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

Official School Name Frost Elementary School
(As it should appear in the official records)

School Mailing Address 260 Shaw Street
(If address is P.O. Box, also include street address.)

City Frostburg State MD Zip Code+4 (9 digits total) 21532-1114

County Allegany State School Code Number* 14MD226PU

Telephone 301-689-5168 Fax 301-689-1735

Web site/URL http://N/A E-mail kim.smith@aacps.k12.md.us

Twitter Handle N/A Facebook Page N/A Google+ N/A

YouTube/URL N/A Blog N/A Other Social Media Link N/A

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. David Cox, N/A E-mail: david.cox@acps.k12.md.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Allegany County Public Schools Tel. 301-759-2037

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. Laurie Marchini, N/A
(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):
   14 Elementary schools (includes K-8)
   4 Middle/Junior high schools
   4 High schools
   0 K-12 schools

   22 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
   [X] Small city or town in a rural area
   [ ] Rural

3. 8 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	6	15
K	16	24	40
1	18	19	37
2	15	20	35
3	13	24	37
4	15	25	40
5	13	16	29
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	99	134	233

5. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
3 % Asian
1 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
95 % White
1 % 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: 6%

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 ***to*** the school after October 1, 2012 until the end of the school year	8
(2) Number of students who transferred ***from*** the school after October 1, 2012 until the end of the 2012-2013 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1	230
(5) Total transferred students in row (3) divided by total students in row (4)	0.057
(6) Amount in row (5) multiplied by 100	6

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL

Number of non-English languages represented: 0
Specify non-English languages:

8. Students eligible for free/reduced-priced meals: 33 %

Total number students who qualify: 76

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: 8 %
30 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.

2 Autism	0 Orthopedic Impairment
0 Deafness	4 Other Health Impaired
0 Deaf-Blindness	4 Specific Learning Disability
0 Emotional Disturbance	18 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
1 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	16
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	13
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 18:1

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	96%	96%	95%	96%	96%
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

The highly qualified faculty and staff at Frost Elementary School, along with the support of parents and the community, believe that all students need to grow intellectually, personally, socially and physically. The staff recognizes the value of professional development in order to challenge students to discover their potential and to achieve success in a safe and caring environment. It is our goal to provide diversified experiences that will enrich the development of our children so that they may become responsible and productive citizens.

Frost Elementary School, located in Frostburg, Maryland, is in western Allegany County. Our student body consists of approximately 230 students with 33% of those students receiving free or reduced meals. One hundred percent of our faculty is highly qualified, and they provide our students with a variety of quality learning experiences and opportunities. High expectations are in place for both faculty and students.

Frost Elementary School has been named an Allegany County School of Distinction on three occasions. This award recognizes and honors schools for exhibiting high performance and significant improvement in student achievement. We first received this honor in 2009, when for the first time in Allegany County, 100% of all Frost test-takers scored proficient in both reading and math on Maryland School Assessment (MSA). We received this honor again in 2011 and 2013 for being in the top 10% statewide for our achievements on the MSA. The average overall proficiency equaled 97.3% in reading and math, surpassing all targets as well as exceeding both county and state averages. This was a direct result of active teaching and learning and our focus on student achievement. The Positive Behavioral Interventions and Supports (PBIS) program has acknowledged Frost as a Gold School for the past five years. To increase academic performance, PBIS is implemented as a proactive approach to foster positive behaviors among our students. Recently, Frost Elementary was selected as one of six schools out of over 1400 to receive Blue Ribbon status from the Maryland State Department of Education. The award recognizes consistent high performance in student achievement in reading and math. Frost continuously strives for the development of well-rounded students in our quest for academic excellence.

Long standing partnerships with our local middle school, high school and university, foster a strong educational community. Our teachers and administrator utilize Frostburg State University (FSU) to provide unique opportunities and resources for our school. For instance, football players volunteer to read to classrooms, the drama department performs a play for our school each year and their Star Lab mobile planetarium visits our school. The university provides a variety of extra-curricular activities and events that our students can participate in, both on and off campus. Guest speakers for science/STEM lessons and career day activities enhance our instructional programs. In addition to Frostburg State University, Frost also partners with Mountain Ridge High School. Frost faculty members mentor Mountain Ridge's Future Educators of America students. High school students visit Frost to share special community projects they have designed. National Honor Society students participate as guest readers during American Education Week. Bands from Mount Savage Middle School and Mountain Ridge High School travel to present performances for Frost students. Collaborating with our local schools integrates positive learning experiences for our students and establishes a true sense of community.

