, given their length, content, and design, are most similar to the MSA as both contain multiple choice and short narrative types of questions.

Grade-level teams met to review data including reading and math Benchmark assessment data from the current year as well as three prior years. A longitudinal Benchmark study, including root cause analysis, was conducted with intermediate grades during extended planning meetings. MSA results, unit test scores, Benchmark assessment scores, and formative assessments were used to develop a student profile that helped to identify students needing acceleration. Strategies offered to accelerate these students, led by special educators and support staff, included focused small group instruction during the school day, extended day programs, and individual or small group tutoring after school. The profile contained assessment scores, but also included individual needs by objective for each assessment. Following this, a method for addressing these needs was discussed (whole group re-teach, mini -lesson, or small group lesson), and individual plans were created and shared with the team. These plans were implemented, and student performance was monitored through formative assessments and formal and informal observations by the administrators.

In addition, at Charlesmont, formal and informal observation data collected by the administrators revealed a need for teachers to use pre-assessment to increase student achievement. The pre-assessment data was used to guide instruction in mathematics and reading to ascertain student understanding prior to the daily formative assessment. Additional feedback and staff development were provided to increase the use of pre-assessment data to guide instruction. Teachers also incorporated a checkpoint in the lesson that required students to independently demonstrate their understanding of the concept. This allowed teachers to make more effective decisions related to differentiated groups allowing students to receive appropriate support prior to the conclusion of the lesson. Teachers used the formative assessment data to determine student strengths and needs as well as instructional next steps.

Another initiative to build home/school collaboration focused on recognizing that student attendance is essential to sustaining student achievement. Through the support of the tiered series of attendance interventions, overall student attendance consistently exceeds the state mandated 94%, often by as 2 percentage points. Tiered interventions included monthly review of attendance data to pinpoint those students who have had an excessive number of absences compared to the number of school days attended.

If a student misses three consecutive days, a courtesy call from the school nurse helped to determine the nature of the absence and if any support was needed. If a student had missed more than 6% of the actual school days, a letter was sent home by school administration to inform parents of the current status of attendance and tardiness. At the ten day marker, parents were required to come to the school for a conference with one of the administrators; during that meeting attendance reports were provided to the parents as well as discussion of strategies to improve attendance. If the attendance did not improve, the next step was a required conference with the administrator and the pupil personnel worker.

b) Charlesmont's assessment data and other student performance data are shared with parents on an ongoing basis. One of the most effective ways that teachers at Charlesmont share this information is through the first-quarter mandatory parent conferences; 100% representation of the student body has been documented. Parents are contacted throughout the year to convey strengths and needs of their children; quarterly interim reports also serve to keep parents aware of their children's progress. Student data is shared with parents during report card conferences and whenever there is concern with student performance. Student performance data is shared in one-on-one-conferences, at student support team meetings, and with parents of students who are eligible for individual education plans. Students are made aware of their own performance when teachers share formative assessment data to assist students in recognizing their own instructional strengths and needs.

The school performance data may be accessed by the community through several websites: Maryland State Department of Education (MSDE), Baltimore County Public Schools, and the Charlesmont school website. MSA data is also available through local newspapers when the data is released by MSDE and in Charlesmont's school newsletter, the "Chatter."

3. Sharing Lessons Learned:

Charlesmont Elementary staff members willingly share best practices with other teachers and administrators within the district and the state in our ongoing effort to create a collaborative learning environment to build teacher capacity at all grade levels. Charlesmont hosted a special education inter-visitation with the neighboring faculty from Battle Monument who observed Charlesmont's pre-kindergarten inclusion approach and our ECLS 4-year-old classroom. Staff from both schools shared best practices about the least restrictive environment for students with special needs. Kindergarten teachers from Charlesmont visited West Towson Elementary to observe new instructional approaches in early childhood programs. Teachers from both schools discussed strategies related to the transition to upcoming pre-reading curriculum changes. The next year, Charlesmont Elementary participated in a Grade 1 Initiative program at Bear Creek Elementary school. Grade 1 teachers from six schools were led by the early childhood/language arts resource teachers who presented more effective strategies for teaching phonics and small group reading. In addition, Charlesmont Elementary hosted principals and teachers from seven schools to observe how our primary reading specialist conducted data analysis at grade level meetings where Grade 2 teachers reviewed DIBELS data to determine which children needed additional phonics or fluency interventions. And, as a yearly practice, Grade 5 teachers and Charlesmont's school counselor collaborate with Stricker Middle School counselors regarding educational placement to help students make a smooth transition from elementary to middle school.

