

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Maureen Ahern-Stamoulis

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

Official School Name Cashell Elementary School

(As it should appear in the official records)

School Mailing Address 17101 Cashell Road

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

City Rockville State MD Zip Code+4 (9 digits total) 20853-1054

County Montgomery County State School Code Number* 0511

Telephone 301-924-3130 Fax 301-924-3132

Web site/URL http://www.montgomeryschoolsmd.org/schools/cashelles/ E-mail Maureen_ahernstamoulis@mcpsmd.org

Twitter Handle @cashellprin Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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 _____
(Principal's Signature)

Name of Superintendent*Dr. Joshua Starr E-mail: joshua_starr@mcpsmd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Montgomery County Public Schools Tel. 301-279-3383

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application (cover page) 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 a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 132 Elementary schools (includes K-8)
 - 38 Middle/Junior high schools
 - 25 High schools
 - 0 K-12 schools
- 195 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 17 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	9	12	21
K	33	23	56
1	27	29	56
2	31	22	53
3	29	26	55
4	18	18	36
5	22	24	46
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 Students	169	154	323

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 12 % Asian
 - 14 % Black or African American
 - 20 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 48 % White
 - 6 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 7%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	14
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	23
(4) Total number of students in the school as of October 1	323
(5) Total transferred students in row (3) divided by total students in row (4)	0.071
(6) Amount in row (5) multiplied by 100	7

7. English Language Learners (ELL) in the school: 13 %
42 Total number ELL
 Number of non-English languages represented: 8
 Specify non-English languages: Albanian, Arabic, Chinese, French, Japanese, Portuguese, Sinhalese, Spanish
8. Students eligible for free/reduced-priced meals: 21 %
 Total number students who qualify: 67

If this method is not 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.

9. Students receiving special education services: 14 %
45 Total number of students served

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

4 Autism	0 Orthopedic Impairment
0 Deafness	9 Other Health Impaired
0 Deaf-Blindness	6 Specific Learning Disability
0 Emotional Disturbance	10 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
1 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	15 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	95%	95%	95%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Striving for Excellence are the words that guide the staff and students of Cashell Elementary School. Our core belief is that excellence is a journey, not a destination. Our teachers strive to ensure that every student is engaged and ready to undertake this journey every day by creating excitement in the classroom. Our vision is for Cashell students to become respectful adults who are motivated and inspired to achieve success and to contribute their knowledge and talents to society. The faculty, staff, and community of Cashell are committed to educate all students in a safe, nurturing environment that maximizes academic achievement and interpersonal growth. We encourage the development of educated, independent, confident, responsible, critical thinkers with a lifelong commitment to learning and personal growth.

Cashell Elementary School is located in the heart of Montgomery County, Maryland, nestled between Rockville and Olney, serving students from both areas. Our student body is diverse (48% White, 20% Hispanic, 14% African American, 12% Asian, 6% multiple races; 11% English Language Learners; 20% Free & Reduced Meals; 12% Special Education). Our 323 students in Pre-Kindergarten through Grade 5 come from 40 countries and speak 21 languages. Our K-5 School/Community-Based Program (SCB) serves students with multiple disabilities.

Cashell opened in 1969 and was rebuilt in 2008, re-opening in 2009 as the first GOLD LEED certified school in Maryland. The school has a rich history of academic excellence, having been recognized for outstanding performance on both the Maryland State Performance Assessment Program (MSPAP) and the Maryland School Assessment (MSA). In spite of changing demographics our students have continued to perform at high levels on the MSA/Alt-MSA. In the last five years more than 95% of students in Grades 3-5 scored proficient or advanced on MSA reading and math. Cashell has consistently ranked in the top tier in MSA performance in the state of Maryland. Student and staff engagement are highly rated, as evidenced in Gallup Poll results, which are higher than both Montgomery County Public Schools (MCPS) and national averages. In December 2013, we were honored to be named a Maryland Blue Ribbon School of Excellence.

Cashell is a school rich in traditions – academic, artistic, social, and philanthropic. Our annual Science Fair is unique in its approach. It is more about experiencing the joys of wondering and exploring and less about winning prizes. Visiting scientists from organizations in the Washington area (e.g. NIH, NOAA, NIST) actively participate in the Science Fair, engaging student scientists in rich conversations about their projects, methods, and results. Other annual events, like the Fourth and Fifth Grade Hoedown and the Cashell Variety Show, are major highlights, not just for the students and their families, but for many alumni as well. For the last 15 years students have participated in Jump Rope for Heart, raising over \$10,000 while promoting physical fitness for all. Students also participate in holiday food, toy, and clothing drives and other fundraisers such as Pennies for Patients and the St. Jude’s Mathathon. This year we began a brand new tradition as all of our students participated in the Hour of Code during Computer Education Week in December.