Frost Elementary students participate in many community service learning projects to benefit those in need. Canned food drives are held annually to assist local food pantries. Gloves and hats are collected on the "Caring Tree" and distributed to families in need. Pet supplies are collected for local animal shelters. Students also participate in national programs, like Pennies for Patients and the St. Jude's Math-A-Thon, to collect money for cancer patients. These activities raise student awareness of the importance of caring for others.

Promoting education with our students and families is an important tradition at Frost Elementary School. Annual opportunities are provided for families to share in learning experiences. Grandparents' Day luncheons, parent luncheons and a volunteer breakfast are hosted to show appreciation for supporting our school. We plan special learning activities during American Education Week and Read Across America

week. Dads read to classrooms, families participate in Writing Day activities, and veterans are invited in to share experiences with students, showing strong parent and community support. Our active PTA sponsors many family-oriented events to encourage a positive school community.

Frost Elementary School has fully implemented Maryland's College and Career-Ready Standards which will be referred to as Common Core throughout this document. We continuously strive to increase not only student achievement, but also student experiences as well. With the challenging standards and rigorous curriculum, teachers, staff, parents, and the community collaborate to establish a solid foundation of learning so our students become college and career ready in addition to becoming contributing members of society.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Frost Elementary School participates in the Maryland School Assessment (MSA) which is given annually to Maryland public school elementary students in grades 3, 4, and 5. This test assesses the Maryland content standards in reading and math. The MSA test also meets the requirements of the Federal No Child Left Behind Act. The test results show how well Maryland children have learned the reading and math skills specified in the State Curriculum. MSA scores are reported in terms of basic, proficient and advanced performance. Basic indicates that a student is not passing standards and that more work is needed to meet grade level expectations. Proficient indicates that the student is passing standards and is considered a realistic and rigorous level of achievement. Advanced indicates that a student is performing above standards and is considered a highly challenging and exemplary level of achievement. For the 2013 assessment, 97.27% of Frost students scored Advanced plus Proficient on the MSA Reading Assessment. Frost students scored above the state, which was 84.9% Advanced plus Proficient. On the Math assessment, 97.27% of Frost students scored Advanced plus Proficient compared to 78.2% of students in the state of Maryland who scored Advanced plus Proficient. Our scores indicate that our students at Frost are achieving well above the standards in the state of Maryland.

B. Frost continues to display excellence in testing results. From 2008-2009 to 2012-2013, Frost test scores on the MSA Reading and Math tests were >95%, as reported by the state of Maryland. On the 2008-2009 MSA test, 100% of Frost Elementary students scored Advanced plus Proficient on the state assessment in both the areas of reading and math.

Our scoring trend for the last five years in Reading for grades 3, 4, and 5 has been to consistently score above 95% Proficient plus Advanced. Out of the last five school years, third grade has scored 100% Proficient or Advanced in 2008-2009, 2009-2010, 2010-2011, and 2011-2012. Fourth grade received 100% Proficient plus Advanced three of the last five school years in 2008-2009, 2010-2011, and 2011-2012. Fifth grade received 100% Proficient plus Advanced the last four out of five years. They received 100% in 2008-2009, 2010-2011, 2011-2012, and 2012- 2013. A significant achievement was that all students in Grades 3, 4, and 5 scored 100% in Reading for three years, in 2008-2009, 2010-2011, and 2011-2012. Our special education sub-group scored 100% Proficient plus Advanced in Reading in grades 3 to 5 for the past five school years, with the exception of fourth grade in the 2009-2010 school year. In our FARMS sub-group, Frost earned 100% in grades 3, 4, and 5 three out of the last five years in 2008-2009, 2010-2011, and 2011-2012.

Scoring trends for Math for grades 3, 4, and 5 have been consistently high during the last five years. All grades achieved 95% or higher in Proficient plus Advanced for the last five years with the exception of 93% in third grade in 2012-2013. Third grade received 100% Proficient plus Advanced two out of the last five years in 2008-2009 and 2010-2011. Fourth grade received 100% Proficient plus Advanced three out of the last five years in 2008-2009, 20011-2012, and 2012-2013. Fifth grade achieved 100% Proficient plus Advanced four out of the last five years in 2008-2009, 2009-2010, 2011-2012, and 2012-2013. The Special Education sub-group for grade three scored 100% three out of the last five school years. Fourth and fifth grades scored 100% four out of the last five school years. In the years that grades 3, 4, or 5 did not score 100%, the scores were the result of only one student scoring at the basic level. In the FARMS sub-group, third grade scored 100% two out of five years, fourth grade received 100% three out of five years, and fifth grade achieved 100% four out of five years.