Charlesmont's collaboration has also extended to the college level. Several Charlesmont teachers were part of an I-Team that participated in a Southeast Area Action Research Project for three years. Strategies related to the dynamics of how the brain works were used to improve instruction in reading and math. The teachers presented their findings at Towson University as a professional development activity for other Baltimore County teachers. In addition, Charlesmont Elementary hosted Johns Hopkins nursing students. As part of this program, interns learn the responsibilities of a school nurse in our efforts to maintain a healthy school environment by promoting physical education and recess through special class meetings with students.

4. Engaging Families and Communities:

As a Title I school, Charlesmont's Parent Involvement Team develops a calendar for each upcoming school year. Prior to the beginning of the school year, Charlesmont opens its doors to the students and their families for the annual Sneak-A-Peak event. This event helps to create rapport among the teachers, students, and parents. During Back-to-School Night, various school system offices and community organizations such as the Office of Food and Nutrition, Baltimore County Public Library, Market Day, and the Boy Scouts are available to provide information and resources before and after classroom orientations. On this night, grade-level teachers review the curriculum and what is expected of students for the year. They explain the Charlesmont Creed and school expectations for behavior.

Communication is a key component when building home/school relationships. To enhance communication, staff members conduct parent conferences with the goal of 100% participation, send out quarterly interim reports to keep parents abreast of their child's progress, and reinforce the school's creed by sending families positive notes about their children's behavior. The school's website, quarterly "Chatter" newsletter, and Title I Parent Compact are additional examples of tools that help foster home/school communication.

Charlesmont promotes various workshops throughout the school year where family members can participate in their children's education. Quarterly Parent Roundtable discussion groups conducted by the school counselor focus on topics that can help parents tackle challenges at home. Parent Workshops such as Reading Night and Math Night are examples of events for building parent capacity about curriculum. At the annual Heart-to-Heart event, parents attend informational sessions where they learn about our schoolwide efforts to promote responsibility and safety. On Health Night, students and parents attend an educational session about healthy eating and lifestyles and receive literature about the Alliance for Healthy Schools program.

With a growing number of Hispanic and multilingual families attending Charlesmont, there are additional communication challenges. To address these, Charlesmont has a school-based interpreter to assist during family-teacher conferences and who is available also before and after school for parents who need clarification about school policies, assignments, or correspondence. Hispanic families have indicated that they feel a genuine comfort coming to Charlesmont and having this language support.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Charlesmont Elementary provides instruction based on curricula from the state, county, and programs unique to the school. First and foremost, Charlesmont implements the Maryland State Curriculum. Teachers are familiar with the state standards and how to access the resources provided at www.mdk12.org. Following the indicators for the assigned subjects and grades, teachers use the lesson seeds, sample assessments, and public release tasks to enhance lessons and differentiate instruction for students. In addition to the State Curriculum, BCPS has made available specific resources for all content areas.

Charlesmont teachers use the Houghton Mifflin Reading series plus resources provided by the county to plan their reading instruction for State Curriculum Standards. In addition, BCPS provides theme resources with lessons to teach strategies and skills using a variety of texts. Teachers use resources from the BCPS Office of Gifted and Talented Education to enrich and accelerate learning with novels and higher-level tasks for highly able/gifted students. Houghton Mifflin English provides teachers and students with a structured approach to grammar and writing compositions. Students first learn the parts of speech, and then apply them to various types of writing. Charlesmont also has supplemented the reading/language arts program with Words Their Way, Time for Kids, 100 Book Challenge Program, and the Comprehension Toolkit.

