

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. Frances Nussle

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

Official School Name Linthicum Elementary School

(As it should appear in the official records)

School Mailing Address 101 School Lane

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

City Linthicum State MD Zip Code+4 (9 digits total) 21090-2527

County Anne Arundel County State School Code Number* 1152

Telephone 410-222-6935 Fax 410-222-6936

Web site/URL http://www.aacps.org/html/schol/Elementary/Les.asp E-mail fnussle@aacps.org

Twitter Handle _____ 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. Mamie Perkins E-mail: Mperkins@aacps.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Anne Arundel County Tel. 410-222-5000

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 Mrs. Teresa Birge
(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):
- 78 Elementary schools (includes K-8)
 - 19 Middle/Junior high schools
 - 13 High schools
 - 0 K-12 schools
- 110 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. 7 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	0	0	0
K	40	38	78
1	42	48	90
2	30	31	61
3	37	33	70
4	45	38	83
5	34	50	84
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	228	238	466

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 3 % Asian
 - 3 % Black or African American
 - 6 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 82 % White
 - 4 % 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	9
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	31
(4) Total number of students in the school as of October 1	466
(5) Total transferred students in row (3) divided by total students in row (4)	0.067
(6) Amount in row (5) multiplied by 100	7

7. English Language Learners (ELL) in the school: 4 %
18 Total number ELL
 Number of non-English languages represented: 6
 Specify non-English languages: Bengali
Arabic
Mandarin
French
Spanish

8. Students eligible for free/reduced-priced meals: 22 %
 Total number students who qualify: 104

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: 10 %
44 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.

- | | |
|-------------------------|---|
| 3 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 8 Other Health Impaired |
| 0 Deaf-Blindness | 9 Specific Learning Disability |
| 1 Emotional Disturbance | 18 Speech or Language Impairment |
| 0 Hearing Impairment | 1 Traumatic Brain Injury |
| 1 Mental Retardation | 0 Visual Impairment Including Blindness |
| 2 Multiple Disabilities | 1 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	20
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.	2

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 24:1

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

Linthicum, Maryland is a very well established traditional community in the northern part of Anne Arundel County. Originally founded almost 100 years ago, Linthicum Elementary became the focal point of the community. The current facility was occupied in 1971 and was remodeled two years ago from open space classrooms to an individual classroom setting. Along with structural changes, there has been a population shift with Linthicum experiencing an increase in the number of students enrolled in the Free and Reduced Meals Program (FARMS) from 8% to 23% over the past seven years. Despite this change, the dedicated staff has managed to achieve high academic standards for all students. Even with this changing trend, the students met or exceeded performance expectations with a score of 97.8% in math and 96.9% in reading on the Maryland State Assessments for 2012-2013.

Linthicum has distinguished itself as a premier school and has been recognized with a number of prestigious awards. The principal was honored by the Washington Post as the Principal of the Year in 2012. In the past three years, three Linthicum teachers have been named as semi-finalist candidates for Anne Arundel County Teacher of the Year. Linthicum has a National Board Certified teacher and four teachers beginning the certification process. Linthicum has been the recipient of the Maryland State Department of Education Positive Behavioral Interventions and Supports (PBIS) Gold status award for the past five years. Linthicum has also maintained the status of Maryland Green School for five years.

The vision and mission statements are at the forefront of Linthicum's academic focus. The school motto "Persevering Attitudes Will Succeed" (PAWS) expresses the belief that all students will have the skills to meet or exceed standards as well as become responsible citizens who are college and career ready. The teachers demonstrate a high level of professionalism and are creative in embracing challenges and changes with an open mind. Over the past two years, Linthicum's focus has been on student learning objectives and making data-driven instructional decisions. Another contributing factor to Linthicum's success was the initiation of the nationally recognized program, PBIS, six years ago. PBIS focuses on improving behavior and Linthicum recognizes both behavior and academic achievement by the daily rewarding of Linthicum PAWS. Students celebrate their PAWS achievements at special quarterly events. Linthicum's students work to internalize the ideas of respect for self, others, learning and property. This coupled with Persevering Attitudes has encouraged students to realize there are no boundaries for their academic success.

Five years ago Linthicum piloted the Collaborative Decision Making Model (CDM), a problem solving model, providing teachers with resources, support, strategies and structures to promote student success. It includes classroom and special education teachers, teaching assistants, principal, counselor, reading specialist, school psychologist and parents who determine educational and behavior decisions for students. The CDM process supports students and their families in determining factors for educational success and achievement of goals. This very successful program at Linthicum has created teacher ownership and shifted the primary focus from just teaching to ensuring academic success of all students. Linthicum was recognized by Anne Arundel County Special Education Department for the successful implementation of the program and invited to be on a panel to discuss successful strategies.

Another exceptional feature of Linthicum is the ability to create unique schedules that make the best use of limited staff and resources to meet the diverse academic needs of Linthicum students. Data is utilized to identify students requiring interventions and provide individual and small group instruction. Classroom teachers, teaching assistants, special educators, and the reading specialist implement school intervention programs. Linthicum teachers freely give of their time before, during, and after school to provide students with support that reinforces academic skills.