Because Frost has a small overall population, any decreases in sub-group performance is minimal with only one or two students not achieving. Our overall scores are consistently high with minimal decreases in scores. An integral part of our success is based on our staff's ability to dissect data and plan instruction according to individual needs. Instructional strategies incorporated by our staff include team collaboration, differentiated instruction, gender-based strategies, and flexible grouping. We pride ourselves on the fact that our teachers have high expectations for all and students are held accountable for their learning, regardless of individual abilities or socioeconomic backgrounds. Various programs and rigorous daily instruction allow

Frost students to be successful on state assessments. Contributing factors for our gains in reading are the implementation of Fundations reading program, SRA reading laboratories, and utilizing small group instruction for targeted students. The contributing factors for our gains in math include an increase in the use of hands-on math activities, providing challenge activities for targeted students, and reteaching identified concepts after analyzing benchmark data.

Frost attributes our consistent academic success and high scores of >95% to our 100% highly qualified staff of teachers, involved parents, motivated students, and supportive community. Frost was awarded the School of Distinction Award three times over the last five years. This recognition is awarded by the Allegany County Board of Education to recognize achieving schools. Our school received this award in 2008-2009, 2011-2012, and 2013-2014 because of Frost's high academic standards and dedication to achieving excellence.

2. Using Assessment Results:

At Frost, we center our instruction around assessment results to give each student instruction geared toward advancement of all students including all learning styles.

Our reading data is analyzed from various forms of assessments. Our Student Achievement Team meets monthly to analyze benchmark data to discuss strengths and weaknesses in pre-assessments and post-assessments. DIBELS assessments are administered three times per year for all students in grades K-5. This assessment measures oral reading fluency, comprehension retell, phonics and phonemic skills. Students who are "at risk" on the assessments are then progress monitored monthly in order to determine growth. Frost uses DIBELS assessment results to place students into intervention groups that meet daily for 30 minutes of intense instruction. Our DIBELS assessment and progress monitoring allows for flexible grouping of intervention classes based on individual student needs. Another form of data collection is through the reading benchmarks, which are administered three times a year. Reading data for our school is collected and analyzed using the county wide Assessment Management System (AMS). The AMS disaggregates data by scores and skills. This system allows for teachers to analyze the number of students proficient and advanced on benchmarks, as well as the percent of each test question answered correctly. Data collected from the system permits teachers the ability to document and track the strengths and weaknesses of skills in order to adjust instruction, such as intervention, enrichment, and reteaching. Daily instruction is tailored according to informal observations, weekly selection tests, and end of unit tests, from the Treasures reading series.

Math data is derived from multiple sources. Pre-assessment and post-assessment tests are administered to track growth and guide instruction. We use county wide math benchmarks, teacher created tests, Quick Checks, exit tickets, and topic tests (book, paper/pencil, and computer) from the enVision math series which allows for opportunities for reteaching and flexible groupings. Classroom teachers and the principal participate in team meetings to discuss progress, and teachers collaborate to determine weaknesses in instruction and resources.

Assessment results drive professional development decisions at Frost Elementary. For example, data showed a deficiency in a gender subgroup. Therefore, our staff participated in professional development on gender study/brain research. Each grade level presented strategies to enhance student performance for each gender.

Frost staff believes it is important that we inform the parents, students, and community of students' academic performance. We communicate with parents daily regarding student academic and behavior performance through the utilization of assignment notebooks. Parent Communication Folders containing student work, assessments, and school/community events are sent weekly. We also use the following means of communication to keep parents informed: progress reports, report cards, phone calls, notes, emails. Honor Roll students are listed in the local newspapers. Test taking strategies and school performance on the MSA are shared with parents at PTA meetings.

3. Sharing Lessons Learned:

Frost Elementary School strives to share successful strategies with colleagues. Our highly qualified staff is continually involved in new initiatives to gain knowledge to enhance our instruction within our school. Frost staff participates in developing and revising county curriculum and pacing guides and serves on reading and math textbook committees. This promotes active collaboration between schools and county-wide consistency for transient students. Through participation in these committees, it allows our staff to implement rigorous instruction and to maintain focus on current practices. Our committee members, equipped with an understanding of the new curriculum, shared with the Frost staff important information and dialogue relating to the Common Core, creating better instruction for our students.

Frost Elementary teachers are involved in creating STEM based lessons to prepare our students for college and career readiness. We develop and teach a STEM lesson each marking period. The STEM lessons are placed on a countywide database to be available to share with all teachers in the county.