The Scott Foresman math series serves as a resource for teaching skills and strategies that align to State Mathematics Curriculum Standards. Charlesmont has implemented Investigations, a math program that enables PK-Grade 1 students to work hands-on and use problem-solving skills and strategies to learn math concepts. To strengthen students' knowledge of basic math facts, Charlesmont uses FASTT Math, an engaging and interactive online program for Grades 2-5. Teachers in Grades 4 and 5 use the Fraction Nation online program.

Using science curriculum units provided by the BCPS Office of Science, Charlesmont teachers instruct using kits with materials to conduct hands-on experiments and science workbooks for students to record and analyze their findings. Extension activities offered by the BCPS Science Office include the BioEyes program, visitations to the Marshy Point Nature Center, and the onsite beach/bay water testing at the Miami Beach location. Grade 3 students participate in the Safe Racer competition and Grade 4/5 students conduct scientific investigations for the STEM Fair.

The Maryland State Standards provide the framework for BCPS grade level Social Studies units. Teachers integrate social studies skills that address geography, people of various nations, and historic events that have played an important role in the development of the world in which we live.

Charlesmont has taken an active role in promoting Health education through our collaboration with the Alliance for Healthy Schools. Our Health units not only address healthy living habits, but incorporate opportunities to develop social and emotional skills.

The Physical Education program aligns with National and State Standards which promote sportsmanship/team approach to skill development. Special BCPS programs include the Heart Adventure Program, Ballroom Dancing, the Fitness Gram program and our annual Sports Day.

Technology use has been instrumental in all content areas as our teachers, staff, and students utilize the Promethean boards, Active Votes, and Netbooks to more actively engage in learning in all content areas. Title I funding from ARRA has enabled Charlesmont to house two active computer labs and weekly technology classes conducted by our Library/Media teacher and Technology Integration Teacher.

The Performing Arts programs at Charlesmont enable our students to explore Vocal and Instrumental Music, and creative arts through our BCPS curriculum units. Our teachers have partnered with the Southeast Performing Arts Foundation to provide yearly trips to the theatre, concerts, and local art museums.

2. Reading/English:

Charlesmont's reading curriculum is designed to meet the needs of all learners. Aligned to the Maryland State Curriculum and the Common Core State Standards, this rigorous reading curriculum addresses phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. Using the Houghton Mifflin Reading Anthology for core instruction, students practice skills and apply strategies before, during, and after reading daily during the 120-minute Reading Block. Up-to-date instructional approaches such as Close Reading, text dependent questioning, and robust vocabulary instruction enhance and extend the learning experience for students in all grade levels and subject areas.

Collaboration is a key component to success in the classroom. Charlesmont's reading specialist and special educators work in partnership with classroom teachers to plan and execute a rigorous reading program recommended by Baltimore County. Various Tier II and Tier III Acceleration Programs, such as Foundations, Systematic Instruction to Phonemic Awareness, Phonics and Sight Words (SIPPS), and Fluency Formula are incorporated into the school's daily reading instruction. Teachers collaborate daily to connect whole group instruction to interventions. Small groups (of five to six students each) are formed each day by the homeroom teachers, reading specialists, or special educators in Grades K-5. Acceleration groups support instruction focused on sight words, fluency, comprehension, phonics, and phonemic awareness.

Assessments, both formal and informal, provide essential pieces of data that help drive instruction and determine intervention groups. County-approved benchmarks and short-cycle reading assessments are given quarterly. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) benchmark assessments are administered during the fall, winter, and spring. Running records and informal reading assessments are given monthly. Teachers meet regularly to review data and to assess and re-assess remediation and enrichment groups. Student progress is monitored every two to three weeks. Small groups are flexible and adjusted regularly.

In Grades 3 through 5, the quarterly administration of short cycle and benchmark assessments enable teachers to access immediate results of student progress. Through grade-level data analysis, teachers determine which skills require additional instruction or acceleration.