Much of our success can be attributed to the incredible involvement and support of our parents and community members. Our PTA promotes excellence by devoting countless volunteer hours to school and PTA programs like Book Fairs, Box Tops for Education, School Energy Recycling Team, and Keys for Reading. They provide monetary support for technology, arts programs, and instructional materials; they also plan and run events like the Science Fair, Variety Show, the Hour of Code, family picnics, dances, swim and skate nights. As volunteers do in all schools, they work with students in a variety of subjects and settings, create or prepare materials, help with lunch and recess, and chaperone field trips.

One exceptional program sponsored by the PTA is the Visiting Authors program. Each year visiting authors and illustrators share their writing and illustration skills with students. Hearing firsthand about the authors’ and illustrators’ creative process gives students a meaningful, authentic connection between their own writing and artistic endeavors.

The heart of our success lies in the hard work and dedication of our staff. The 55 staff members in the school exemplify a culture of hope, commitment, and support. Staff members provide high-quality instruction that encourages learning, student discourse, and intellectual thinking. They all share the belief that we are here for students and that every job in the school is important and contributes to every student's success. Each teacher reinforces the belief that every student can learn: "This is important... You can do it... I won't give up on you..." "Hard work leads to success" are messages that students receive on a daily basis. This is their demonstration of excellence and commitment to students, parents, and the school community.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Cashell Elementary School has participated in the Maryland State Assessment (MSA) which assesses student progress in achieving mastery of the state content standards in math and reading in grades 3-5. Benchmark scores are set by MSDE and three proficiency levels (basic, proficient, advanced) represent student achievement on state indicators and objectives. Students' scores are based on their answers to selected and constructed response questions where they need to extract meaning from on/above level text and solve real world math problems. Cashell has consistently been among the highest performing schools in Montgomery County and the state of Maryland. For the past five years more than 95% of our students have scored proficient or advanced in both reading and math. While we are proud of the fact that almost all of our students score proficient or above, our goal is always for students to score in the advanced range. Cashell has consistently had a minimum of 52% of our students scoring advanced in reading and a minimum of 55% scoring advanced in math in the past five years.

Students in Kindergarten through Grade 2 are assessed in reading three times a year using Dibels/mClass and must meet certain benchmarks (Level 4 by the end of kindergarten; Level 16 by the end of Grade 1; and Level M by the end of Grade 2). More than 90% of our students meet the county benchmark. Students in Grades 3-5 are assessed using the Measures of Academic Progress in Reading (MAP-R). This assessment is based on the DesCartes learning continuum. Teachers use the data provided to hone in on individual students' strengths and weaknesses. Teachers also use individual reading running records to determine instructional levels. Similarly, the Measures of Academic Progress in Math, which is given to all students K-5, provides teachers and specialists with information to monitor students' progress.

B. Cashell Elementary School has consistently met Annual Measurable Outcomes (AMO) as determined by MSDE for all subgroups over the last five years in Grades 3 through 5. This includes students in our special education School-Community-Based class who take ALT-MSA. Additionally, there has been no significant deviation between the overall scores of the subgroups. The school Leadership Team consistently monitors the different subgroups to ensure their success. The team delves deeper into the disaggregated data to identify any trend within each grade level's subgroups.

In 2008-2009 the team concentrated on the fifth grade math data. Free and Reduced Meals (FARMS), African American students, English Language Learners (ELLs), and Special Education students scored between 9% and 16% below the overall grade level average of 94%. To support students with these academic needs in mathematics, Cashell Elementary School offered Homework Club twice a week, and weekly math support. As a result, in the following two years, 100% of students in all subgroups scored at proficient or advanced levels.

In the 2009-2010 school year, our focus turned to improving mathematics scores for students in Grades 3-4. In fourth grade African American students scored 12% below the grade level average of 98%. In third grade, Hispanic students and special education students scored between 12% -23% below the overall average of 98%. Again, we continued with the Homework Club, weekly math support, and added the Study Island program. For the next three school years, all students in these subgroups scored proficient or advanced, and 100% of the fourth graders scored proficient or advanced in two of the three years.

Third grade reading was the area of concentration in the 2010-2011 school year. African American students scored 28% below the 95% grade level average. Students were provided with reading intervention support depending upon their specific needs, including but not limited to Read Naturally, phonics instruction, Homework Club and a double reading instruction period. For the next two years, 100% of our African American students scored proficient or advanced on the MSA.

The Leadership Team focused on fifth grade reading in 2011-2012. Hispanic and Asian students, FARMS students and ELLs had scored an average of 20% below our 93% overall grade average. These groups of students participated in reading support groups, a double reading instruction period, Test Ready, and the

Study Island program. The following year students in all of the above mentioned subgroups scored at proficient or advanced levels.

In 2012-2013, disaggregated MSA results indicated that we needed to focus on third and fifth grade mathematics due to achievement gaps for African American and special education students. This year, a special education resource teacher and paraeducator have worked daily in these grade level classrooms to provide small group instruction in the implementation of the district 2.0 curriculum and to support these students.