During the past three summers, numerous faculty members and the principal attended the Maryland Teacher Effectiveness Academy. Teachers collaborate on the most current shifts in elementary curriculum based on the Common Core in the areas of ELA, Math, STEM, and Interdisciplinary Studies. These teachers presented the information to the rest of the faculty during professional development days. Frost Elementary is a Positive Behavioral Intervention and Support school (PBIS). The philosophy of PBIS is to help students develop self-discipline and to become good citizens. Together we share this responsibility with our parents and community to ensure a safe learning environment for students. Students are recognized for positive contributions and are given Goodfinder awards based on positive character traits. The PBIS team shares data with faculty on a monthly basis. The team also meets with other PBIS schools in the state to collaborate and share ideas on how to promote positive behaviors within our school. Frost has achieved the gold award multiple times for our PBIS program.

Frost is very fortunate to have a partnership with Frostburg State University. We have various instructors from FSU come to our school to share their expertise with our students on various subjects. Several of the professors serve on our School Improvement Team, Climate Action Team, and Partnership Action Team. FSU's Appalachian Laboratory instructors have collaborated with our teachers to develop STEM based activities.

4. Engaging Families and Community:

Frost Elementary school works together with families to create a strong bond and to host events throughout the school year that will promote a partnership in the educational process. Jump Start Day and Back to School Night are events which provide parents with an opportunity to strengthen their knowledge in their child's current grade level curriculum. Parent involvement is encouraged in activities such as Writing Day and interactive homework. Parents gain and understanding of expected academic skills. Participation in school learning experiences, such as, Accelerated Reader program, Parents and Literature program, Science Fair, field trips, and Dads Read program affords family members the opportunity to interact with student learning. Our school believes that family involvement is an important aspect of student achievement.

Community partnerships enhance curriculum aligned instruction in specific units of study. The Frostburg City Police Department provides a resource officer to teach our fifth graders the effects of drug abuse through the D.A.R.E. program. The fifth graders also participate in the Allegany County Outdoor School at the Western Maryland 4-H Center. This program extends science and social studies learning experiences that align with the fifth grade curriculum. The Maryland Science Center Traveling Science Program and the Mobile Science Lab promote collaborative learning and interaction with science experiences for all of our students. Dr. William Seddon, from FSU's science department, visits various classrooms and performs science experiments that focus on grade level standards and reinforce student engagement. The Partners in Ecology and Restoration of Schoolyards (PIERS) program supports our environmental education lessons in grades 1, 2, and 4. Related investigations address science and environmental literacy standards for first, second and fourth grade classrooms. The Evergreen Heritage Center provides third grade with experiences

which meet their environmental literacy standards. These community programs provide real world activities for the students at Frost.

Frostburg Fire Department, local dental technicians, FSU Star Lab instructor, Department of Natural Resource officers, a Kick Master instructor, along with a large variety of professionals and parents support school programs through presentations. Career Day focuses on career education standards and promotes a high level of involvement from parents, local businesses. Frost is fortunate to have the support of area organizations such as, The American Legion, The Rotary Club, The Lions Club, and The Frostburg Elks. Many school programs are enriched by the expertise of family and community members.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Frost Elementary School has a reputation of high academic achievement and expectations. Our staff works collaboratively to offer students the best education possible. Math and reading specialists aid in teachers' professional development in accommodating all students' learning styles. Through weekly grade level team meetings, specialists offer their expertise as teachers voice possible concerns or questions regarding student success. Teachers serve on many school-wide committees and professional learning communities to track student progress, provide a positive climate for students and staff, discuss ways to involve the community in our school, develop strategies to assist identified students for acceleration or remediation, and create ideas and activities to incorporate in lessons to reach all learners.

School-wide, teachers utilize a 120 minute Reading/Language Arts block, targeting phonemic awareness, phonics, fluency, vocabulary, comprehension skills, writing process, and grammar. Teachers provide instruction to meet the needs of students while attending to the Common Core Standards. McGraw-Hill's Treasures reading series lays the groundwork for whole group and small group flexible instruction. Students are required to answer text dependent questions to develop a deeper understanding of rich texts. Because teachers realize that no series meets the needs of all learners, teachers incorporate Universal Design for Learning (UDL) strategies to target specific needs. Writing is viewed as paramount to success, so creative staffing provides additional support at scheduled writing times.