Being a community school, Linthicum is most fortunate to have a very active PTA. There is 100% teacher participation within the PTA membership. This demonstrates the collaborative partnership that contributes to our success. The PTA was instrumental in raising funds to provide every classroom with a SMART Board. Recently the PTA provided the students access to "Ticket to Read", an online reading program. In September, funds are given to every teacher to defray the cost of classroom materials. Additionally, the

PTA bought new risers for the choral performances, new curtains for the stage, funded assemblies, and remodeled the faculty lunchroom. With the increased numbers of families facing financial challenges, the PTA has paid for children to participate in field trips.

Linthicum continues to grow as a Professional Learning Community by providing staff development initiatives to meet the needs of all students advancing the level of achievement as identified by the Maryland Common Core State Standards. Through this Professional Learning Community, Collaborative Planning has been and will continue to be an integral part of contributing to Linthicum's academic success.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In the spring of each year grades three through five are administered the Maryland State Assessment (MSA) as required by the Federal No Child Left Behind Act (NCLB). Student performance levels, as determined by Maryland State Department of Education are Advanced, Proficient, and Basic. Advanced is an exemplary level of achievement indicating outstanding student performance. Proficient is a rigorous level of achievement indicating proficiency. Basic is a level of achievement indicating that more work is needed. The results of these math and reading assessments provide valuable disaggregated data about student performance. Linthicum Elementary School works collaboratively with parents, colleagues, and the community to ensure that all students meet or exceed standards. The dedicated staff at Linthicum Elementary School endeavors to prepare students for career and college readiness through the analysis of data and implementation of rigorous instructional methods.

Linthicum Elementary School students in grades three through five have demonstrated significant achievement in math and reading with Proficient or Advanced (P/A) scores in MSA of 96%+ for the past five years. The expectation for the state is that 50% of all students will perform at the Advanced level on the MSA. For five consecutive years, grades three through five met or exceeded the advanced scores of the 50% expectation in mathematics, scoring 59.3% in 2012-13. Also in 2012-13, 100% of third grade African American students scored P/A, 98% of these students were eligible for Free and Reduced Meals (FARMS). Of the 100% of third grade FARMS students and 100% of fourth grade special education students, 40% of those were advanced. Grades three through five advanced reading scores for 2013 were 57.5%. 100% of the fifth grade students scored P/A in reading, 79.1% of these students were advanced. 100% of grade five FARMS students scored P/A. Although student groups are small and percentages can be inflated, Linthicum Elementary School teachers identify individual needs and provide instruction to ensure a high level of academic achievement for all students.

Recognizing in 2009 that there was a performance gap between FARMS students and non- FARMS, the staff enhanced the current School Improvement Plan (SIP) with further action steps to address this concern. This SIP focused on improving the advanced scores of the student groups with a primary focus on FARMS. Although the scores for FARMS students have been P/A at 90%+ in reading and math for the last five years, FARMS students have not met the 50% advanced expectation. Through the dedicated efforts of educators, Linthicum is closing the gap. From 2010 to 2013 students advanced scores increased from 16.1% to 36.5% showing an upward trend of 20.4%. Math scores have fluctuated between 39.6% and 46.3% for the same time period. Third grade FARMS students have met or exceeded the 50% expectation for three of the last four years.

While the special education population is small and student numbers fluctuate yearly, it is important to note reading scores for three of the last five years have been 90% P/A. Also noteworthy, is that four of the last five years, grade five special education students have scored 100% P/A. In Math fourth grade special education students scored 100% P/A in 2012-2013 (5 students), 2011- 2012 (3 students), and 2009-2010 (10 students). These results are a credit to an outstanding and dedicated special education team.

In addition to implementing a SIP that focuses on closing the achievement gap, Linthicum has established a system and structures to ensure goals are met. The Leadership Team and the staff review the MSA Reading and Math scores to identify students who need additional support or enrichment in reading and math. With this valuable information Linthicum's dedicated educators make adjustments to instruction for the next school year. Classroom teachers and special educators monitor student progress weekly and set the appropriate instructional goals. The goals are analyzed and discussed during collaborative planning and vertical team meetings. The feedback from these meetings provides additional information to the Leadership Team for further analysis. The team meets monthly to review data, analyze benchmark assessments, and monitor intervention progress. From this analysis teachers are provided with instructional strategies and supports as needed to help ensure that the academic gap continues to close.

2. Using Assessment Results:

The full implementation of Common Core Standards has increased the importance of analyzing formative and summative data for each student in order to provide the necessary rigor to meet the standards. The entire Linthicum staff collaborated to develop a School Improvement Plan (SIP) that outlines instructional goals and provides the structure to monitor student progress. The plan includes action steps to increase the advanced scores of the Free and Reduced Meals (FARMS) population. In order to achieve this goal, the Leadership Team at Linthicum collects and analyzes data monthly. The team reviews the data collected from Dynamic Indicators of Early Basic Literacy Skills (DIBELS), math and reading assessments as well as the progress of students in interventions. Discussions and feedback include successes, weaknesses, and strategies for improvement.