As Cashell continues to implement Curriculum 2.0, align instruction with the Common Core State Standards (CCSS), and transition to the new Partnership for Assessment Readiness for College and Careers (PARCC) statewide assessments, our overall expectation is to continue to analyze our data to maximize student learning and minimize the achievement gap between subgroups. As we continue our study of the curriculum in our professional learning communities, our staff continues to expand their knowledge, skills, and strategies in order to provide a sound education foundation to all students in all academic areas.

2. Using Assessment Results:

Cashell students have excelled on the Reading and Math Maryland State Assessments. One hundred percent of the students have scored proficient or advanced in both tests in three of the last five years. The dedication of the staff, students, and parents has contributed to this success. Cashell experienced a significant transformation during its two-year participation in the Professional Learning Communities Institute. During this school improvement process the Staff Development Teacher (SDT) and the Instructional Data Analyst (IDA) developed a school-wide monitoring tool which included MSA indicators taught at each grade level for reading and math.

The monitoring tool incorporated the following information for each student in grades 3–5: demographics, system wide assessment results, MCPS predictors, Finish Line Form A/B practice results, Map-M/MAP-R results, Math Unit Assessment results, and interventions. In September, teachers administer several assessments: MAP-R/MAP-M and MSA Form A Practice, math inventories, and reading running records. MAP-R/MAP-M results are analyzed to identify which students did not meet the county benchmarks and which students exceeded it. The MSA practice test is analyzed to determine frequently missed grade level indicators, and identify students who did not master 50% of the questions.

An integral part of the process involves identifying where critical skills are taught in the curriculum. The SDT and IDA created reading and math resources for teachers to reinforce instruction of these skills. After test results are entered into the monitoring tool, grade level teams meet to review the data, share resources, and form intervention and acceleration groups. Teachers monitor students throughout the marking period and modify instruction as needed. Parents are informed about the support their child is receiving and given additional resources to help their child. Students are invited to participate in Homework or Breakfast Club, Saturday School, and/or our mentoring program.

MAP-R, MAP-M, and MSA practice tests are given again in January. Staff analyzes results and compares to the fall data. Teams review instructional groupings and reevaluate strategies to determine ways to improve instruction. Students have access to Study Island, a web-based program that students can use during school as well as at home. In the spring MAP-R and MAP-M are given again and the data is used to determine if the students met or exceeded the expectations for growth.

Parent communication begins in August when almost all parents attend Sneak Preview and Back to School Night. Teachers provide parents with a detailed overview of their instructional program. The principal shares the school vision and mission, Gallup survey results, and the school improvement plan for the upcoming year, and reports on students' performance on the MSA. Teachers share monthly happenings via the school website and the principal's newsletter. Report cards, interims, parent conferences and emails provide parents with ongoing information about their child's academic performance. Parents receive a year-

end report of their child's proficiency on the MSA reading and math, and MAP-R results, which show the student's growth in reading.

3. Sharing Lessons Learned:

Cashell has had multiple opportunities to share our processes, methods and results. Our staff development teacher (SDT) has presented at Staff Development Conferences for MCPS, and at schools in our high school cluster, where she offered sessions on how to conduct walk-throughs and peer visits with reflections. She also shared our monitoring tool and explained how we use formal and informal assessments to identify students who need support and to determine interventions and resources which would best meet their needs. The SDT has also served as a mentor to new SDTs and teachers.

All schools in each high school cluster meet monthly to share best practices; the principal has presented at these meetings and at MCPS Leadership meetings with other elementary principals, again sharing our data analysis methods and intervention strategies. She has also served as a mentor to aspiring and new principals. When she was on a temporary assignment with the Professional Learning Communities Institute (PLCI), she worked directly with other schools' staff and principals to develop their capacity to improve teaching and learning.

Most of our veteran teachers have mentored first and second year teachers, sharing their expertise and knowledge to prepare these novice teachers for the future. Teachers in our School/Community-Based and Pre-K programs have supervised student interns and teachers. Teachers in Kindergarten through Grade 5 have also mentored students in the Child Development Academy at our local high schools. Our physical education teacher conducts new teacher training each summer. Additionally, our art and music teachers were a part of the development of the 2.0 curriculum.

During Professional Learning Community meetings, Cashell teachers, including resource, reading and ESOL, share best practices and strategies to support and enrich students. The teachers and principal have presented to parents on a variety of topics including Understanding the Common Core, Math & Reading Curriculum nights, and Encouraging Reading at Home.

4. Engaging Families and Community:

The Cashell school-community partnership is deeply rooted in the belief that our children will develop into well-educated and socially responsible individuals when we work together as a team. We communicate with parents about academic and behavioral expectations through our school website, ConnectEd calls, newsletters, the Family Handbook, PTA meetings and Open House events. Parents are asked to evaluate different events, and staff members analyze the feedback. This data is used to organize and plan school community events and programs.

We foster and support student academic success through parent Curriculum Education Nights like "Make It, Take It," where kindergarten parents are given information to help their children at home. Students showcase work for their parents on "Cashell Celebrates Success Days" with events such as The Great American Ball, Historical Wax Museum, and Apprenticeship Project. We also provide families with access to the Study Island program and links to educational websites for students to practice needed academic skills at home. Our media specialist runs a highly popular literacy Lunch Bunch where she reads Maryland Black-Eyed Susan books to students. Several community members visit weekly to mentor students through the OASIS program. These well-trained local citizens help with reading comprehension and related skills. Many parents have also been trained to work with students using programs such as Read Naturally.