Pearson's enVisions math program is the primary resource for Frost's 60 minute math block. Students are immersed in rich vocabulary, multi-sensory activities, and various learning mediums to promote and enhance students' understanding of the concepts and skills outlined by the Common Core and Mathematical Practices. Special Education instructors and math specialists aid to accommodate the needs of all students. Technology infusion allows students to experience deeper levels of understanding which true engagement and motivation can produce. Differentiation and small group instruction are part of daily routines which also include use of focus walls, number lines, visual cues, charts, and models. Hands-on manipulatives, project-based problem solving, and writing assignments are also implemented throughout classrooms.

Interdisciplinary literacy is incorporated throughout the curriculum. Frost integrates reading and writing skills and strategies in social studies and science to strengthen these skills and to develop deeper content understanding. Teachers use resources such as county curriculum guides, the McGraw-Hill Science series, National Geographic, and internet sources to create hands on science investigations. STEM lessons and units are developed utilizing real world situations and the 5E Model of Instruction. Social Studies instruction includes use of the Houghton Mifflin Social Studies series, project based learning, research projects, realia and authentic documents, technology, and fine arts, in order to enhance student understanding.

During the 45 minute physical education time, students are expected to master the content knowledge of each activity while having fun and maximizing participation in a structured learning environment. Students learn cooperative and team-building activities they will be able to use in the classroom and throughout their lifetime to increase confidence levels and to encourage social interaction. The benefits of exercise and proper nutrition are emphasized to improve physical and mental health.

In the Visual Arts program, students apply their mathematical and vocabulary skills to study and produce artwork. By studying different artists and replicating their techniques, students are immersed in historical and cultural concepts. Students' artwork is often displayed in local art shows. Artwork is also displayed in the community to promote businesses and events such as Storybook Holiday, the holiday tree at City Place, and Children's Literature Festival.

Music instruction is divided into five elements including perceiving, performing, responding to music, creating, and looking at the historical and cultural aspects of music. Each lesson is designed to facilitate the visual, auditory, and kinesthetic learner. All students have the opportunity to participate in vocal performances, including Veteran's Day dedication, a winter holiday program, and performances at various PTA meetings. Our third graders also have the opportunity to exhibit their recorder skills.

Instrumental and orchestra music instruction is offered to students in grades four and five. The curriculum is based upon state and national standards. Students receive one or two 30 minute lessons per week. Skills are applied to public performances, including a winter and spring program, and all-county honor band/orchestra program.

2. Reading/English:

As Frost transitions to the Common Core Standards, students are immersed in rigorous reading skills and activities across the curriculum. With use of McGraw-Hill's Treasures Reading series students are explicitly taught the skills and strategies involved in the five components of reading during a daily 120 minute English/Language Arts block. Through whole group, small group, and differentiated instruction, students' needs are identified and targeted in order to advance individual students to their full potential.

Primary teachers focus on developing students' skills in phonemic awareness, phonics, and decoding, in order to establish a robust reading foundation. To ensure student success, students receive intervention or enrichment as identified by data collection including DIBELS, student portfolios, work samples, anecdotal records, and teacher recommendations. At risk students are provided an additional 30 minute reading intervention utilizing either Scott Foresman's Early Reading Intervention or Wilson's FUNdations reading programs. These programs provide an intensive focus on phonemic awareness, phonics, and high frequency word recognition. Enrichment instruction affords students opportunities to develop a deeper understanding of content area curriculum.

Intermediate teachers focus on application of reading skills across the content areas. Study of vocabulary and comprehension intensifies as students encounter more complex texts. Data contributes to the identification of students who have demonstrated advanced achievement. While these students enjoy participation in the Acceleration and Enrichment Program, students requiring additional assistance receive specialized reading instruction or fluency practice using SRA and Read Naturally.

Recognizing that writing is an integral part of any English/Language Arts program, our school strives to incorporate writing into all content areas. Using the 6+1 Writing Traits, students are taught to write for different purposes such as to inform/explain, to form an opinion/argument, and to write a narrative, citing textual evidence as needed. Additionally, classroom teachers have scheduled support from the reading intervention teacher and the media specialist.

The importance of reading and writing is emphasized by encouraging parent and community involvement in our programs. Parents are invited to participate in many literacy activities including: Writing Day, Dads Read Program, Accelerated Reader, Project P.A.L. (Parents And Literature), Read Across America, and regularly scheduled homework. Community members also share our dedication to promoting literacy. Frost invites local veterans, Frostburg State University football players, and high school Honor Society members to read aloud to our students.

Parents, teachers, students, and community members are dedicated to providing the very best learning environment possible for our children.