Students participate in the 100 Book Challenge Reading Program in school and at home. This program offers opportunities to choose and read high-interest books in a variety of genres. Progress is monitored through teacher/student conferences. Writing is incorporated through the Reading Research Lab in which students research topics and produce books as end products of their findings.

3. Mathematics:

Charlesmont Elementary's mathematics program takes a student-centered approach that focuses on deep conceptual understanding rather than procedural understanding. The foundation of the mathematics curriculum is the Maryland State Curriculum. Materials include the Scott-Foresman-Addison Wesley Mathematics curriculum and the Scott Foresman Investigations curriculum. Students spend 60-70 minutes daily studying mathematics. Lessons are structured using the 5-E format (Engagement, Exploration, Explanation, Extension, and Evaluation) with an emphasis on the exploration of strategies and sharing of mathematical thinking. Students are expected to explain their thinking and defend their approach to solving math problems using appropriate vocabulary, pictures, symbols, and numbers. Classrooms are arranged to encourage collaborative work and a wide variety of math manipulatives and graphic organizers are available for student use as they solve problems. Teachers incorporate real-life problems

into instruction and encourage the use of more than one approach to their solutions.

Teachers incorporate strategies learned at Math Solutions training and BCPS grade-level professional development to ensure that all students feel confident in their abilities to solve math problems. Students who require additional assistance are invited to attend afterschool and summer school programs where small groups of students receive targeted math instruction. The Exploring Math program by Teacher Created Materials provides differentiated resources to meet the needs of struggling, proficient, and advanced students.

Charlesmont Elementary challenges students in the primary grades with PACE activities in mathematics and begins identifying students for the gifted and talented math program in Grade 3. Teachers incorporate engaging activities using interactive whiteboards and show video clips from Brain Pop and Safari Montage to reinforce math concepts. Intermediate students participate in the Annual 24 Challenge afterschool program.

Teachers meet regularly at grade-level meetings to analyze data from summative assessments and benchmark assessments and develop activities for concepts that need further reinforcement. Teachers also use the Scholastic Mathematics Inventory to identify student needs in math.

Technology plays an important role in math instruction at Charlesmont. Teachers use FASTT Math to develop competency in the basic facts. Fraction Nation leads students through an independent study of fractions and decimals that emphasizes a numerical representation of fractions rather than a pictorial representation. First in Math encourages students to use number sense while playing fun online games. Teachers use virtual manipulatives on the Pearson Success Net website during their lessons and encourage students to log in at home to use the same tools as they complete homework assignments.

4. Additional Curriculum Area:

Charlesmont Elementary School is a learning community where all content teachers work toward a common goal. The school's visual and performing arts programs play an integral part in the growth of students. All grade levels have music books, and the PTA purchases copyrights for three musicals per year. With that support, each child in the school performs on stage and has music to read while they rehearse. In addition, students participate in the Baltimore County Fire Department poster contest and the local All County Chorus. The visual and performing arts at Charlesmont meet multiple learning styles and provide a variety of methods for demonstration of learning.

Students at Charlesmont explore music in the community through trips to the Baltimore Symphony Orchestra and the Towson University Dance Company. Each January, a guest ballroom dance instructor teaches dance to Grade 5 students. Patapsco High students visit to perform dance programs at Charlesmont, and the school is regularly selected as a site for Lyric Opera in-house workshops. Other local musical and theater groups often visit and perform, including the General John Stricker Middle School Steel Drum Band.

Music is an integral part of daily learning at Charlesmont, and each day begins with a "Musical Moment" announcement. Students use dramatization in classes and participate in chorus, band, and orchestra. All grade levels perform once per year on stage at the school's four seasonal music concerts.

The visual arts program at Charlesmont includes regular visits to the Baltimore Museum of Art and Walters Art Museum. An afterschool ceramics club was provided in collaboration with the local Baltimore Clayworks program. The school building features historical murals, painted by a local artist, about what took place in the area during the War of 1812 Battle at North Point.

Students find success using the visual arts to learn to express themselves. In art class, students are exposed to multicultural experiences and apply them in their artwork. They engage in lessons using

technology such as Active Studio, PowerPoint, ELMO, and PhotoDraw. At the school's annual art auction, students experience the real life process of creating and selling artwork. Each student takes pride in ownership by creating his or her individual and/or group artwork.

5. Instructional Methods:

Charlesmont maintains high expectations for students while consistently implementing best practices. A key element to Charlesmont's instructional program is data analysis. Classroom teachers, reading specialists, special educators, instructional assistants, and administrators meet regularly in grade-level meetings to identify students for targeted review and enrichment. Using data analysis from the benchmarks and DIBELS, grade-level teams plan instruction to meet the needs of every student.

Teachers have a sound knowledge of curriculum and the latest research-based best practices when administering instruction. Teachers use a variety of teaching strategies such as the gradual release model, small group instruction, and a numerous differentiation strategies to meet students' needs and provide enrichment/extension activities. The faculty of Charlesmont also uses Genuine Conversations and other cooperative learning strategies to engage and assess students' progress. As part of daily instruction, lessons include rich, robust vocabulary for all students. This effort has resulted in improved expressive and written responses where students learn to unpack their thinking and explain their ideas.

Charlesmont has made small group instruction a priority for all students who may need enrichment or reteaching review. As teachers analyze data and prepare instruction based on the assessments, they use differentiation to not only target skills for review, but also to enrich and challenge students. Students are exposed to challenging activities that encourage them to use problem-solving skills and to apply higher-level thinking skills. Inclusion is ongoing as the special educators work directly in classrooms with teachers to assist students with special needs. Small group instruction is enhanced when the special educator and/or instructional assistants are available to meet with students to target instruction. Reading specialists help reduce class sizes by teaching small groups. Teachers prepare and implement small group activities that do not repeat the whole group lesson, but target the skill needed for review or enrichment.

6. Professional Development:

Staff members at Charlesmont want their students to be successful and know that to achieve this, administrators and teachers need to continually extend their own professional competencies. Staying on the cutting edge of educational best practices, and curriculum changes are high priorities at Charlesmont as we strive to build teacher capacity.

For example, topics covered during our professional development address the statewide focus on orienting teachers to the Common Core Standards through the Effective Educator Academies. Designated teachers have conducted workshops on Reading/Language Arts, Mathematics, and STEM standards. After the orientation workshops, the presenting faculty members provide mentoring for staff who request additional focused clarification in skill correlation as teachers learn to write objectives that focus on the Common Core Standards.

In addition, Charlesmont has designated staff development on several topics to increase student engagement in oral and written expression. All teachers have implemented the Genuine Conversation approach to actively engage students in small group discussions using respectful, turn-taking strategies. Our efforts to learn about the 6 + 1 Writing Traits have been instrumental in guiding teachers to improve their writing program through focused mini lessons, partner feedback strategies for revision and editing, as well as, developing teachers' deeper understanding of the writing process. Several teachers attended the BCPS led workshops on the Universal Design of Learning to help prepare them for differentiation of activities based on varying learning styles.

Lesson studies have been another successful professional development approach that Charlesmont has implemented over several years. Grade level teachers worked together to create and then revise a lesson

based on an identified skill from our Benchmark/MSA data analysis meetings. For example, our Grade 5 team partnered with teachers from Seneca Elementary during an interschool visitation to identify productive instructional strategies implemented during an observation and to discuss considerations needed to perfect the lesson. Teachers returned to Charlesmont and re-taught the revised lesson plan and discussed the impact on increasing student learning. This team approach has resulted in more collaborative discussions during grade level meetings.

7. School Leadership:

Schelchy (2001) wrote, “Shared leadership... is less like an orchestra, where the conductor is always in charge, and more like a jazz band, where leadership is passed around ... depending on what the music demands at the moment and who feels most moved by the spirit to express the music.”

Charlesmont Elementary is most certainly a jazz band and not an orchestra. The administration and teachers work together to create a safe, rigorous learning atmosphere. Charlesmont has been lucky to have a strong leader who, over the past 14 years, has helped shape the school into what it is today. The principal at Charlesmont is a successful leader because she makes sure that teachers have the most up-to-date information on current curriculum and best practices. She encourages teachers to be leaders in the building and to be a part of her daily decision-making.

Teachers take on leadership roles in several different ways, including program coordination. For two years, Charlesmont Elementary teachers organized a summer program, Camp Charlesmont, to help at-risk students build their reading and math skills. Teachers also have coordinated afterschool programs (such as MADD Scientists, Math Wizards, and Over Achievers) to help at-risk and gifted and talented students enrich and accelerate academic growth. The programs have proven to be successful in not only building students’ academic skills, but also their self-confidence and love for school.

Teachers are leaders also when they mentor college interns. Charlesmont Elementary has a professional development school partnership with Towson University. Every year, Charlesmont teachers volunteer to work with student interns to help guide and nurture their development as future educators. Charlesmont Elementary’s professional development school coordinator works closely with Towson University supervisors and mentor teachers.

In addition, the teachers at Charlesmont are also team level chairs, content area liaisons, STEM fair coordinators, and members of the school improvement team. Teachers are all of these things and more because Charlesmont’s principal encourages staff members to be leaders. The principal and teachers at Charlesmont have strong expectations for their students because they truly believe that every student can be successful. Every staff member at Charlesmont is a leader in his or her own way.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: MSA

Edition/Publication Year: 2012

Publisher: Maryland State Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced	100	94	92	95	92
Advanced	35	36	36	21	30
Number of students tested	52	53	44	42	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	4	2	6
Percent of students alternatively assessed	0	0	8	5	14
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	100	92	81	92	85
Advanced	38	28	19	15	30
Number of students tested	29	39	21	26	20
2. African American Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	4	4	5	6
3. Hispanic or Latino Students					
Proficient Plus Advanced	Masked	90	Masked	Masked	Masked
Advanced	Masked	20	Masked	Masked	Masked
Number of students tested	3	10	3	2	1
4. Special Education Students					
Proficient Plus Advanced	Masked	82	Masked	83	Masked
Advanced	Masked	28	Masked	8	Masked
Number of students tested	7	11	9	12	6
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
6. White					
Proficient Plus Advanced	100	94	92	94	96
Advanced	33	37	38	24	31
Number of students tested	40	35	37	34	26
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
In 2012, there were no ELL students enrolled in the MSA testing grades. All of the ELL students were tested using WIDA.					

13MD2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: MSA

Edition/Publication Year: 2012

Publisher: Maryland State Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced	96	96	93	93	89
Advanced	17	21	23	24	24
Number of students tested	52	53	44	42	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	4	2	6
Percent of students alternatively assessed	0	0	8	5	14
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	97	95	90	88	90
Advanced	17	18	14	23	20
Number of students tested	29	39	21	26	20
2. African American Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	4	4	5	4
3. Hispanic or Latino Students					
Proficient Plus Advanced	Masked	100	Masked	Masked	Masked
Advanced	Masked	10	Masked	Masked	Masked
Number of students tested	3	10	3	2	1
4. Special Education Students					
Proficient Plus Advanced	Masked	82	Masked	83	Masked
Advanced	Masked	9	Masked	0	Masked
Number of students tested	7	11	9	12	6
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
6. White					
Proficient Plus Advanced	Masked	Masked	95	94	85
Advanced	Masked	Masked	24	23	27
Number of students tested	5	2			
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
In 2012, there were no ELL students enrolled in the MSA testing grades. All of the ELL students were tested using WIDA.					

13MD2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: MSA

Edition/Publication Year: 2012

Publisher: Maryland State Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced	100	98	97	95	94
Advanced	67	69	46	64	28
Number of students tested	57	48	39	39	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	5	5	5	3
Percent of students alternatively assessed	0	9	11	11	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	100	96	96	96	90
Advanced	65	56	39	70	20
Number of students tested	42	27	23	23	20
2. African American Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	5	4	6	3
3. Hispanic or Latino Students					
Proficient Plus Advanced	100	Masked	Masked	Masked	Masked
Advanced	40	Masked	Masked	Masked	Masked
Number of students tested	10	3	2	1	7
4. Special Education Students					
Proficient Plus Advanced	100	Masked	100	Masked	91
Advanced	36	Masked	23	Masked	18
Number of students tested	11	8	13	7	11
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
6. White					
Proficient Plus Advanced	100	100	100	97	92
Advanced	67	78	48	60	19
Number of students tested	36	40	31	30	36
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
In 2012, there were no ELL students enrolled in the MSA testing grades. All of the ELL students were tested using WIDA.					

13MD2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: MSA

Edition/Publication Year: 2012

Publisher: Maryland State Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced	98	96	90	90	94
Advanced	33	35	33	31	30
Number of students tested	57	48	39	39	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	5	5	5	3
Percent of students alternatively assessed	0	9	11	11	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	98	93	91	91	95
Advanced	29	26	26	26	20
Number of students tested	42	27	23	23	20
2. African American Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	5	4	6	3
3. Hispanic or Latino Students					
Proficient Plus Advanced	100	Masked	Masked	Masked	Masked
Advanced	20	Masked	Masked	Masked	Masked
Number of students tested	10	3	2	1	7
4. Special Education Students					
Proficient Plus Advanced	100	Masked	85	Masked	82
Advanced	9	Masked	15	Masked	0
Number of students tested	11	8	13	7	11
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
6. White					
Proficient Plus Advanced	98	100	97	90	94
Advanced	39	40	35	30	25
Number of students tested	36	40	31	20	36
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
In 2012, there were no ELL students enrolled in the MSA testing grades. All of the ELL students were tested using WIDA.					

13MD2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: MSA

Edition/Publication Year: 2012

Publisher: Maryland State Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced	96	91	87	84	87
Advanced	29	14	13	10	16
Number of students tested	49	44	45	51	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	5	1	4	4
Percent of students alternatively assessed	0	10	2	7	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	92	90	92	81	82
Advanced	19	10	16	7	5
Number of students tested	26	29	25	27	22
2. African American Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	2	7	6	4
3. Hispanic or Latino Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	0
Advanced	Masked	Masked	Masked	Masked	0
Number of students tested	3	2	1	5	
4. Special Education Students					
Proficient Plus Advanced	Masked	75	Masked	40	Masked
Advanced	Masked	0	Masked	0	Masked
Number of students tested	8	12	8	10	6
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
6. White					
Proficient Plus Advanced	98	94	86	82	84
Advanced	31	9	9	8	16
Number of students tested	42	35	35	39	38
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
In 2012, there were no ELL students enrolled in the MSA testing grades. All of the ELL students were tested using WIDA.					

13MD2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: MSA

Edition/Publication Year: 2012

Publisher: Maryland State Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced	98	91	83	96	91
Advanced	58	47	47	45	53
Number of students tested	48	45	46	51	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	5	1	4	4
Percent of students alternatively assessed	0	10	2	7	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	96	90	73	96	86
Advanced	56	43	35	25	32
Number of students tested	25	30	26	27	22
2. African American Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	2	8	6	4
3. Hispanic or Latino Students					
Proficient Plus Advanced	100	Masked	100	100	0
Advanced	67	Masked	100	60	0
Number of students tested		2			
4. Special Education Students					
Proficient Plus Advanced	Masked	83	Masked	80	Masked
Advanced	Masked	33	Masked	10	Masked
Number of students tested	8	12	9	10	6
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
6. White					
Proficient Plus Advanced	98	89	86	95	89
Advanced	61	44	49	46	53
Number of students tested	41	36	35	39	38
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
In 2012, there were no ELL students enrolled in the MSA testing grades. All of the ELL students were tested using WIDA.					

13MD2