School specialists host Back-to-School Nights to build relationships of trust and collaboration and to explain how parents can support their children. Teachers also offer Lunch and Breakfast and/or Homework Clubs to support struggling students. Our counselor provides families in need with necessary resources, such as school supplies, and provides connections to additional county and private resources.

Our PTA has invited professionals to speak on helping children with anxiety, learning disabilities and autism. Children feel a sense of pride in seeing their families involved at school, while also seeing the connection between what they are learning and the community in which they live. Students and their parents look forward to Sneak Peek on the day before school starts so they can meet their teachers. New families to the community are invited to meet the staff at the end of the morning. Families are encouraged to be involved in community charitable, civic, and social events. We believe that Striving for Excellence is the responsibility of the entire school community and is fostered through positive, productive relationships between the school and home.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The Common Core State Standards (CCSS), and Curriculum 2.0 in Montgomery County Public Schools (MCPS), are the backbone of our rigorous and innovative educational program. Our focus is teaching the whole child, integrating critical thinking and academic success skills into all content areas. Stakeholders strive for excellence, demonstrate high expectations, and share responsibility for all of our students - including those in our School-Community-Based class. Numerous professional learning community opportunities - marking period meetings, weekly extended planning sessions, leadership team and staff meetings build teachers' capacity as we study the curriculum together.

The Reading/Language Arts program is constructed around the nationally driven CCSS. The strands - reading (literacy/informational), writing, speaking, listening and language develop well-educated, literate students. The key features of reading instruction focus on text complexity and development of comprehension skills. Writing addresses skills in text types: informative/explanatory, narrative, and opinion; responding to reading; and research to construct and present knowledge. Speaking and listening goals help students learn to be flexible communicators and develop their interpersonal skills. The strands of language emphasize conventions, the craft of our language, and acquiring new vocabulary. A ninety-minute balanced-literary program is the foundation for this in-depth reading curriculum. Additionally, the reading/language arts indicators are integrated into all content areas throughout the instructional day.

Our Mathematics program is designed to develop a student's mathematical conceptual understanding and procedural fluency. The strands of mathematical proficiency- understanding, computing, applying, reasoning, and engaging are interwoven into daily instruction. All students are provided multiple opportunities to use the CCSS eight mathematical practices. Our multifaceted program teaches students to think and reason mathematically and use mathematics to solve real-life problems.

Science instruction at Cashell includes STEM (Science, Technology, Engineering, and Mathematics) principles. Science lessons incorporate the engineering design process and are structured around the 5 E's (Engage-Explore-Explain-Elaborate-Evaluate) inquiry model. Additionally, we focus on the skills of collaboration, perseverance, and flexibility to guide students in working through real-life problems related to science and engineering. Cashell believes in a hands-on inquiry approach to science and integrates guest speakers and in-house science programs into the curriculum.

The Social Studies curriculum goal is to create historically-literate and well-informed citizens who actively participate in a democratic society. The academic focus includes civics, economics, history, geography, and culture. Thinking and Academic Skills (TASS), and integration with other curricular areas, prepare students to meet the challenges of the 21st century.

Technology instruction, as a tool for developing information literacy, involves an ongoing collaboration between the media staff, staff development, and classroom teachers. Through the MCPS information literacy curriculum we develop learners who know how to use technology safely, efficiently, and responsibly. Technology is incorporated into daily lessons in order to enrich instruction and engage learners. Inquiry-based projects provide opportunities to question, research, analyze, and evaluate information and reinforce the inquiry process as a life-long learning skill. In media lessons, students acquire a foundation of critical research skills that will help them in their future learning and careers. Instruction in software applications such as Inspiration and Noodle Tools guides students in organizing, evaluating, and citing information, while other applications such as Word, PowerPoint, Photo Story and Pixie are used as multimedia presentation tools to share information. Assistive technology provides all students access to this rigorous curriculum through universal design for learning (UDL) practices.

The music program at Cashell is aligned with the National and State Music Education Standards and provides an opportunity for every child to creatively express themselves and to value the perspectives of others. Music classes use the Orff approach with hands-on application by singing, playing instruments like

the xylophone and recorder, and composing original music and dramatic pieces. We strive to make cross-curricular connections and provide authentic musical experiences by applying musical learning to new situations to inspire students to be independent, creative and critical thinkers.

Our physical education curriculum is also aligned with the CCSS. This movement-based curriculum focuses on lifelong fitness and activity. Our curriculum teaches students how to play sports, but just as importantly educates them on cooperating in a movement setting, setting personal and group goals, and developing a fundamental understanding of fitness and how to be a healthy person.