3. Mathematics:

Rigorous teaching of the Mathematical Framework's concepts and skills is evident throughout Frost Elementary. Students receive 60 minutes of direct instruction daily. To ensure student growth, pre and post test data is analyzed for each domain within the Framework. With the use of this informed assessment data,

teachers are able to differentiate instruction through flexible grouping to meet the needs of all students. Flexible grouping allows the teacher to both remediate and accelerate students' learning, incorporating the eight Mathematical Practices.

Teachers strive to move students' mathematical understanding from the concrete stage, through the iconic/symbolic stage, and into the abstract stage by employing many strategies and resources. Forefront in our arsenal of tools is Pearson's enVision program which encompasses Math Start Literature, Pearson Success Net online tools, center activities and materials, Common Core Daily Review, and other leveled resources. In addition all students utilize hands on manipulatives, teacher made activities, Center Stage activities, and various online and computer based programs.

In keeping with the Math Content Frameworks teachers employ a variety of resources and methods to engage and challenge students. Focus Walls are posted with an essential question, vocabulary, and real world applications for teacher and student referral when needed. Through the "I Do, We Do, You Do" modeling technique students are gradually released to become independent learners. In addition, flexible grouping of students allows for differentiation of instruction to ensure acquisition of skills. Fluency of math facts is acknowledged to be a vital foundational skill and is regularly assessed through timed paper/pencil and online drills.

Math expands beyond the boundaries of the classroom. Math skills are life skills used throughout the curriculum. Speaking and writing with math vocabulary is paramount for students to become college and career ready. Mathematical thinking and skills are applied to real world situations through cross-curricular STEM lessons and projects. Parental involvement and support is encouraged through the use of interactive homework assignments which are comprised of both hands on and written components.

4. Additional Curriculum Area:

STEM education is an approach to teaching and learning that integrates the areas of science, technology, engineering, and math. It focuses on engagement in inquiry, logical reasoning, collaboration, and investigation. As stated in the Maryland STEM Standards of Practice, the goal of STEM education is to prepare students for post-secondary education and the workforce. This goal aligns with Frost's vision to provide diverse experiences that will enrich the development of our children so that they may become responsible and productive citizens, therefore, we chose to highlight this curriculum area.

The teachers at Frost believe that students should be given the opportunity to practice the essential skills while learning content. STEM Standards of Practice Frameworks engage students in lessons that focus on answering complex questions, investigating global issues, and developing solutions for challenges in real world problems. Teachers design STEM lessons using the 5E Model that support grade level curriculum. Teacher made lessons are placed in a county wide database which enables teachers to easily share lessons across grade levels and disciplines. A STEM specialist collaborates to ensure that students are actively engaged in questioning and hands on activities. STEMcentric lessons have been created on magnets, solar energy, wind power, and many other topics covered in the science textbook.

At Frost, STEM education is embedded in all content areas. STEM lessons are conducted in art, physical education and media classes. Social studies projects have been created using technology, engineering and math. Teachers are able to provide seamless instruction in reading, writing and math during STEM lessons as well as incorporating STEM skills into content areas.

STEM education lends itself to community involvement. Frost is fortunate to be in an area where we have access to guest speakers that can enhance the STEM lessons. Professors from Frostburg State University speak and conduct lessons in astronomy, chemistry, biology, and the environment with appropriate grade levels. Civil engineers, natural resource officers, environmentalists and technology specialists also participate in activities to support STEM lessons. These professionals also participate in our Career Day Program.

STEM education increases teacher instructional awareness to students' reasoning and understanding and promotes the engagement of student problem solving. While exposing students to STEM lessons this integration of content and learning increases student achievement. Frost teachers strive to increase student awareness in STEM areas while preparing students with skills to meet the demands of the global competitive workforce.

5. Instructional Methods:

World Book dictionary defines instruct as: to give knowledge to; to show how to do; to teach, train, and educate. This is precisely what teachers at Frost Elementary strive to achieve. They start with the premise that each child's experiences and learning style make a difference in their way of learning. Core to students' optimum learning is each teacher's high expectations for each and every child; they genuinely believe that all students can and will learn. Instruction is viewed as a long-term plan to intellectually, physically, and emotionally prepare each child for college or career readiness.

Along with a caring attitude, teachers focus instruction on data analysis which allows them to collaboratively plan lessons that meet the diverse needs of all students. At the beginning of each year, students are assessed using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). After evaluation of the data, the principal collaborates with the reading intervention teacher and classroom teacher to determine the appropriate remediation. One program used is Fundations, which focuses on phonics skills. Other programs include Early Reading Intervention, Read Naturally, and SRA Corrective Reading Decoding Strategies, which support reading fluency and/or comprehension. Students in grades 3 to 5 who require further enrichment participate in the Acceration and Enrichment academic program. The Instructional Consultation Team meets biweekly to assist teachers in assessing and incorporating strategies for students needing extra support for math, reading, or behavioral concerns.