Weekly collaborative planning sessions are scheduled to discuss student needs, allowing all teachers in the grade level to know individual student's strengths and weaknesses. Linthicum teachers share ideas from trainings, develop long range plans, and discuss assessment data. Minutes from these planning sessions are shared with the whole staff. Data from sources such as MSA, County Benchmarks, Topic tests, Achievement Series, Performance Series tests, teacher-made formative and summative assessments, DIBELS, and Student Learning Objectives (SLOs) drives collaborative planning for instruction. Teachers monitor the progress of all learners to eliminate any achievement gaps in student groups. Cross curricular lessons such as: Science, Technology, Engineering, and Mathematics (STEM), Advanced Learners Programs (ALPS) and Primary Talent Development (PTD) are aligned to the Common Core and provide a continuity of learning.

Starting with the youngest learners, teachers begin assessing students with informal inventories to determine readiness skills for the first year in elementary school. These inventories are used to form groups for the instruction and reinforcement of letter recognition, phonemic awareness and fluency. Based on the results, instruction begins before the first administration of DIBELS.

DIBELS testing occurs three times a year and the results are used to identify those students struggling with the acquisition of early literacy skills, such as, alphabetic principle, phonemic awareness, and reading fluency. After the DIBELS results are finalized, teachers analyze the data based on the identified risk factors. The factors include: Core (meets benchmark), Strategic (requiring additional support), and At Risk (requiring intensive intervention). Teachers determine the individual instructional needs and place students in research-based interventions for explicit direct instruction. Progress monitoring is completed bi-weekly so adjustments to instruction or student grouping can be made. This early identification process has resulted in significant success on the county benchmarks and state assessments.

3. Sharing Lessons Learned:

Linthicum has developed a variety of partnerships that have enhanced our school community. These partnerships have provided us with opportunities to learn and grow. Throughout the year classroom teachers welcome North County High School and Anne Arundel Community College students into their classrooms to observe excellent teaching models. Linthicum is a Professional Development School (PDS), partnering with Goucher University. Each year several teachers monitor student interns. Teachers share their instructional expertise in classroom management and best practices. The principal mentors Assistant Principals through a program called "Principal Shadow". The principal explains what is done to maintain high student achievement, shares instructional strategies, highlights best practices and invites the "Shadow" to observe daily instruction and the organization of a highly effective school. Several teachers and resource people within Anne Arundel County have visited to observe what makes Linthicum a high achieving school.

The staff shares instructional ideas and resources with school and parent communities. Teachers have presented at the Anne Arundel County Common Core Conference on multiple occasions. Staff presentations included: incorporating Science, Technology, Engineering, and Mathematics (STEM) into existing lessons, utilizing current resources in order to meet the Common Core Standards, applying close reading strategies to enhance comprehension and higher level analysis of text. The Linthicum site

coordinator for Goucher presented intern e-portfolio artifacts as part of their college reaccreditation. The principal has made local TV appearances that were recorded and used for distribution to other schools and viewed by the community. These telecasts described how Positive Behavioral Interventions and Supports (PBIS) and Collaborative Decision Making Model (CDM) have helped to provide a safe, highly effective, and welcoming learning environment.

In order to meet rigorous standards, teachers recognize the importance of professional development. The staff attends many conferences and workshops throughout the year. Some of these conferences include: National Conference of Math and Technology, Maryland Assessment Group, Principals Conference, and State of Maryland International Reading Association (SOMIRAC) and most recently a few staff members attended a “Selective Mute Conference”. The staff regularly shares conference experiences at staff meetings, during collaborative planning, and vertical teaming. Teachers plan collaboratively with other county professionals, such as the Anne Arundel County Network Team (resource personnel from content areas) and the Advanced Learners Program. Linthicum staff finds this planning and sharing to be essential for staying current with instructional methods and best practices.

4. Engaging Families and Community:

Relationship building is a key element at Linthicum Elementary School. Communication is vital to the positive relationships the staff has created with families and community. MSA results are shared with parents at Back to School Night and during PTA meetings. This information is also included in The Herald (school newsletter) and available to parents on the school, county, and state web-site. Parents are welcome to discuss assessment results with staff and the administrator to address questions or concerns. The use of Connect Ed (telecommunication system) keeps families abreast of school activities. Electronic gradebooks allow parents to monitor their child’s progress and communicate with the teacher, which fosters Linthicum’s continuous open door policy. Grade level newsletters keep parents informed of academic plans and classroom happenings. As quoted by a parent, “The weekly first grade newsletter is a great connection to parents. We know the lessons being taught and the expectations of our child.”

The collaboration between faculty and PTA is important to Linthicum as shown with 100 percent of teachers joining the PTA. Each year volunteers impact the success of students by contributing over 14,000 hours to the school. Student learning is enhanced by volunteers working directly with students in areas such as reading and math fluency practice, applying reading comprehension strategies, and sight word recognition. Along with hours donated during the school day, volunteers handle fundraising to benefit the school. Fundraising initiatives include Read Across America read-a-thon, Chick-fil-a Nights, pancake breakfast and holiday shopping, flea market, and spaghetti dinners. Fundraising money is used to pay for items such as assemblies, technology needs, and Second Step kits, which teachers use to teach empathy and problem solving skills.