2. Reading/English:

Cashell's reading program is embedded in curriculum aligned with the Common Core State Standards (CCSS). Staff trainings focus on the ELA shifts outlined in the CCSS, giving particular attention to close reading of complex texts. As teachers frequently use informational texts to model the process of close reading, and demonstrate how to determine the deeper meaning of the text. The Junior Great Books and William and Mary programs are integrated into our curriculum, providing all students access to thought-provoking text and challenge for those students demonstrating advanced reading and critical thinking skills. Collaborative planning is critical to understanding the indicators and determining the best approach to meeting the needs of all students.

Teachers have studied the models provided by Jan Richardson in *The Next Step in Guided Reading*. Daily reading instruction follows a workshop model, beginning with a whole group lesson where teachers model and provide guided practice with skills, and then give students an opportunity to apply new learnings during needs-based guided reading groups where they monitor students and provide feedback. When not in small group instruction, students participate in differentiated learning activities (independent reading, centers, online websites, and literature discussions) that reinforce and solidify previously taught skills.

Data collection begins in the classroom with running records. Teachers use the Fountas and Pinnell Benchmark Assessment System with students not meeting identified county benchmarks on reading assessments. Teachers use the data from formal and informal assessments to form groups and guide reteaching.

Both classroom and support teachers provide targeted interventions. Classroom teachers include English Language Learners (ELL) performing below grade level in on-grade level guided reading groups to provide students an opportunity to interact with grade-level text, hear spoken models of English, and participate in discussions. Fountas and Pinnell Leveled Literacy Intervention Kits, Early Interventions in Reading, and Corrective Reading all target phonics and comprehension skills, while Read Naturally addresses fluency issues.

Staff and parents unite to instill a lifelong love of reading. Reading Buddies allow younger and older students to share books while practicing skills. The Maryland Black-Eyed Susan reading program provides students an opportunity to participate in a state-wide voting process to choose the award winning book. During Media Lunch, students discuss literary elements of contemporary and classic novels. The summer reading program encourages reading and sharing of books outside the school year.

3. Mathematics:

Cashell engages students in an innovative and rigorous math program based on the Common Core Standards for a 75-minute block each day. Curriculum study is an integral part of the teacher learning process where the team discusses each indicator, determines proficiency, creates assessments, and plans differentiated lessons based on student needs. Teachers, with the support of the instructional data analyst, create notebooks to support each unit of study.

Students are introduced to new concepts through guided lessons using hands-on manipulatives, which engage students and lead to deeper understanding of the concepts. From there, they progress to a pictorial

demonstration of knowledge. Students advance to proficiency using abstract application of the concept being taught. As students progress through these stages of mathematical understanding, teachers differentiate instruction through: flexible groupings, incorporating technology, data-driven instruction, and collaborative planning with the curriculum and data specialists to improve student performance.

Small group instruction, math discourse, and exploration are essential parts of the daily routine in the classroom. Teachers use multiple resources to support student learning with math journals, data notebooks, math centers, word walls, enrichment activities and technology. Parents appreciate monthly packets provided by teachers for review and enrichment. Daily performance, formative assessments, and Measures of Academic Progress-Mathematics (MAP-M) are the major instructional tools used throughout the year to evaluate student learning and determine instructional programming.

During monthly data chats, teachers form intervention groups to provide remedial and enrichment support. Teachers enhance student learning by providing the following additional supports: 400 Club to promote learning basic facts, Hands-on Equations to improve algebraic thinking, tutoring at lunch for struggling students who need the extra support, and Study Island to support the curriculum at home where students can work on indicators that are on, above or below grade level, depending on their needs.

4. Additional Curriculum Area:

a) The Arts at Cashell: There are many reasons why the arts at Cashell present a unique opportunity for learning. The classroom teachers and the Arts Team collaborate throughout the year to incorporate the curriculum into authentic and original arts experiences at every level of learning. Whether it is a dramatic presentation of a core book from kindergarten, an original musical work written by fourth and fifth graders on the environment, or a digitally animated and illustrated folk tale with original music by the third grade, every child has the opportunity to express and communicate through the Arts. The Arts Team works together to support each other and to creatively use the time and talents of the professionals to achieve this vision. The team has also worked with all members of the staff, including the counselor, to dramatize a book dealing with bullying and isolation; the reading specialist to create a PowerPoint presentation of a favorite book by gifted and talented students; or the principal to present at a schoolwide meeting using music to reach all students with important information on school expectations. Simply put, the Arts are included in every aspect of learning at Cashell.

We believe that performance is a key factor in motivating children to strive to do their best and establish a positive attitude toward learning. Our chorus and instrumental music teachers seek out as many performances as possible for our students. In addition to exceptional school concerts by all the ensembles at Cashell, we have performed this year at “The Pageant of Peace” on the Ellipse and “Zoolights” at the National Zoo. Ours was the only elementary school chorus selected to perform at the Montgomery County Dr. Martin Luther King, Jr. Celebration and Tribute at Strathmore Hall. The students have also performed at the Cashell Hoedown, a collaborative presentation by physical education, music and art; the National Cherry Blossom Parade; the Bar-T Ranch in Urbana; and White Flint Mall Holiday programs; as well as singing the National Anthem at various sporting and community events. These honors are a testament to the high quality of instruction and performances by Cashell students. Creativity, original composition, collaborative effort, performance, and development of thinking skills are the outcomes of experiences in the Arts at Cashell; we believe that they are essential in developing well-rounded students who reach their potential.

b) Additional Curriculum Area: Pre-Kindergarten (Pre-K) & Preschool Education Program-Comprehensive (PEP-C)

Cashell Elementary School has several programs that benefit some of the county’s most socio-economically impacted students as well as students with complicated health and developmental needs. These Pre-K students must qualify for our programs either through an Individual Education Plan (IEP) or economic status. Many of these families do not speak English and need help navigating the school system. Our innovative staff uses every opportunity to incorporate the latest technology, teaching strategies and creative staffing solutions to make sure our youngest learners are receiving specialized instruction in the Common Core Curriculum.

Ten years ago, Cashell was selected to house a Pre-K class to support the county's push for early intervention for all of our low-income or non-English speaking families. More than 200 students have benefited from experiencing the Pre-K curriculum at Cashell since the program began. Twenty-five percent of those students were limited English proficient – almost all beginning at a Level 1. Eight students, who attended our Pre-K speaking virtually no English when they began, are now in 7th grade; all scored proficient or advanced in both math and reading on the Maryland State Assessment in 6th grade.

Our Preschool Education Program (PEP-C) was the first class in the county serving students with multiple areas of delay or disability. The PEP program is based on the belief that comprehensive intervention maximizes the developmental potential of preschoolers with disabilities. It is during these early years that special education services can have a profound impact on a young child's rapidly developing brain.

Cashell also has a School/Community-Based (SCB) program for primary and intermediate students with multiple disabilities. The program teaches life skills to students to prepare them for independence. Each week, the classes take community trips which provide real-world shopping and dining experiences. Some students are mainstreamed into age-appropriate classes like art, music, and physical education. Chorus is another way our students are able to join their peers in a general education setting. Many of our fifth grade SCB students have performed in the chorus - providing a joyful occasion for their families and unforgettable learning experiences for the general education population. Fifth graders give up their recess to spend time with our SCB students as part of Best Buddies program, which engages general education students with our special needs population, and is one of the experiences most cherished by Cashell students.

5. Instructional Methods:

The classroom is the place to be! See our large and small groups and one-to-one work with students. We know the key to meeting our students' needs is differentiation. For us, differentiation includes scaffolding content and collaborating in teams to deliver individualized instruction for all students.

Each grade level team is assigned an instructional coach. Coaches are part of a larger collaborative team, IST (Instructional Support Team), which includes the principal, staff development, resource, reading, ESOL, and speech teachers. Coaches meet regularly with their team to review student performance data. The IST meets weekly to review student concerns. The team brainstorms interventions and strategies to support struggling students. Targeted students are closely monitored. Intervention groups are formed to target needed skills, and IST members work with these groups to provide specific interventions such as Corrective Reading, Leveled Literacy Intervention, or Read Naturally. Math intervention groups target specific skills that students are lacking as determined by specific assessments or the classroom teacher.

Teachers and specialists gather data using a variety of methods. Formal methods of assessment for Grades 3-5 include MAP-M and MAP-R testing. For Grades K-2, teachers use mClass/Dibels and MAP-P assessments. Additionally, teachers gather data through progress monitoring tools for reading, running records, and for the upper grades, MSA practice assessments. Teachers administer formative assessments on a weekly basis, and daily observation provides teachers with some of their best data.

In the classroom, you will see our teachers gathering data from both informal and formal assessments; then differentiating instruction accordingly. Small groups provide opportunities for reteaching and extending. Teachers extend reading lessons using Junior Great Books and The William and Mary Program. The use of technology and on-line resources is valuable for extending students in both reading and math.

Visit our classrooms, Computer Lab, and Media Center. What will you see? Rooms filled with digital learners using computers, Activelates, and interactive Promethean Boards. Technology instruction is an integral part of our students' day. Lessons from media teachers include an introduction to online resources, proper use of information using the Internet, research skills, and the use of multi-media software. Classroom teachers extend these lessons with students both in the classroom and in the computer lab. At Cashell, we

recognize that technology is a key tool for helping to support and differentiate our instruction to meet the needs of all learners. Technology helps our students make real-world connections to classroom learning.

6. Professional Development:

Just as the Cashell staff has high expectation for our students, we hold the highest standards for ourselves and engage in ongoing professional development. Our professional learning community members believe that the cycle of continuous learning is a collective responsibility focused on improvements in educator practice to increase student learning. We approach professional development as an ongoing, cohesive process that requires support and coaching in order to embed new learning into practice. The primary goals are to extend teachers' content-specific knowledge, strengthen pedagogy, and foster implementation of research-based strategies to achieve student learning goals.

The staff development teacher works collaboratively with other School Leadership Team members to examine the school improvement goals and analyze needs assessment data and district-mandated topics: CCSS, MCPS Curriculum 2.0, Universal Design for Learning (UDL) in order to plan and implement effective job-embedded professional learning. Expert teachers share best practices and strategies that lead to deeper understanding and student engagement, reflective teaching, technology application, and effective student discourse in science, technology, engineering, and math (STEM). Teacher leaders deliver these differentiated professional development sessions during faculty meetings and weekly grade-level team meetings. Examination of grade-level curricula and integration of Thinking and Academic Skills (TASS) involves team members collaborating with specialists (reading/resource/ESOL) to gain a deeper understanding of curricular topics and plan instruction that meets the needs of all learners.

Over the last few years all teachers have attended summer training and participated in self-study courses to build their knowledge of the Common Core/Curriculum 2.0. The Leadership Team attended the MSDE Educator Effectiveness Academies. During pre-service week, team members shared their learning from the summer to help prepare for the new school year. Content experts and their colleagues planned professional development for the staff and presented at monthly staff meetings. The focus has been on the content shifts in reading, math, and STEM related to the Common Core, while highlighting equitable practices to engage all learners. Teachers continued their learning during weekly extended planning by developing small group lessons and afterwards reflecting with colleagues to critique and improve the effectiveness of the lesson. A standard practice at Cashell is peer visits with reflection. Each marking period, teachers visit other classrooms to observe and learn more about best practices. All teachers have obtained or are working on advanced degrees and three staff members have achieved National Board Certification. Our adult learning and enhanced efficacy have a positive impact on student learning.

7. School Leadership

Supportive and shared leadership has been a strong core value and standard practice for many years at Cashell. A profound transformation occurred during Cashell's two-year participation in the district's Professional Learning Communities Institute, which provided the framework for Leadership Team members to engage in discussion, reflection, and self-assessment to learn together and direct their efforts toward improved student learning. Throughout this reflective process, leaders were empowered to reinforce the skills, practices, strategies, and beliefs that result in students learning at high levels within the school. Intentional and strategic steps were taken to build the psychologically-safe, supportive conditions needed to examine instructional practices. Our philosophy is a strong School Leadership Team with shared goals, values, and vision is essential to growth of the organizational culture, improvements in the educational program, and the ability to meet the needs of all students every day. This culture of collaboration, risk-taking, shared decision-making, analysis of student work to determine instructional supports, and strong shared leadership exemplifies excellence that continues to the present day.

Our Instructional Support Team (IST) - principal, staff development teacher, special education resource teacher, ESOL teacher, speech-language pathologist, reading specialist, and school psychologist meets weekly to monitor student progress and discuss academic and social-emotional supports for students. The

School Leadership Team (SLT) - principal, staff development teacher, reading specialist, instructional data analyst, ESOL team leader, counselor, and grade level team leaders plays a significant role in guiding the work of the school. They meet each summer to review our School Improvement Plan (SIP) instructional focus and evaluate the successes/challenges of the previous year. The SLT discusses the SIP goals and objectives, school processes and procedures that support the school-wide instructional focus, and ways the faculty/staff focus will be addressed through on-going, school-embedded professional learning.

SLT meets on a monthly basis throughout the year to monitor SIP progress, celebrate successes, and address problems/concerns that arise. Instructional leaders use the school-wide monitoring tool and in-depth grade level data discussions to plan, deliver, and assess curriculum implementation. Collegial inquiry and learning are embraced at Cashell and have contributed to more than 95% of our students scoring proficient or advanced in both reading and math for the past five years. Shared leadership at Cashell has resulted in doing more than closing the achievement gap - it has contributed the common belief that a strong sense of team and community will have a positive effect on student achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 3

Publisher: Pearson

Test: Maryland State Assessment

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	100	100	98	98	100
% Advanced	53	54	56	54	48
Number of students tested	37	51	45	42	48
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	1	4	1	2
% of students tested with alternative assessment	3	2	9	2	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	17	38	33	12	25
Number of students tested	6	8	6	8	4
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	100	75	100
% Advanced	50	0	43	50	0
Number of students tested	4	1	7	4	2
3. English Language Learner Students					
% Proficient plus % Advanced	100	100	100	85	100
% Advanced	0	43	33	14	67
Number of students tested	3	7	6	7	3
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	100	86	100
% Advanced	29	44	25	0	50
Number of students tested	7	9	4	7	8
5. African- American Students					
% Proficient plus % Advanced	100	100	83	100	100
% Advanced	50	33	33	33	50
Number of students tested	6	6	6	3	4
6. Asian Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	100	67	60	75	0
Number of students tested	3	6	5	4	3
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	55	61	70	68	54
Number of students tested	20	28	23	25	28
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Students who are certificate bound, rather than diploma bound, take the Alt-MSA, which is an alternative reading and math assessment.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: Pearson

Test: Maryland State Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	100	98	100	98	100
% Advanced	74	66	86	69	76
Number of students tested	47	45	37	49	45
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	4	1	0	3
% of students tested with alternative assessment	0	9	3	0	7
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	88	100	100	100
% Advanced	86	44	75	62	29
Number of students tested	7	9	8	8	7
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	100	43	75	33	86
Number of students tested	1	7	4	3	7
3. English Language Learner Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	83	50	33	100	29
Number of students tested	6	6	6	2	7
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	78	0	50	78	50
Number of students tested	9	4	6	9	8
5. African- American Students					
% Proficient plus % Advanced	100	86	100	86	100
% Advanced	25	29	100	43	60
Number of students tested	4	7	2	7	5
6. Asian Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	83	100	75	60	67
Number of students tested	6	5	4	5	3
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	78	86	95	76	88
Number of students tested	27	22	22	25	26
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Students who are certificate bound, rather than diploma bound, take the Alt-MSA, which is an alternative reading and math assessment.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: Pearson

Test: Maryland State Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	98	98	100	100	94
% Advanced	54	44	47	47	44
Number of students tested	41	42	47	45	51
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	4	1	0	2	1
% of students tested with alternative assessment	10	2	0	4	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	86	91	100	100	85
% Advanced	43	18	43	33	14
Number of students tested	7	11	7	9	7
2. Students receiving Special Education					
% Proficient plus % Advanced	71	100	100	100	75
% Advanced	14	67	33	29	25
Number of students tested	7	3	3	7	4
3. English Language Learner Students					
% Proficient plus % Advanced	100	86	100	100	80
% Advanced	80	0	50	29	20
Number of students tested	5	7	4	7	5
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	86	100	100	100
% Advanced	0	0	50	44	14
Number of students tested	3	8	8	9	7
5. African- American Students					
% Proficient plus % Advanced	60	100	100	100	74
% Advanced	20	100	33	33	12
Number of students tested	5	3	3	6	8
6. Asian Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	80	50	25	33	67
Number of students tested	5	4	8	3	6
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	100	100	97
% Advanced	62	54	54	52	62
Number of students tested	21	24	26	25	26
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Students who are certificate bound, rather than diploma bound, take the Alt-MSA, which is an alternative reading and math assessment.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: Pearson

Test: Maryland State Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	100	98	95	100	100
% Advanced	44	44	34	29	43
Number of students tested	37	51	45	42	48
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	1	4	1	2
% of students tested with alternative assessment	3	2	9	2	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	0	25	0	12	0
Number of students tested	6	8	6	8	4
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	50	0	14	0	0
Number of students tested	4	1	7	4	2
3. English Language Learner Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	0	14	17	0	33
Number of students tested	3	7	6	7	3
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	14	33	25	0	25
Number of students tested	7	9	4	7	8
5. African- American Students					
% Proficient plus % Advanced	100	100	67	100	100
% Advanced	33	17	0	0	75
Number of students tested	6	6	6	3	4
6. Asian Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	33	50	40	25	33
Number of students tested	3	6	5	4	3
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	96	100	100	100
% Advanced	60	50	48	40	46
Number of students tested	20	28	23	25	28
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Students who are certificate bound, rather than diploma bound, take the Alt-MSA, which is an alternative reading and math assessment.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: Pearson

Test: Maryland State Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	55	46	67	53	44
Number of students tested	47	45	37	49	44
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	4	1	0	3
% of students tested with alternative assessment	0	9	3	0	7
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	29	33	62	50	17
Number of students tested	7	9	8	8	6
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	0	29	50	33	29
Number of students tested	1	7	4	3	7
3. English Language Learner Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	17	33	33	50	17
Number of students tested	6	6	6	2	6
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	44	25	17	56	38
Number of students tested	9	4	6	9	8
5. African- American Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	25	29	100	43	20
Number of students tested	4	7	2	7	5
6. Asian Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	50	60	75	60	50
Number of students tested	6	5	4	5	2
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	63	59	77	56	50
Number of students tested	27	22	22	25	26
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Students who are certificate bound, rather than diploma bound, take the Alt-MSA, which is an alternative reading and math assessment.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: Pearson

Test: Maryland State Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	100	93	100	100	100
% Advanced	59	83	85	74	68
Number of students tested	41	42	47	45	51
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	4	1	0	2	1
% of students tested with alternative assessment	10	2	0	4	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	73	100	100	100
% Advanced	43	55	57	56	29
Number of students tested	7	11	7	9	7
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	29	67	0	43	25
Number of students tested	7	3	3	7	4
3. English Language Learner Students					
% Proficient plus % Advanced	100	72	100	100	100
% Advanced	20	43	75	57	20
Number of students tested	5	7	4	7	5
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	88	100	100	100
% Advanced	33	50	88	67	57
Number of students tested	3	8	8	9	7
5. African- American Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	40	100	100	50	38
Number of students tested	5	3	3	6	8
6. Asian Students					
% Proficient plus % Advanced	100	75	100	100	100
% Advanced	60	75	62	67	50
Number of students tested	5	4	8	3	6
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	96	100	100	100
% Advanced	76	92	92	84	81
Number of students tested	21	24	26	25	26
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Students who are certificate bound, rather than diploma bound, take the Alt-MSA, which is an alternative reading and math assessment.