Another significant tool used to assess student performance is the County Benchmarks (pretests and posttests) for reading, math, and science. Reading unit tests and Math topic tests are also used to assess student performance. In addition, cross-curricular vocabulary development is integral to our instructional program. By using these evaluative tools, teachers look at classroom performance, individual scores, specific student objectives and attainment of objectives. Teachers then use this data to plan for flexible groupings and learning centers.

Instruction is also enhanced through the use of technology. Some websites used include abcya.com, Math Magician, enVisions Math, xtramath.org, and starfall.com. Safari Montage is incorporated into lessons allowing new material to be presented in another motivating way. Other tools of technology include SMART board, SMART table, document camera, a computer lab and mobile laptop carts. Each classroom is equipped with two student laptops. With the use of technology, teachers are able to differentiate instruction by engaging students in research, targeting skills practice, and critiquing and evaluating written responses.

6. Professional Development:

Frost Elementary School's professional development goals provide teachers and staff members with necessary strategies to facilitate classroom instruction which enhances student learning. Teachers engage in self-directed learning that promotes academic success across the curriculum. Frost educators participate in state, county, and school-based training to address identified needs and help obtain achievement goals. Allegany County has also adopted a new teacher evaluation process which includes a pre-conference, evaluations/observations by both the supervisor and principal and finally a post conference. Additionally, portfolios and Student Learning Objectives (SLO) are weighted in the formal evaluation. This rigorous process ensures the teachers at Frost are using best practices when delivering instruction.

Professional development opportunities play an important role in school improvement at Frost Elementary School. To begin the school year, Allegany County's Superintendant's Advance and the Maryland's Educator Effectiveness Academy provide training our school leaders share with teachers and staff. Shared

ELA, Math, STEM and Interdisciplinary Literacy topics assist teachers in the school-wide implementation of the Common Core Standards.

Colleagues collaborate to build a shared understanding of effective practices to support and improve student learning through grade level weekly team meetings held during the school day. Reading, math and STEM specialists are often scheduled to join team meetings to broaden teacher learning, which supports remedial and enrichment support services. This professional development is related to topics which assist teachers' transition to the Common Core and contribute to the success teachers have in promoting student learning.

Professional learning communities (PLC) engage in collaborative learning and research to improve instruction and student achievement. A PLC including four classroom teachers, a special education teacher, media specialist and the principal has been created and focuses on the Universal Design for Learning (UDL). Research and MSDE webinars help promote discussion concerning student learning styles. An additional PLC consisting of classroom teachers, reading specialist and principal address instruction. 6+1 Traits of Writing has been explored by our teachers and has promoted school-wide writing strategies that students can utilize when addressing their response to text. Teacher collaboration provides opportunities to strengthen instruction to ensure that the needs of all students are being met.

Various professional development training programs allow teachers to gain expertise in areas related to specific school needs. For instance, teachers attend the Maryland Model for School Readiness (MMSR) training to assist with the implementation of the early childhood program. County workshops provide our Acceleration and Enrichment teacher with specialized knowledge for working effectively with high achieving students. Maryland Coalition for Inclusion Education (MCIE) assists our special education teacher with instructional and program needs. Instructional Consultation Team (ICT) trainings assist the team in helping teachers meet the needs of targeted students. Faculty members participate in curriculum trainings and assist in curriculum development to align instruction to the Maryland College and Career Ready Standards.

On-going professional development is considered to be an intricate part of Frost Elementary School’s commitment to student success.

7. School Leadership

A real strength of Frost lies in the collective talents of an exceptionally well-trained and dedicated teaching staff. Purposeful observation of instruction and evaluation of teachers provide insight to our instructional program and its needs. Monthly progress monitoring allows school leaders to collaborate on the use of appropriate intervention experiences for targeted students and sub-groups. The principal facilitates opportunities with staff to analyze assessment data, groupings, and instructional needs to meet the goals of our teachers.

Professional development orchestrated by the principal assists teachers with transitioning to the Common Core Standards and achieving goals identified in our School Improvement Plan. Weekly grade level team meetings, often involving reading, math, and STEM specialists, assist teachers in providing a rigorous curriculum that provides students with a variety of learning experiences and opportunities for academic growth. Shared efforts of Frost school leaders provide professional development opportunities related to research-based teaching strategies that will benefit classroom instruction and student achievement.