Linthicum’s commitment to the community is demonstrated by the variety of partnerships with local businesses and churches. Baltimore Washington International Airport Double Tree Hotel representatives assist each year with the kick-off of “Take-it-to-School-Tuesday” recycling program. The funds raised assist the school in maintaining and expanding green school initiatives. The school counselor initiates the collection of “Back to School” backpacks from local churches, businesses, and local families. This program supplies students with essential materials needed for daily academics. Additionally, the local churches provide holiday meals, gifts, and financial aid for families needing support.

Students and staff frequently give back to the community. Each year Linthicum collects coats for local families in need and food for the Maryland Food Bank. Linthicum supports the local assisted living community by adopting the residents as grandparents, collecting toiletries, and creating holiday cards for them. Members of the Military are regularly remembered by students. Students willingly give their Halloween candy for “Treats for Troops” campaign and cards are made and sent overseas. These contributions reflect Linthicum’s vision for creating productive and responsible citizens.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The instructional framework in Anne Arundel County Public Schools is the Maryland State Common Core Standards for reading and math. The curriculum at the elementary level includes reading/language arts, math, science, social studies, art, music, media, physical education and technology. Linthicum integrates the reading/language arts standards throughout the content areas and also incorporates Science, Technology, Engineering, and Mathematics (STEM) lessons into the curriculum.

Reading/Language Arts

Linthicum's reading program includes 150 minutes of daily instruction and is based on the rigorous Common Core Standards. Teachers utilize the Anne Arundel County adopted research-based reading program Treasures to align with and support the Common Core Standards. The staff augments and supplements the Treasures program with other county approved materials, such as novels and leveled readers.

Mathematics

The Common Core State Standards drive mathematics instruction. Students build a strong foundation of math concepts starting with the concrete and then working towards the representational and abstract levels. Infusing the Standards for Mathematical Practice prepares students to become more independent mathematical thinkers.

Science

As a county Green School since 2009, Linthicum actively challenges students to apply the Maryland Science Curriculum Standards in real world situations. Linthicum has established many environmentally friendly practices and projects such as a butterfly garden, water conservation, paper recycling, and composting. Students engage in hands on collaborative lessons that include earth and space science, life science, chemistry, physics, and environmental science. Students gain not only knowledge of science curriculum, but also participate in after school science programs such as STEM Club, Mad Science, Crime Scene Investigation Night (CSI), and a school wide Science Fair. By the end of fifth grade, all students have had multiple exposures in and outside of the classroom, practicing and applying skills following the Maryland Science Curriculum Standards.

Each spring Linthicum participates in a STEM expo with neighboring schools. This expo provides an opportunity for Linthicum to showcase cross-curricular projects and programs. Our students demonstrate their understanding of the resonant frequency of vibrations by performing and composing a musical number which involves moving their fingers around the rims of stemmed glasses filled with different levels of water.

Social Studies

Students are encouraged to explore their place in society through exposure to economics, history, civics and geography. Participation in junior achievement programs allows students to become responsible members of a global economy. Students study important historical people and events to appreciate the origins of our country. By studying the framework of democracy, students learn to become active participants in national, state and local government. Students utilize interactive technology and multi-cultural activities to better appreciate diversity.

Library Media

The media specialist provides a sequential, integrated curriculum that emphasizes print and non-print material including electronic resources to become effective and efficient lifelong learners. The media specialist provides instruction on locating appropriate materials, assessing and evaluating information within and beyond the library media center. Students are provided with equitable physical and intellectual access to the resources and tools required for learning in a warm and stimulating environment. The media specialist collaborates with others to provide meaningful instruction, learning strategies, and practice in using the essential learning skills needed in the 21st century.

Physical Education

The curriculum content is based upon the National Standards for Physical Education, the Maryland Learning Outcomes, and the Maryland State Physical Education Curriculum. This curriculum is designed to educate, challenge, and encourage all children, regardless of athletic talent, physical, and mental abilities, in the knowledge, skills, and attitudes needed for a healthy and fit lifestyle. It is an integral part of the total educational process by developing psychomotor, cognitive and affective life skills.

Music

Students involved in general, choral, and instrumental music at Linthicum develop an understanding of the essence of music and of the knowledge and skills that bring it to life. Content standards for music provide a framework which includes a varied repertoire of vocal and instrumental music. It provides an opportunity for students to understand music in relation to history and culture.

Art

The county-wide Visual Arts Curriculum challenges students to think about and respond to their experiences in creative ways using a variety of mediums. Students develop confidence through experimentation and exploration, develop fine motor skills and build vocabulary. Art teaches about different cultures and encourages critical thinking by developing problem solving and decision making skills. It also provides opportunities for students to express ones' self and communicate with others.

Technology

To develop 21st century digital age learners, as early as kindergarten, Linthicum utilizes The Maryland Technology Standards to enhance student achievement beginning with "Type to Learn". Keyboarding is an essential skill to prepare students for college and career readiness. Each classroom is furnished with SMART Technology including SMART Responders, Airliners, and document cameras. Linthicum has two computer labs for daily instruction and assessments. Students have access to iPod touches for reinforcement and enrichment. Students are encouraged to create projects and complete assignments using multiple technologies.

2. Reading/English:

In order to prepare Linthicum students for college and career readiness, instructional staff plans collaboratively to teach Common Core Standards and align them with programs and materials in order to advance student foundational skills. All students receive explicit instruction on phonemic awareness, phonics, fluency, vocabulary, and comprehension utilizing Treasures. Students are systematically taught phonemic awareness and phonics skills as a building block for early reading skills. Reading fluency is advanced through partner reading, Reader's Theater, timed fluency checks, and poetry reading. Comprehension and vocabulary strategies and skills are taught through meaningful literature in multiple literary genres. Some of the comprehension methods and materials used include Thinking Maps, literature circles, oral vocabulary cards, and discussions. Along with the Common Core Reading Standards the Writing Standards are taught throughout all content areas. Linthicum's focus on student achievement drives instructional decision making for each student. Individualized student needs are identified early and frequently reassessed through a variety of formative and summative assessments. These are used to create flexible small groups for enrichment and intervention. The special education team provides support for struggling learners using co-teaching methods and targeted small group instruction. The creative use of all staff members and parent volunteers helps support the multitude of skill specific groups.

Linthicum's approach to reading instruction, guided by the Common Core Standards, allows us to address the varying needs of students. Teachers plan for differentiated instruction using alternative materials and programs. Research-based intervention programs such as Triumphs, Voyager, Wilson Reading, LEXIA, Primary Wilson Foundations, Early Reading Intervention, SOAR to Success, and EDMARK help below grade level students master the demands of the standards. The school system's Advanced Learner Program guides the development of lessons to challenge higher achieving students using William and Mary, Beyond Words, Jacob's Ladder, Stepping Stones, and Socratic Seminar. Further differentiation for all students is

supported through Reader's Theater, Time for Kids Magazine, Reading Comprehension Toolkit, D.E.A.R. time, novels, Ticket-to-Read (a computer-based reading program), and leveled readers. Through the support of the administration, the PTA, and fundraising opportunities, Linthicum has been able to provide additional planning opportunities and materials to create individualized student centered programs based on students' interests and needs. Linthicum regularly invites the expertise of specialists including reading specialist, the network team, and resource professionals to enrich the effectiveness of planning.

3. Mathematics:

Linthicum teachers, utilizing the Common Core State Curriculum, apply professional expertise to choose from a variety of research-based resources at all levels. Some of these resources include Anne Arundel County's eCurriculum, MSDE State Curriculum Framework, Number Talks, and Pearson enVision Math. New concepts are introduced using manipulatives, games, songs, and SMART Board lessons.

Teachers use data from formative and summative assessments, along with collaborative planning to determine which resources are required to meet the needs of individual students. SMART Responders give instant analysis on the mastery of any given skill for the purpose of grouping, reteaching, and enrichment. Grades 2 through 5 assess students three times a year using the standardized Math Performance Test in Achievement Series. Data from these assessments show the progression of skills throughout the year in the various domains and allow teachers to differentiate instruction appropriately. Grade group teams meet weekly to discuss data in order to make instructional decisions. The constant, open flow of communication between staff members makes Linthicum a strong community of mathematical leaders.

Linthicum has a variety of research-based resources to help all learners become more successful in understanding the content. FASTT Math and First in Math computer programs are used to differentiate the support of students both in the classroom and at home. Student progress is celebrated in the classroom by teachers, administrators, and peers. For example, top performers of the school are recognized weekly for achievement in First in Math with certificates displayed throughout the building. Above level learners are challenged by rigorous programs like M-Squared, M-Cubed, Hands-On Equations, along with essential questioning which challenges students to excel beyond grade level expectations (or to their highest potential). After school activities include 24 Club for grades 3-5, and NASA Science, Technology, Engineering, and Mathematics (STEM) for grades 4 and 5. Students performing below grade level are supported through co-taught classrooms, small-group rotations, differentiated lessons, and FAST Math, a before school computer intervention program, which provides individualized reinforcement for math fluency.

Student success is not only a result of the hard work of teachers and students; it is also the result of a community of supportive parents. At the beginning of the year Linthicum holds an informational session for parents to provide them with strategies for using technology and other resources at home. Parents volunteer to work with students on improving math fluency. Parents, the administrator, teachers, and students work together to ensure success.

4. Additional Curriculum Area:

Linthicum Elementary students benefit from music education because it develops the whole person. It builds literacy while cultivating intuition and imagination, develops reasoning, and grows the dexterity needed for unique forms of expression and communication. Students are continuously incorporating core disciplines into each lesson as science, technology, mathematics, social studies, and language arts are directly related to the elements of understanding, creating and appreciating the arts.

Eighty percent of the 3rd, 4th, and 5th grade population is involved in instrumental music and 75% of 4th and 5th grade students are involved with choral instruction. Music students have a wealth of school and community based opportunities to perform. Such performances include: Recess recitals, Winter Concert, Spring Concert, Cultural Arts Night, school musical, special assemblies for guests such as Grandparents Day, Volunteer Luncheon, and performances at local shopping malls during the holidays and the Science,

Technology, Engineering, and Mathematics (STEM) Expo each spring . Students perform annually with other schools in the North County cluster to promote vertical teaming initiatives. Students enjoy a partnership with the Annapolis Symphony Orchestra as they visit the student musicians each spring with their “Music Van.” A strong sense of friendship and community stays with the children, as former students return year-after-year to be guest musicians and volunteer in the classroom and during performances.

For the past five years students have performed a musical for the school community. Students learn all aspects of a production, from tryouts, to costuming, to scenery, to lighting. To be able to witness some of the most shy, reserved students blossom into confident performers is amazing. Students learn real life lessons by persevering through the process of the lengthy development of the play, which involves months of preparation and a commitment to the production. Linthicum is cultivating 21st century learners by providing this opportunity for students to collaborate, communicate, and cooperate with others as they discover their inner strengths.

5. Instructional Methods:

Linthicum Elementary Staff is composed of highly qualified, master teachers who engage students to actively participate in a variety of instructional methods, which enhance and maximize student potential. The staff’s major focus is on collaborative planning in order to meet the needs of the diverse population. All teachers, special educators, network team, Advanced Learners Program (ALPs) team, related service providers, and para-professionals work collaboratively to foster academic excellence, life-long learning, and responsible citizenship among the student body.

After careful analysis of data, teachers plan appropriate instruction in order to meet the needs of the various student groups. Differentiated instruction is addressed through a variety of teaching methods and resources. Grouping is flexible in both reading and math; homogenous and heterogeneous groupings are utilized based on student needs. Discovery-based and project-based learning are incorporated to promote rigor in the classroom. Thinking maps and cooperative learning activities are infused to promote higher level thinking skills. All students participate in ALPs Exploratory trail enrichment programs such as Jacob’s Ladder, Touch Pebbles, Socratic Seminar, Hands-on Equations and Primary Talented Development for grade K-2 (PTD K-2). Those students identified for single trail, are a homogenous group of students meeting ALPs criteria and are utilizing programs such as M-Squared Math, M-Cubed Math, and William and Mary for Language Arts.

Both special education and general education students are supported in the classroom through the co-teaching model. Targeted teachers have been trained in the various models of team teaching, and have worked together for multiple years to build relationships and to allow for continuity of instruction. Pairing a general education teacher with a special education teacher permits teachers to meet the diverse needs of the learners through scaffolding, tiered lessons, and differentiated instruction. Research-based interventions are implemented and available to all students, not just those with identified special needs. Programs such as Soar to Success, Wilson Reading, Early Reading Intervention, Failure Free Reading, Triumphs, “FASTT Math” and Do the Math support acquisition of skills. Instructional accommodations are provided for students with identified disabilities through IEPs and 504 Plans.

At Linthicum, technology enhances instruction on a daily basis. Students are interacting with SMART Board lessons and SMART Responders which allow for creative classroom interaction and assessment. Two computer labs, portable laptops and i-Pod Touches allow access to appropriate educational software and apps (ie: Kurzweil, Bookshare, Phonics Genius, Basic Math Facts).

6. Professional Development:

Professional development at Linthicum is defined by a commitment to raising student achievement and providing students with increased opportunities for rigorous instruction. Teachers participate in graduate classes, National Board Certification programs, workshops and webinars. Staff development is influenced by the specific academic and behavioral needs of students. After analyzing data it became apparent that

there was a gap between the achievement of boys and girls and Free and Reduced Meals (FARMS) students. The topics of boy's achievement, brain research and kids in poverty were presented to provide teachers with specific instructional strategies to increase the academic achievement and eliminate gaps.

Linthicum embraced the county-wide initiative to implement the collaborative planning model. Teacher leaders were trained in the elements of this model and coached the staff to effectively enhance current methods of planning. An outline of the model was provided to teachers. Teachers incorporated the new strategies into their team planning. It opened the communication between the grade level team members to discuss student academic needs and provide the differentiated instruction necessary to meet and exceed student performance. In order for teachers to better differentiate instruction, staff attended a variety of workshops which included William and Mary, Jacob's Ladder, Socratic Discussion, Math M-Cubed, M-Squared, Hands-on-Equations, Wilson, Voyager, Early Reading Intervention, Do The Math, and "FASTT" Math.

In continuing a proactive approach of adopting educational innovations, three years ago Linthicum forged ahead to implement the English/Language Arts portion of the National Standards of Common Core before full implementation was required. Staff was trained to unlock the content standards to create a more comprehensive approach to teaching. The standards served as a guide for teachers to design rigorous lessons to reach the higher level learning that the standards demand. As a result of teacher self-reflection, on-going staff development and student assessments, teachers were better prepared for full implementation of Common Core.

7. School Leadership

Linthicum's philosophy revolves around preparing students for college and career readiness as well as acquiring the skills necessary to be responsible and productive citizens. Through the leadership of the principal, and the collaborative efforts of the School Improvement Team, Leadership Team, lead teachers, grade group chairs, cultural equity liaison, science lead teacher, reading teacher, and faculty council advisory committee, decisions are made that guide instructional practices and school based programming. All teachers are members of the School Improvement Team, which ensures that everyone is invested in moving student achievement forward by promoting learning that is both purposeful and enduring. This is accomplished by focusing on trends both historically and present, disaggregating data, discussing programming, interventions, advanced placement and school culture.

The principal's passion for education has empowered staff members to strive to reach personal and professional goals and to provide the best educational environment for Linthicum students. Teachers are mentored and encouraged to be innovators when developing new techniques and strategies to enhance student learning. Opportunities are provided for the staff to utilize their educational expertise in leadership roles such as the "Teacher to Teacher" training model. Through teacher observation feedback, walk-throughs and participation in IEP meetings, the principal guides the staff to take the necessary action steps to increase rigor in the classroom. Staying abreast of the newest educational research and techniques, staff development is initiated so that educators remain at the forefront of educational practices and trends.

The Leadership Team is comprised of the principal, school counselor, primary and intermediate lead teachers, math lead teacher, and reading specialist. Quarterly meetings include grade chairs, cultural arts and special educators. Data analysis guides the instructional practices and school based instructional decisions. The team monitors student progress and strategies are provided to increase student achievement.

The collaborative efforts of the Leadership Team, in partnership with all stakeholders, continue to raise the bar and improve the academic performance of students at Linthicum.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Maryland State Assessment

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Maryland Department of Education/Pearson

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	97	97	98	96
% Advanced	57	70	70	61	67
Number of students tested	81	77	70	62	66
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	95	100	100	100
% Advanced	44	55	60	57	25
Number of students tested	18	19	10	14	8
2. Students receiving Special Education					
% Proficient plus % Advanced	86	83	50	80	100
% Advanced	43	33		80	14
Number of students tested	7	6	2	5	7
3. English Language Learner Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced			67		100
Number of students tested	2	1	3	1	2
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	100	100	
% Advanced	100	100	50		
Number of students tested	3	3	2	1	0
5. African- American Students					
% Proficient plus % Advanced	100		83	50	100
% Advanced	40		17		
Number of students tested	5	0	6	2	2
6. Asian Students					
% Proficient plus % Advanced	100	100	83	40	100
% Advanced	67	100	50	60	100
Number of students tested	3	1	6	5	5
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced		100			100
% Advanced		100			
Number of students tested	0	1	0	0	1
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	100	100			
% Advanced	100				
Number of students tested	1	1	0	0	0
9. White Students					
% Proficient plus % Advanced	99	99	100	100	98
% Advanced	55	70	78	65	67
Number of students tested	69	67	54	54	58
10. Two or More Races identified Students					
% Proficient plus % Advanced		100	100		
% Advanced		67	100		
Number of students tested	0	3	2	0	0
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: Student group sizes are small and do not meet the 10% of enrollment criteria. However, Linthicum Elementary staff felt it necessary to highlight the successes of these students as the staff works towards high achievement for all.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Maryland State Assessment

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Maryland Department of Education/Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	99	97	96	97	98
% Advanced	71	75	71	71	62
Number of students tested	78	68	69	76	63
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	100
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	89	94	91	100
% Advanced	46	33	59	27	60
Number of students tested	24	9	17	11	10
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	71	100	90
% Advanced	40	33	57	20	50
Number of students tested	5	3	7	10	10
3. English Language Learner Students					
% Proficient plus % Advanced		100	67	100	100
% Advanced		100	33	100	
Number of students tested	0	1	2	4	1
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	100		
% Advanced	100		100		
Number of students tested	4	2	2	0	0
5. African- American Students					
% Proficient plus % Advanced	100	100	50	67	100
% Advanced		50	50		20
Number of students tested	1	2	4	3	5
6. Asian Students					
% Proficient plus % Advanced		83	100	100	100
% Advanced		67		67	88
Number of students tested	0	6	3	6	8
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	100			100	
% Advanced	100				

Number of students tested	1	0	0	1	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	100		100		
% Advanced	100		100		
Number of students tested	1	0	1	0	0
9. White Students					
% Proficient plus % Advanced	96	98	100	98	98
% Advanced	69	80	75	73	65
Number of students tested	67	54	56	64	52
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100	67		
% Advanced	75	100	67		
Number of students tested	4	2	3	0	0
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: Student group sizes are small and do not meet the 10% of enrollment criteria. However, Linthicum Elementary staff felt it necessary to highlight the successes of these students as the staff works towards high achievement for all.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Maryland State Assessment

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Maryland Department of Education/Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	96	100	97	97	86
% Advanced	49	46	36	53	23
Number of students tested	67	72	75	64	63
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	90	100	100	83	82
% Advanced	30	26	21	33	
Number of students tested	10	19	14	6	11
2. Students receiving Special Education					
% Proficient plus % Advanced	67	100	100	100	77
% Advanced		22	10	33	8
Number of students tested	3	9	10	9	13
3. English Language Learner Students					
% Proficient plus % Advanced		100	100		
% Advanced			100		
Number of students tested	0	1	1	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	100		50
% Advanced		50			
Number of students tested	2	2	1	0	2
5. African- American Students					
% Proficient plus % Advanced	100	100	67	60	100
% Advanced	50				
Number of students tested	2	3	3	5	4
6. Asian Students					
% Proficient plus % Advanced	60	67	100	100	100
% Advanced	60	33	71	60	100
Number of students tested	5	3	7	5	1
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced		100	100		
% Advanced		100			
Number of students tested	0	1	1	0	0
9. White Students					
% Proficient plus % Advanced	98	100	98	100	86
% Advanced	48	48	33	57	34
Number of students tested	56	60	60	54	59
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100	100		
% Advanced	100	33	67		
Number of students tested	2	3	3	0	0
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: Student group sizes are small and do not meet the 10% of enrollment criteria. However, Linthicum Elementary staff felt it necessary to highlight the successes of these students as the staff works towards high achievement for all.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Maryland State Assessment

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Maryland Department of Education/Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	95	97	96	97	96
% Advanced	46	38	30	29	36
Number of students tested	81	76	70	62	66
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	94	95	100	100	88
% Advanced	39	35		21	36
Number of students tested	18	20	10	14	8
2. Students receiving Special Education					
% Proficient plus % Advanced	86	83		80	100
% Advanced	29	17		20	29
Number of students tested	7	6	2	5	7
3. English Language Learner Students					
% Proficient plus % Advanced	50	100	100	100	100
% Advanced					50
Number of students tested	2	1	3	1	2
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	100	100	
% Advanced	100				
Number of students tested	3	3	2	1	0
5. African- American Students					
% Proficient plus % Advanced	80		83	100	100
% Advanced	40		17		
Number of students tested	5	1	6	2	2
6. Asian Students					
% Proficient plus % Advanced	67	100	83	100	100
% Advanced			17	20	40
Number of students tested	3	1	6	5	5
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	100	100			
% Advanced	100				
Number of students tested	1	1	0	0	0
9. White Students					
% Proficient plus % Advanced	97	99	98	96	95
% Advanced	42	40	33	32	36
Number of students tested	69	67	54	54	58
10. Two or More Races identified Students					
% Proficient plus % Advanced		100	50		
% Advanced		33	50		
Number of students tested	0	3	2	0	0
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					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Maryland State Assessment

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Maryland Department of Education/Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	96	96	99	93	97
% Advanced	51	49	36	37	43
Number of students tested	78	68	69	76	63
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	96	89	100	82	100
% Advanced	33	22	18	9	20
Number of students tested	24	9	17	11	10
2. Students receiving Special Education					
% Proficient plus % Advanced	100	33	86	90	100
% Advanced			29		10
Number of students tested	5	3	7	10	10
3. English Language Learner Students					
% Proficient plus % Advanced		100	67	100	100
% Advanced				25	
Number of students tested	0	1	3	4	1
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	100		
% Advanced	25		50		
Number of students tested	4	2	2	0	0
5. African- American Students					
% Proficient plus % Advanced		75	75	33	80
% Advanced		50	25		
Number of students tested	0	4	4	3	5
6. Asian Students					
% Proficient plus % Advanced		83	100	100	100
% Advanced		33		13	50
Number of students tested	0	6	3	8	6
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	100				
% Advanced	100				

Number of students tested	1	0	0	1	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	100		100		
% Advanced	100		100		
Number of students tested	1	0	1	0	0
9. White Students					
% Proficient plus % Advanced	97	98	100	97	98
% Advanced	51	50	38	42	46
Number of students tested	67	54	56	64	52
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100	100		
% Advanced	75	100	33		
Number of students tested	4	2	3	0	0
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: Student group sizes are small and do not meet the 10% of enrollment criteria. However, Linthicum Elementary staff felt it necessary to highlight the successes of these students as the staff works towards high achievement for all.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Maryland State Assessment

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Maryland Department of Education/Pearson

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	97	100	97	96
% Advanced	79	69	79	66	49
Number of students tested	67	72	75	64	66
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	40	42	71	17	46
Number of students tested	10	19	14	6	11
2. Students receiving Special Education					
% Proficient plus % Advanced	100	89	100	100	100
% Advanced	33	44	50	56	54
Number of students tested	3	9	10	9	13
3. English Language Learner Students					
% Proficient plus % Advanced			100		
% Advanced			100		
Number of students tested	0	1	1	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	100		100
% Advanced	50	100	100		
Number of students tested	2	2	1	0	1
5. African- American Students					
% Proficient plus % Advanced	100	67	100	80	100
% Advanced	100	33	33	20	75
Number of students tested	2	3	3	5	4
6. Asian Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	40		100	60	100
Number of students tested	5	3	7	5	1
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		100	100		
% Advanced		100	100		
Number of students tested	0	1	1	0	0
9. White Students					
% Proficient plus % Advanced	100	98	100	98	97
% Advanced	82	72	77	70	48
Number of students tested	56	60	60	54	59
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100	100		
% Advanced	100	100	100		
Number of students tested	2	3	3	0	0
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: Student group sizes are small and do not meet the 10% of enrollment criteria. However, Linthicum Elementary staff felt it necessary to highlight the successes of these students as the staff works towards high achievement for all.