

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 40 Elementary schools (includes K-8)
19 Middle/Junior high schools
12 High schools
1 K-12 schools
72 Total schools in district
2. District per-pupil expenditure: 13660

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 5
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	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	90	70	160
7	100	87	187
8	120	91	211
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			558

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
14 % Asian
5 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
71 % 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: 1%

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.	3
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	8
(4)	Total number of students in the school as of October 1, 2011	558
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 3

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 3%
 Total number of students who qualify: 18

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: 7%
 Total number of students served: 41

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>5</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>0</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>23</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>19</u>	<u>8</u>
Paraprofessionals	<u>6</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>12</u>	<u>1</u>
Total number	<u>62</u>	<u>10</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:

24:1

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	97%	96%	97%	97%	97%
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: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

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 Folly Quarter Middle School community is committed to developing life-long learners in a diverse and changing world by having high expectations for all. Staff members are dedicated to creating an exemplary middle school by continuously improving the quality of teaching and learning. This collaborative effort is the driving force behind our students' success. The Administration along with the School Improvement Team, Grade Level Team Leaders and Content Team Leaders strive for continuous improvement by making decisions, implementing change, and evaluating practices to improve the quality of student learning in every classroom. The staff and students also participate in our Gold Standard award-winning PBIS (Positive Behavioral Intervention and Supports) program. At Folly Quarter we are respectful of self, others, and the environment.

Folly Quarter is recognized as a Maryland Green School. Because our waterways lead to the Chesapeake Bay, our students and staff, through curricular and extracurricular programs, are active participants in environmental stewardship. We compost appropriate food scraps from our cafeteria, grow organic produce in a greenhouse that was constructed through students writing grants, raise and release horseshoe crabs, monitor our electrical usage, teach lessons in our student constructed outdoor classroom, and educate members of our community including providing each community member with a reusable grocery bag. It is also important to note that the organic produce from the greenhouse is donated to our local homeless shelter, Grassroots, to benefit the residents of this facility.

Our Gifted and Talented Program offers students creative enrichment opportunities such as television and film production, Book Club discussions, Writers' groups, National History Day and Science Fair Competitions, Cryptology, Black Saga Competition, Math Olympiad, Philosophy, Stock Market Competition, and a Debate Team sponsored by Capitol Debate.

Folly Quarter has also been recognized as a Healthy Howard School for the past four years. This recognition is the result of our community creating an environment of health and wellness that engages the entire school community through *“assessing the overall health of a school through the categories of nutrition and physical activity education, and establishing strong partnerships with parents, students, school staff and community members...”*

In addition to the Grassroots homeless shelter partnership noted earlier, our students actively look for opportunities to make a difference for others. To accomplish this, they have reached out to various other non-profit organizations such as Pennies for Patients, American Red Cross, American Cancer Society, Chesapeake Bay Foundation, and the Lion's Club. They have also adopted impoverished schools in Central America. While many of these projects are a part of our students' Service Learning requirement, we are proud of the fact that many students volunteer time beyond the school day with our LEO club. We also have a strong "Falcon Friends" intramural club where general education students develop lasting bonds with non-diploma bound students in our Academic Life Skills program.

A strong Parent Teacher Association (PTA) and partnerships with local businesses in our community have also contributed to our students' success. We host parent information nights on topics including but not limited to internet safety, high school preparation, and school-related violence with over 300 participants in attendance this past year. Other PTA programs serving our community include our annual community yard sale, school supply collection, Harvest for the Hungry drive at Thanksgiving, a Holiday Giving Tree, and a cold weather clothing drive, all of which assist the families of needy students in our own community. The Maryland PTA has recognized the Folly Quarter chapter for its hard work and commitment to our students.

Other recent school accomplishments include the Maryland State Department of Education School Performance Program Award for Outstanding Performance on the Maryland School Assessments, NAACP Certificates of Excellence in Reading, Math and Attendance and recognition from The Baltimore Sun and www.schooldigger.com as the “*top performing middle school in the State (of Maryland) in 2012*”.

Past Folly Quarter students have won the Maryland History Day and Science Fair Competitions at the local and state level. Several of our former and current students have received the Dr. Ben Carson Scholarship. Our debate team continues to win local competitions. Folly Quarter has had multiple winners and finalists in Maryland’s *Young Author’s Contest*.

Tammy Goldeisen was named the Maryland Association of Secondary School Principals’ Assistant Principal of the Year at the middle school level for 2011. Rick Wilson was named Maryland Association of Secondary School Principals’ Principal of the Year at the middle school level for 2010.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

As noted in the summary, Folly Quarter Middle School currently ranks as the top performing middle school in the state of Maryland based on standardized assessments. Folly Quarter students consistently demonstrate successful achievement and significant gains in student groups as measured by the Maryland School Assessments (MSA). The MSA, a criterion-referenced test, assesses individual student progress in mathematics and reading in grades 3 through 8. Scores are reported as *basic*, *proficient*, and *advanced*. The Maryland Department of Education establishes annual standards to measure progress towards Annual Yearly Progress (AYP), with the goal that 100% of students will achieve either proficient or advanced levels by 2014.

Since it's opening in 2003, Folly Quarter Middle School students have consistently exceeded AYP standards and raised the performance of subgroups. In mathematics, the percentage of all students scoring proficient or advanced grew from 87.8% to 98.8% over the past four years. We are also very proud of our students accessing Free and Reduced Meal services (FARMs) who increased their pass rate by 25.3% over these same four years. It is also important to note that our students with IEPs pass rate increased by 15%. Reading scores also reflect a similar pattern of growth over the past four years, moving from 92.7% in 2008 to 97.3% in 2012. FARMs students and students with IEPs also increased their pass rates by 30.8% and 6.5%, respectively.

In addition to the MSA, all students enrolled in Algebra I take the Maryland High School Assessment (HSA) for Algebra and Data Analysis. The Algebra HSA is one of four assessments students are required to pass in order to earn the Maryland High School Diploma. Since 2008, we have steadily increased the number of students taking the Algebra HSA and are very proud of the fact that nearly 100% of these students score proficient or advanced. Our 99.8% passing rate represents 471 of our 472 Algebra students over these years who completed this high school graduation requirement before leaving middle school; students who clearly demonstrated that they are becoming "*college and career ready*".

The students at Folly Quarter Middle School have consistently demonstrated excellence. These successes can be attributed to strategic teaching assignments, co-taught classes, data driven supports for math and reading interventions, annual attendance rates exceeding 96%, and high standards for all students. With this continued commitment to excellence, our teachers, staff, and administrators are dedicated to helping all students achieve success now and prepare for the future.

2. Using Assessment Results:

Folly Quarter utilizes data to design and drive instruction as well as to plan staff development. The effective use of data analysis has been a strategic school-wide focus to help staff meet the varied needs of our students and help both students and staff demonstrate personal growth. Each summer, our School Improvement Team reviews local and state assessment results in order to create a yearly and workable plan that will best meet the needs of all learners, addressing areas in need of improvement. Based on the goals and objectives developed by the School Improvement Team, each curricular and grade-level team reviews appropriate data and develops their own Team Improvement Plan. This alignment of objectives continues for each staff member and student in Folly Quarter with the development of personal plans.

Each of these plans, are reviewed on a regular basis using the PDSA (Plan, Do, Study, Act) continuous improvement cycle, and benchmarks are established to demonstrate progress throughout the year. Each curricular area facilitates students' use of reflective goal setting processes related to each student's personal plan.

Based on data, this year we redesigned our master schedule to a model that allows students to have their core courses every day. We offer extra math, English/Language Arts (ELA), and reading support classes for those in need, while still providing daily opportunities for students to participate in all of their regular classes. In addition, the new schedule offers flexibility to provide interventions and co-taught classes for our special education students as well as offer numerous opportunities for enrichment for our advanced learners.

Our teachers use formative and summative assessments to design instruction and increase rigor so that all students can improve. Content teachers meet regularly to plan and develop grade level instruction and assessments. In addition, analysis of individual student data allows content teachers to collaborate with special educators to provide for the individual needs of all in an inclusion model. Teachers meet with their disciplinary teams to conduct item analyses as they examine students' progress towards curricular goals as established by Howard County. Grade level teams have bi-weekly "Kid Talk" meetings where they use formative and summative assessment data to develop intervention strategies to address individual needs in the form of action plans. These action plans are driven by student data and include specific strategies designed to improve student performance. Strategies in these plans include mentoring, extended day interventions, the use of seminars, lunch support programs, Saturday Academy with FQMS staff and National Honor Society students from our local high schools, and technology supports. Data is reviewed regularly, and the results of these action plans determine if the student is referred to our Instructional Intervention Team (IIT). Administration, School Counselors, School Psychologists, the Reading Specialist, and our Special Education Team Leader make up our IIT that meets bi-monthly to review student data and develop intervention strategies and supports.

Finally, data points are also used to create worthwhile staff development that targets areas of need, both for staff and students' learning. This is done on an annual basis based on student performance on summative assessments and anecdotal reports and other feedback gathered from staff.

3. Sharing Lessons Learned:

Folly Quarter staff find many ways to share our successes with others. Our teacher leaders take pride in sharing tenets of best practices through collaboration with peers, the design of our professional development program, presenting a variety of school wide workshops, designing quality inclusive education, and presenting at various conferences and our community. Topics include disciplinary literacy; academic interventions for reading and math, argument writing, and preparing students for high school. Teachers work with teaching interns from various universities. In addition, our teachers routinely participate in writing curriculum and assessments for Howard County, including Reading, English, Mathematics, and Social Studies. A Reading, Science, and English teacher from the 6th grade team collaborated to write the reading module, *The Future of Water*, which combines scientific research and a novel study. The same English teacher is currently working on developing a unit for the state's new Common Core curriculum. Furthermore, our Reading Specialist, created an intervention curriculum for struggling readers.

Teachers conduct workshops for Folly Quarter staff and other Howard County teachers to increase teacher knowledge, differentiate instruction, interpret data, and use current technologies in the classroom. Members of our staff have developed workshops for Howard County, including using interactive notebooks, implementing the new Innovation and Inquiry reading module curriculums, and using assessment data to plan effective instruction. Several teachers have presented a co-teaching model in inclusive classrooms. In addition, our performing arts teachers participate in collaborative study groups with county and state colleagues to share best practices. Our 2008 Maryland State Band Teacher of the Year, Mr. Andy Spang, has facilitated these groups for the past eight years. Most important, all of our teachers inspire our students to present their research projects to the "real world" audiences of scientists, historians, and other community members.

4. Engaging Families and Communities:

Folly Quarter Middle School strongly believes that communicating regularly with family and community members helps to ensure success for all of our students. Students and parents receive printed quarterly Interim Progress Reports and Report Cards that include information about academic progress, attendance, and comments about strengths and areas of improvement or need. Twice a year, afternoon and evening Parent-Teacher conferences provide opportunities for direct communication, and our teachers meet weekly with parents as needed. Assessment data determine goals and objectives that are presented at Individual Education Plan (IEP) meetings.

Our weekly *Falcon Flyer* newsletter is available on our website and is distributed electronically to all of our students' homes. Our website also includes our school profile, daily calendar, School Improvement Plan, and links to our media center and research resources for students. On an as needed basis, pertinent and timely information is also sent out through email and text message listservs. In addition, our teachers communicate daily through e-mails and phone contacts. Teachers maintain individual web pages to communicate course objectives, assignments, notes, and handouts. They also use *Aspen*, an online family portal that allows parents and students to view daily "live" academic progress and attendance. Several parents are members of our School Improvement Team as well. This team meets quarterly to discuss assessment results as well as plan other initiatives for school improvement. Currently, the School Improvement Team is working on renewing our Green School certification, developing strategies to enhance our ability to collaborate more effectively, and planning our 10 year anniversary celebration for the school and community.

Parents visit the school during our annual American Education Week , Back-to-School Night, and various orientation evenings. Results from the Maryland School Assessment and High School Assessment results are mailed to parents. They are also reported on the Howard County Public School's and Maryland Department of Education websites and are published in local newspapers.

Folly Quarter extends the core life lessons that are taught at home through our PBIS program in an effort to recognize and reward positive student behavior. Students who receive PBIS awards are recognized weekly, monthly, and annually in our *Falcon Flyer*. Our PTA supports this program through financial donations.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Folly Quarter (FQMS) teachers adapt teaching methods to enhance and accommodate students' individual learning styles, diverse skills, and abilities in rigorous classes based on the Common Core Curriculum. Varied and engaging approaches include simulations, inquiry-based projects, and collaborative group work. Reading and writing standards are incorporated into lessons across all disciplines.

English Language Arts: At Folly Quarter, we provide separate instruction in Reading and English. The Reading curriculum develops critical skills necessary for success in college and careers through elective courses. Students in these Reading courses use strategic reading skills to investigate real-world issues. Furthermore, students apply media literacy skills while conducting research investigations. In English Language Arts classes at FQMS students receive differentiated and rigorous instruction in writing, reading, listening, and speaking skills in a text-based course. Students analyze text, read critically, and maintain online portfolios as they grow as strategic writers of argument, explanatory, and narrative texts. At-risk students receive support through several Reading and Language Seminar courses as well as after-school intervention programs.

Mathematics: Students use problem solving, communication, connections, representations, reasoning, and writing skills to develop an intuitive understanding and appreciation for mathematics and its application to real-life and testing situations. Students receive extra support through daily and after school intervention programs. Advanced students receive instruction in Pre-Algebra, Algebra/Data Analysis, and Geometry. Advanced students also have additional opportunities including in-school and District level Gifted and Talented programs.

Social Studies: FQMS provides a comprehensive Social Studies program taught with an active, student-centered approach to develop reading, writing, higher-order thinking, and research skills. The curricula enable students to build mastery of state and national Social Studies standards. Processing assignments, technologies, and simulations challenge students to synthesize, analyze, and interpret document-based questions.

Science: FQMS infuses STEM and Inquiry Learning to ensure students develop critical thinking skills through problem solving, effective communication, and peer collaboration as they study Earth Science, Life Science, and Physical Science. Instruction includes the use of technology, original, student-driven experimentation, and real world communication to authentic connections in the science community. This three-pronged approach enables students to exceed local, state, and national standards.

World Languages: Students have the option to take either French or Spanish beginning in sixth grade. Approximately 63% of Folly Quarter students participate in this program. The curriculum is based on the *National World Language Teaching Standards* and promotes cultural awareness, authentic forms of communication, as well as using the target language in the context of real life. 54% percent of world language students at FQMS earn a high school elective credit for this class.

Music: FQMS has an award-winning music program that consistently receives the highest honors in County, State, and Interstate competitions. FQMS offers Concert Band, Jazz Band, Wind Ensemble, String Orchestra, and full Orchestra classes. The General Music and Chorus curriculum is also performance-based. Students study all areas of music including music history, theory and technology by listening, creating and performing. Additionally, our after school drama program presents an annual musical.

Physical Education: The Folly Quarter Physical Education department offers a comprehensive, diversified program embracing four major areas of focus: learning to be fit, individual and dual sports, movement with a beat, and team games. Curriculum instruction includes duathlon training, sport history, fundamental skills, best practices, and individual goal setting. Teachers consistently use technology for student goal setting, reflections, and classroom writing connections.

Health: This rigorous standards-based program equips every student with the information and skills necessary to make health-promoting decisions. Additionally, assessing information, self-management, analyzing influences, interpersonal communication, decision-making, goal setting, and personal/community advocacy are incorporated throughout all units of study.

Art: The FQMS Art program provides hands-on experiences of drawing, painting, sculpting, and printmaking in each grade level. The curriculum begins with solving perceptual problems in grade 6, developing visual meaning in grade 7, and refining artistic judgment in grade 8. Award-winning student artwork is displayed each year at various community and state locations.

2. Reading/English:

English Language Arts (ELA) classes at Folly Quarter MS are divided into on-grade and GT level instruction. Some classes are co-taught with special educators to enable special education students to succeed. Common Core Curriculum instruction is differentiated, meaningful, and rigorous to enable students to “readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex literature.” In order to demonstrate disciplinary literacy, students are directly instructed on how to craft a written response in all content areas. As an English team, we consistently share the basics of our writing instruction with staff members from other disciplines through monthly professional development in order to cultivate school-wide expectations and standards. Students’ narrative, expository, and argument writings include poetry, autobiographies, epics, literary responses, mysteries, and thesis essays, among others. Grammar instruction is intertwined with literature and writing. Students are trained to use Google Drive for revising, sharing of documents, and storage for all courses throughout their middle school careers.

Our English teachers regularly provide a wide variety of challenging and engaging writing, reading, oral, and listening activities. Students conduct curricula based research, write speeches, and create and present trials of literary characters. Our eighth grade students have the opportunity to work with a poet in residence for slam poetry, and we have offered an after-school Shakespeare Club for the past several years. The increased use of technology, such as blogging and Google interactive websites, use of programs such as *Comic Life*®, as well as our investment in interactive clickers for students to electronically register their individual responses have increased students’ writing skills and sparked imaginations.

Most students have the opportunity to take project-based Innovative and Inquiry Reading Modules that provide opportunities for students to apply specific disciplinary literacy skills to real-life situations. These courses are designed to provide opportunities to problem-solve, develop research skills, and extend both critical writing and reading skills across contents. Module choices include the following areas: literature/humanities, science, social studies, and technical subjects.

Students underperforming within the English Language Arts standards are targeted for help via our grade-level Kidtalk programs and content-area meetings, through ELA and Reading Seminar courses offered daily, as well as our after school homework and skills enhancement programs.

3. Mathematics:

Our school's mathematics program is tightly correlated to the Maryland State Curriculum and Common Core State Standards for Math. The standards focus on college and career readiness in order to develop students who are world-class learners. Students use problem solving, communication, connections, representations, as well as higher order thinking and reasoning skills to develop an intuitive understanding and appreciation for mathematics and its application to real-life and testing situations. Teachers plan collaboratively to differentiate instruction for all levels using online and text-based resources. A heavy emphasis is placed on the use of technology and manipulatives to integrate knowledge of mathematical understanding and procedural skills. The math program at FQMS requires students to think and reason mathematically.

Extensive support is provided to students performing below grade-level through in-school and after school intervention programs. Students are identified for intervention programs using classroom performance and test-driven data. The intervention programs are used to supplement the on-grade-level curriculum, identify and fill learning gaps, and give students context and opportunity for application of mathematical standards. Common Core Math Seminar is a project-based course, which includes a variety of ways to assess student growth beyond the traditional tests and quizzes. Students are encouraged to use hands-on and authentic math tasks to develop a deeper understanding of all concepts.

Students have additional opportunities through in-school Gifted and Talented seminars and District-level Gifted and Talented programs that provide independent and small group instruction in advanced mathematics courses. The Accelerated G/T Mathematics Program allows exceptional math students in Grades 7 and 8 to take high school level courses in the middle school setting. Students attend one two-hour class session each week and use their in-school math period to complete the required weekly assignments.

4. Additional Curriculum Area:

The Folly Quarter Science curriculum and STEM (Science Technology Engineering and Mathematics) initiatives are fully integrated into our school culture. The STEM focused Science curriculum initiatives allow FQMS to address such critical youth development factors as providing leadership opportunities, making real world connections, conducting research, contributing globally and locally as young citizens in meaningful ways and thereby, preparing students for living in the 21st Century. While lessons using technology, Google docs and Google Drive, web-based research, etc. are incorporated throughout our school, students are introduced to these skills through our Science team. This team has pioneered much of the technology and online learning communities that are now established in many content areas.

The Science curriculum and GT Enrichment Project in 6th grade focuses on alternate energy sources. In 7th and 8th grades, students then build upon these processes to continue the scientific research process through a two-year investigation. Through Science, students are developing a set of skills (measurement, reading and analyzing graphs, communicating ideas, tools) that are not inherent in other content areas as they work to develop a problem, research, test hypotheses, collect and analyze data, draw conclusions, and finally evaluate errors and processes.

The Science curriculum itself is designed to cross multiple curricular areas. 6th graders study Water in Science and are then able to apply it to the Future of Water Reading module offered as an elective class. Here they use social studies skills as well to study water scarcity and the impact of political boundaries. This pattern of integrated lessons, skills, and concepts continues throughout the grade levels. The Folly Quarter STEM night in which scientists, engineers, and mathematicians present real-life applications to students and community is just one example of this effective program.

Other programs such as the Chesapeake Bay Foundation summer curriculum writing for staff, weather station with real-time data used in classes for graphing and predicting weather patterns, and the Green School Initiative studying energy budget analysis, recycling, etc. all contribute to the continued exemplary performance of Folly Quarter Students on the Science MSA.

5. Instructional Methods:

Folly Quarter Middle School promotes educational excellence and lifelong learning for our students with engaging instruction that emphasizes rigorous standards and technology use. Our teachers design instruction that reflects real-world experiences and applications to enable our students to be college and career ready. FQMS supports each individual learner through the use of advanced learning strategies, differentiated instruction, brain-based learning, and intervention programs. Students are introduced to computer programs, websites, interactive educational communities, and web-based research through the use of classroom computers, two computer labs, and four mobile labs. Our resources enable us to provide assistive technology to support the instructional needs of every student in a classroom including iPads and personal laptops for students with special needs. Additionally, teachers differentiate their instruction with technology and accommodate student needs by offering various technological media and applications students can choose from to produce unique products. As a result of implementing consistent interventions in reading, the students enrolled in these interventions have attained higher informal reading inventory scores, which measure beginning to end of year growth and progress.

The Gifted and Talented (GT) courses are rigorous and challenge our students. GT Instructional Seminars are available to students participating in above level/GT classes. Seminars include the Writer's Guild, which provides talented writers with the opportunity to produce and publish authentic writing. In the Maryland History Day Seminar, students engage in extensive research of historical materials to prepare original exhibits, dramatic performances, documentaries, and papers related to a national theme, as part of National History Day. Our GT Program also provides all students with many opportunities to investigate areas of interest such as film production, journalism, debate, television production, and a book club. FQMS has several interventions to provide daily, additional supports for students who are below grade level in Math and Reading. For example, students requiring additional support may elect to take a Math Seminar course that provides students with small group, interactive, and project-based instruction of targeted skills. We have noticed students demonstrating new confidence with the process of math, improving assessments scores, and applying new skills to higher-level thinking.

We utilize an Instructional Intervention Team (IIT) and grade-level Kid Talk teams to identify students with academic and behavioral needs. Weekly meetings include data discussions for students targeted for intervention and the development of individual student action plans. Our Student Services Department, administrators, teachers, and other support staff collaborate at these meetings to ensure classroom instruction is differentiated and modified to meet each targeted student's needs. To support positive behaviors, we publicly recognize Students of the Week and Students of the Month who demonstrate respect for self, others, and the environment.

6. Professional Development:

The FQMS professional development program centers around Disciplinary Literacy, Universal Design for Learning, and Technology. This current plan was rooted in a year's worth of ongoing discussion and staff surveys pertaining to best practices in teaching, student needs and achievement, and meeting rigorous academic standards. After identifying the needs of our staff, our leadership team developed research-based and applicable professional development sessions to effectively introduce and teach each of the topics to teachers. Each session is delivered to the staff through sessions during the school year. Consequently all teachers will actively participate in the professional development of County and State initiatives as they directly relate to their own content area in order to be better equipped to support student learning in the classroom. Already, administrative formal and informal observations reflect increased student engagement.

The professional development plan assesses teacher progress and achievement in a number of ways. Teachers align their annual professional development goals with the professional development they are participating in each school year. Administrators and peers perform informal and formal observations to assess that teachers are incorporating the various strategies into daily class lessons in an effective manner. Connecting student achievement to the professional development program involves pre- and post-unit staff surveys in which teachers are asked whether certain strategies, lessons, and resources were more or less effective than before. Teachers provide responses that serve as data to support the effectiveness of the newly incorporated professional development. Furthermore, student improvement on local and state assessments and other high-stakes tests indicate the effectiveness of the professional development strategies that teachers infuse their lessons with day to day.

Ongoing professional development occurs in other formats at FQMS as well. Disciplinary team leaders provide on-going, course-specific professional development opportunities to their teams, and all teachers participate in the countywide professional development days scheduled through the school year.

7. School Leadership:

At Folly Quarter, the role of our leadership can be summarized with our principal's philosophy: "Students First." Through this "bottom up" instead of "top down" approach, he and our assistant principal model the school's belief that, in the right environment, all students can learn, achieve academic excellence, and develop into caring, contributing citizens as they become college and career ready. To create this environment, we must be a collaborative and focused community of learners who ensure that we provide engaging instruction that is relevant, rigorous, and challenging for all students. We have the responsibility to understand the varied needs of young adolescents "in the middle." We also have the responsibility to build relationships, know the learner, use data analysis, and use best, research-based instructional practices. Our administrators lead by example and support staff who must give up personal time to run service-based clubs such as Leo Club and Green School, as well as meet with parents, etc.

Our administrators possess excellent knowledge of curricular instruction and assessments, and use all available resources, technology, and personnel, focusing on staff members' strengths and talents to ensure that our students are engaged. Administrators have established processes to ensure that all staff members have a voice—an open door policy offers ready access. Our principal maintains a white board next to his office to allow for constant feedback and staff-based agendas for meetings. He is visible to students, staff, and parents, making a point to get to know and call each by name. As a result of these relationships, it is not unusual to see him working directly with students in our classrooms, playing basketball or football with students at recess, attending after school events, and interacting with parents.

Within the faculty, we have strong leadership teams committed to the school community. Our teams work together to address learning and practice, incorporate new technologies, and provide support and guidance for students. Our principal clearly believes in growing leadership capacity within the staff and student body. We are proud of our collaborative environment where our principal communicates high expectations, models best practices, creates strong relationships, and continues to grow a positive, nurturing environment for our students, staff, and families.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Maryland State Assessment (MSA)

Edition/Publication Year: 2012 Publisher: Maryland State Department of Education (MSDE)

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	99	95	95	94	94
Advanced	69	54	55	55	47
Number of students tested	170	203	189	169	174
Percent of total students tested	100	100	99	100	98
Number of students alternatively assessed	2	0	2	0	3
Percent of students alternatively assessed	1	0	1	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Advanced					
Number of students tested					
2. African American Students					
Proficient		82	75	82	79
Advanced		24	17	36	29
Number of students tested		17	12	11	14
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient	94	75	67	47	73
Advanced	28	17	17	13	18
Number of students tested	14	11	12	15	11
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6. Asian					
Proficient	100	91	95	94	100
Advanced	89	48	84	69	80
Number of students tested	27	23	19	16	15
NOTES:					
blank fields indicate fewer than 10 students and no data available					

13MD3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Maryland State Assessment (MSA)

Edition/Publication Year: 2012 Publisher: Maryland State Department of Education (MSDE)

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	97	97	96	96	95
Advanced	70	65	68	69	64
Number of students tested	169	203	189	169	174
Percent of total students tested	99	100	99	100	98
Number of students alternatively assessed	2	0	2	0	3
Percent of students alternatively assessed	1	0	1	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Advanced					
Number of students tested					
2. African American Students					
Proficient		94	92	82	93
Advanced		53	33	36	36
Number of students tested		17	12	11	14
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient	89	83	75	67	82
Advanced	44	17	17	27	46
Number of students tested	14	11	12	15	11
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6. Asian					
Proficient	96	96	95	94	100
Advanced	82	52	84	75	80
Number of students tested	27	23	19	16	15
NOTES:					
blank fields indicate fewer than 10 students and no data available					

13MD3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: Maryland State Assessment (MSA)

Edition/Publication Year: 2012 Publisher: Maryland State Department of Education (MSDE)

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	99	98	93	92	84
Advanced	59	58	53	37	42
Number of students tested	212	198	176	176	205
Percent of total students tested	100	99	100	98	100
Number of students alternatively assessed	0	2	0	3	0
Percent of students alternatively assessed	0	1	0	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Advanced					
Number of students tested					
2. African American Students					
Proficient	100	83		80	
Advanced	29	25		13	
Number of students tested	17	12		15	
3. Hispanic or Latino Students					
Proficient		91			
Advanced		36			
Number of students tested		11			
4. Special Education Students					
Proficient	86	94	47	55	23
Advanced	21	13	13	18	5
Number of students tested	12	14	15	11	13
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6. Asian					
Proficient	96		94	93	93
Advanced	67		78	57	59
Number of students tested	27		18	14	29
NOTES:					
blank fields indicate fewer than 10 students and no data available					

13MD3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: Maryland State Assessment (MSA)

Edition/Publication Year: 2012 Publisher: Maryland State Department of Education (MSDE)

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	96	98	96	98	95
Advanced	76	80	80	72	67
Number of students tested	212	198	176	176	205
Percent of total students tested	100	99	100	98	100
Number of students alternatively assessed	0	2	0	3	0
Percent of students alternatively assessed	0	1	0	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Advanced					
Number of students tested					
2. African American Students					
Proficient	100	92		93	
Advanced	65	50		60	
Number of students tested	17	12		15	
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient	71	94	67	95	54
Advanced	29	44	25	45	15
Number of students tested	12	14	15	11	13
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6. Asian					
Proficient	93		100	100	100
Advanced	63		83	93	76
Number of students tested	27		18	14	29
NOTES:					
blank fields indicate fewer than 10 students and no data available					

13MD3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 8 Test: Maryland State Assessment (MSA)
 Edition/Publication Year: 2012 Publisher: Maryland State Department of Education (MSDE)

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	98	94	90	89	86
Advanced	74	70	54	49	47
Number of students tested	201	184	177	204	196
Percent of total students tested	99	100	98	99	99
Number of students alternatively assessed	2	0	3	0	1
Percent of students alternatively assessed	1	0	2	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Advanced					
Number of students tested					
2. African American Students					
Proficient	87	80	73		69
Advanced	33	40	27		25
Number of students tested	14	10	15		16
3. Hispanic or Latino Students					
Proficient	100				
Advanced	91				
Number of students tested	11				
4. Special Education Students					
Proficient	89	56	73	62	42
Advanced	61	19	36	8	8
Number of students tested	14	16	11	13	12
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6. Asian					
Proficient		95	94	93	96
Advanced		84	82	76	78
Number of students tested		19	17	29	23
NOTES:					
blank fields indicate fewer than 10 students and no data available					

13MD3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: Maryland State Assessment (MSA)

Edition/Publication Year: 2012 Publisher: Maryland State Department of Education (MSDE)

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	98	96	97	96	88
Advanced	85	82	75	54	54
Number of students tested	201	184	175	204	196
Percent of total students tested	99	100	97	99	99
Number of students alternatively assessed	2	0	3	0	1
Percent of students alternatively assessed	1	0	2	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Advanced					
Number of students tested					
2. African American Students					
Proficient	93	80	93		75
Advanced	53	60	53		31
Number of students tested	14	10	15		16
3. Hispanic or Latino Students					
Proficient	100				
Advanced	91				
Number of students tested	11				
4. Special Education Students					
Proficient	94	38	82	77	58
Advanced	56	31	55	15	25
Number of students tested	14	16	11	13	12
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6. Asian					
Proficient		95	100	100	96
Advanced		79	87	69	83
Number of students tested		19	15	29	23
NOTES:					
blank fields indicate fewer than 10 students and no data available					

13MD3