Frost’s four effective teams of teachers, parents, and community members provide shared decision making opportunities that promote a successful learning community.

Our School Improvement Team analyzes data, identifies school strengths and weaknesses, develops the school improvement plan, addresses school academic needs and shares school scores and goals with teachers, parents, and community members.

Our Student Achievement Team comprised of teacher representatives from each grade level, K-5, examines grade level data collected from reading, math and science county benchmark assessments which are analyzed to evaluate student achievement and to determine school-wide trends. Connections between grade level skills promote discussions related to student learning. This team plans school-wide activities to promote parent awareness of educational strategies.

Our Climate Action Team enhances the atmosphere of our school. Activities are planned to support teachers and staff, like salad day and chocolate day. Events are scheduled to promote character trait development such as food drives, St. Jude's Math-A-Thon, Pennies for Patients, to support the community.

Our Partnership Action Team plans a variety of events to include family and community members. Activities include Veterans Day Readers, American Education Week, "Read Across America," "Excellent Attendance," "Dads Read to Succeed," and "Jump Start" program. Parent and community involvement is beneficial to our school program.

School Action Teams and Frost leaders use the school's vision to help guide instruction and focus the school on academic achievement for all learners. High expectations are held for students, faculty, staff, and administration at Frost Elementary School.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 3
Publisher: Pearson

Test: Maryland School 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	93	97	100	97	100
% Advanced	33	72	81	69	55
Number of students tested	45	32	37	38	31
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	86	75	100	89	100
% Advanced	31	50	67	56	60
Number of students tested	16	4	12	9	5
2. Students receiving Special Education					
% Proficient plus % Advanced	78	50	100	100	100
% Advanced	22	50	50	20	33
Number of students tested	9	2	4	4	3
3. English Language Learner Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. African- American Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	93	97	100	100	100
% Advanced	30	73	78	71	50
Number of students tested	40	30	32	35	28
10. Two or More Races identified Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

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

Test: Maryland School 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	97	97	100
% Advanced	80	76	83	69	67
Number of students tested	30	37	35	35	36
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	88	83	100
% Advanced	33	60	63	67	64
Number of students tested	3	15	8	6	11
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	100	50	100
% Advanced	100	60	50	0	71
Number of students tested	1	5	2	2	7
3. English Language Learner Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. African- American Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0

Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	100	100	97	97	100
% Advanced	82	76	82	66	67
Number of students tested	27	33	33	32	36
10. Two or More Races identified Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

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

Test: Maryland School 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	97	100	100
% Advanced	66	77	53	58	58
Number of students tested	38	31	38	40	38
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	90	100	100
% Advanced	27	38	20	56	42
Number of students tested	11	8	10	9	12
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	67	100	100
% Advanced	75	0	33	0	33
Number of students tested	4	3	3	4	6
3. English Language Learner Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. African- American Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0

Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	100	100	97	100	100
% Advanced	70	76	47	59	59
Number of students tested	33	29	34	39	36
10. Two or More Races identified Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

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

Test: Maryland School 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	96	100	100	100	100
% Advanced	33	63	49	45	52
Number of students tested	45	32	37	38	31
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	100	100	100	100
% Advanced	19	50	33	33	60
Number of students tested	16	4	12	9	5
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	11	0	25	20	33
Number of students tested	9	2	4	4	3
3. English Language Learner Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. African- American Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0

Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	95	100	100	100	100
% Advanced	35	60	53	46	54
Number of students tested	40	30	32	35	28
10. Two or More Races identified Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

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

Test: Maryland School 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	97	100	100	97	100
% Advanced	60	70	51	49	39
Number of students tested	30	37	35	35	36
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	67	100	100	83	100
% Advanced	33	53	38	33	27
Number of students tested	3	15	8	6	11
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	100	50	100
% Advanced	100	60	0	0	29
Number of students tested	1	5	2	2	7
3. English Language Learner Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. African- American Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0

Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	97	100	100	97	100
% Advanced	59	76	49	47	39
Number of students tested	27	33	33	32	36
10. Two or More Races identified Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

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

Test: Maryland School 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	98	100
% Advanced	92	81	82	80	82
Number of students tested	38	31	38	40	38
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	73	50	90	56	68
Number of students tested	11	8	10	9	12
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	100	0	33	40	50
Number of students tested	4	3	3	4	6
3. English Language Learner Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. African- American Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0

Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	100	100	100	98	100
% Advanced	90	79	82	82	83
Number of students tested	33	29	34	39	36
10. Two or More Races identified Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: