

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 [X] Magnet [X] Choice

Name of Principal Mr. Nasser T. Abi

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

Official School Name Robert Goddard French Immersion Elementary/Middle School

(As it should appear in the official records)

School Mailing Address 8950 Edmonston Rd

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

City Greenbelt State MD Zip Code+4 (9 digits total) 20770-1013

County Prince George's State School Code Number* 14516

Telephone 301-918-8660 Fax 301-918-3520

Web site/URL http://www1.pgcps.org/robertgoddardfr
enchimmersion/ E-mail Nasser.abi@pgcps.org

Twitter Handle @rgoddardfrench Facebook Page www.facebook.com/rgoddardfrench 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. Kevin Maxwell, Chief Executive Officer E-mail: CEO@pgcps.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Prince George's County Public Schools Tel. 301-952-6000

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

Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Segun Eubanks, Ed.D
(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):
- 122 Elementary schools (includes K-8)
 - 24 Middle/Junior high schools
 - 23 High schools
 - 35 K-12 schools
- 204 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. 2 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	42	32	74
1	34	40	74
2	24	43	67
3	29	36	65
4	28	30	58
5	29	30	59
6	27	39	66
7	22	34	56
8	24	24	48
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	259	308	567

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 79 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 12 % White
 - 3 % 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: 2%

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	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1	575
(5) Total transferred students in row (3) divided by total students in row (4)	0.017
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 5 %
28 Total number ELL
 Number of non-English languages represented: 10
 Specify non-English languages: Arabic, French, Kanga, Krio, Mandinka, Mina, Russian, Spanish, Yoruba, Wolof
8. Students eligible for free/reduced-priced meals: 27 %
 Total number students who qualify: 155

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: 6 %
26 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.

- | | |
|-------------------------|---|
| 5 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 2 Other Health Impaired |
| 1 Deaf-Blindness | 12 Specific Learning Disability |
| 0 Emotional Disturbance | 4 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 0 Mental Retardation | 1 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 2 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	2
Classroom teachers	26
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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 22:1

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	97%	96%	97%	97%	98%
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

Defining and developing a positive culture is the focus at Robert Goddard French Immersion School (RGFI). The French language is the conduit, through which students speak accountably, listen with understanding, think flexibly, and pose challenges. We believe that every student can learn, and achieve at a high level when given a lively, secure, and nurturing environment that stimulates learning. To foster this culture, instructional teams and Professional Learning Communities collaborate to create a student-centered learning community.

RGFI is a kindergarten-8th grade total immersion academic program. To attend RGFI, parents apply for their children to enter a lottery in which students are randomly chosen according to the number of vacancies. Starting in 2nd grade, the French Language Arts instructional block is shared with English Language Arts instruction. Later, in grades 6th-8th, students participate in a Russian Immersion class.

Our culturally diverse faculty, from 20 nations, exposes our students to culture and customs of Francophone countries. Forty percent of our teachers have taught for more than ten years; 76% of our teachers possess Advanced Maryland Teacher Certification. A former RGFI student now teaches alongside a few of her former teachers. Our Middle School (MS) Science Chair was awarded the 2010 Christa McAuliffe Outstanding Teacher Award. In 2011, he conducted the first Electronic-STEM Fair for Prince George's County Public Schools (PGCPS).

In 2012, we added classes to our MS Creative Arts block geared towards implementing Common Core Standards: Technology, Creative Writing, and STEM. This fall we added the Echoes and Reflections Holocaust curriculum. Instrumental music represents our undeclared "fourth language." Approximately 70% of the students in grades 4th-5th participate in orchestra or band. We have 80 students in the MS orchestra. For ten years, the instrumental music program consistently earns ratings of superior and excellent in the county and state adjudication processes.

Extracurricular activities at RGFI include Destination Imagination (DI), Final Frontiers Art Club, Green School clubs, Scienmatics Club, and a Model United Nations team. In DI, parents assemble and manage teams of students to solve challenges using creative and critical thinking as well as teamwork. In 2011, we sent 11 teams, more than any other PGCPS school to the regional Tournament. Every year we have teams that progress to the state level. We started doing Final Frontiers in 2002. Nearly all students in grades 5th-8th participate. Final Frontiers encourages students to use their imaginations to create, build, and modify mechanical devices. We have three chess clubs because chess is that popular!

Our Solar System Club represented PGCPS in the 2011 Solar System Competition in Huntsville, Alabama. In 2012, six 4th grade students competed in the First Lego League Competition and placed 5th in the Robotic Competition which comprised elementary to high school students. Since 2011, 5th - 8th grade students are trained to participate in to the local Junior Achievement BizTown center. JA BizTown is a program that integrates in-class learning into a day-long visit to a fully-interactive simulated town facility. Students draft budgets, write checks to pay bills, and make purchases. Our 4th grade classes were selected to attend WSSC's 2014 Children's Water Festival in May.

In 2009, we became a PBIS (Positive Behavioral Interventions and Supports) School. PBIS is a framework for creating a school-wide behavior management process. PBIS strategies helped us bridge gaps in our management practices from kindergarten-8th grade. In 2012 and 2013, RGFI achieved a Bronze Level award for PBIS. In October 2012, we were awarded a "School of the Year" by the Maryland Center for Character Education at Stevenson University.

We promote personal health and wellness by conducting JAMmin' Minutes at the start of the school day. Using the guidelines from the Alliance for a Healthier Generation, teachers lead students in brief physical activities such as lunges and jumping-jacks.

RGFI students have many opportunities to learn the value of taking moral action. Annually, we raise money to benefit The Leukemia & Lymphoma Society with Pennies for Patients. We raised \$2,837.86 in 2010-11 and in 2012-13, \$1,622.29. On behalf of Harvest for the Hungry, we raised 586 pounds of food. Additionally, we coordinate community service projects. In 2013, MS students raised money for National Children's Hospital. This year elementary students raised money for Shephard's Cove Homeless Shelter with a dance-a-thon. On Dr. Martin Luther King Day 2014, a parent coordinated a service learning project at Annapolis Light House for 3rd-7th graders.

We are a certified Maryland Green School, since 2007. Our green accomplishments include: restoring shad habitats; recycling paper, bottles, cartridges, eye glasses, and clothes; raising monarch butterflies; maintaining a vegetable garden; and planting a butterfly garden. We have two active Green School clubs: Environmental Entrepreneurs who raise and sell African violets to maintain the butterfly garden; and the E-SWAT who primarily participate in community environmental projects. Our MS Green School Leadership class allows students to research and experiment topics related to our environment and serves as a forum for visiting environmental specialists.

Our students typically perform above average on standardized tests: the Maryland School Assessments (MSA) and the STAMP test (Standards-Based Measurement for Proficiency). In 2013, representatives from the Alliance Française and the French Embassy visited RGFI to recognize 97% of our 5th graders for passing the Diplôme d'études en langue française (DELFF), a four-part test of French-language abilities for non-native speakers.

This year 40% of our 8th graders passed the Science and Technology entrance exam for admission to attend the Science and Technology specialty programs in select PGCPS high schools. We have one of the highest admission rates among all PGCPS middle schools. It is further resounding evidence that the culture we foster at RGFI works!

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

From 2009 to 2013, RGFI achieved steady progress on Maryland School Assessments (MSA). Our reading MSA scores progressed from the low 90's to the mid 90's in proficiency levels while the averages for the Math MSA scores improved from high 80's to low 90's. In 2013, the difference between the school reading and math averages is 0.6%. The MSA divides performance into three levels: Basic, Proficient, and Advanced. Basic indicates a student performs below grade level and is unable to perform target skills; Proficient indicates ability to perform targeted grade level skills; Advanced performance indicates exemplary achievement in meeting targeted goals. Performance level cut-offs for individual students is when less than 50% of the questions answered correctly are Basic and more than 70% are Advanced. The combined scores for Proficient and Advanced comprise the school average for students performing on or above grade level.

Maryland also uses a School Progress Index (SPI) to evaluate schools on a continuous scale based on student achievement of targeted skills, growth, and gap reduction. According to the SPI, our students achieved all targeted skills and knowledge. The gap between our lowest performing students and our highest performing students continually decreased through 2013.

We use standardized testing to assess French skills and knowledge. Kindergarteners are assessed with a French DRA (Developmental Reading Assessments) based on a reading assessment model of benchmarked texts designed to measure students' reading levels and capture their reading behaviors. The initial test in the fall is usually low, because our students know very little French vocabulary. However, this test provides a baseline for all future DRA as they continue to be conducted through kindergarten, 1st, and 2nd grades.

During 2009-13, we implemented departmentalization in 3rd-5th grades for math, reading, and science. One teacher instructed one subject for all students in the grade level. This allowed teachers to focus and develop expertise in their assigned subject. However, between 2012 and 2013, elementary MSA math and reading scores progressed minimally; specifically, 4th grade MSA math dropped from 95% in 2012 to 88% in 2013. Both scores exceeded averages for the county and state; however, our goal is for 100% of our students to reach proficiency levels. We attributed the decline to the curriculum shifts towards Common Core State Standards (CCSS) and to a need for further teacher training. Two action plans commenced this school year to improve math scores. First, all elementary teachers teach math to their homerooms while Science, French Language Arts, and Social Studies are departmentalized. This facilitated more meaningful collaborative planning for math and a shared stake in the acquisition of math skills. Second, more planning time for professional development was added to the elementary schedule.

In 2013, MS reading and math average percentages were in the mid 90's. We attribute this growth to the content knowledge among our MS teachers: two are National Board Certified; four write curricula for PGCPs Science, Math and Reading and thereby use curricula that they helped to create. Also, in 2010-11, we included CCSS aligned classes in our MS Creative Arts period. These classes include Creative Writing, Technology, and STEM. Through these classes, students make authentic connections and applications of concepts and theories taught in the core content classes.

2. Using Assessment Results:

Our program requires us to use various forms of assessment data to plan appropriate instruction for individual classrooms. Written, performance tasks, and project assessments for French, English, and Russian are used to assess proficiency. Competitions, such as the annual Le Grand Concours, regional MATHCOUNTS, the Russian Olympiad, and county Spelling Bee help us gauge our effectiveness. Elementary students' written work has brought first place awards in the State of Maryland International Reading Association Council's (SoMIRAC) Young Authors competition.

By MS, students are well-prepared for three important assessments which represent the students' mastery of French and serves as closure to their nine years of language immersion. First, a performance assessment occurs during the 6th graders trip to Canada, in which the students apply French speaking, listening, and reading skills in the daily activities. Second, our 8th graders travel to France and complete a journal in French. Third, 8th graders, complete the STAMP test, which is a norm referenced, criterion based proficiency test that measures abilities in reading, writing, and speaking French. This evaluation is based on the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scales of Novice through Advanced. Our students' scores range from Intermediate High to Advanced High. For the last three years, more than 50% of our students have placed at Level 4 and are eligible to enter fourth year French courses in high school. Typically, 40% of our students receive permission to take Advanced Placement French, which is the highest level of French available to PGCPs students.

Bi-weekly, grade level teams meet as a team and/or laterally with another grade level. Using data from recent summative and/or formative assessments, collaborative teams identify three objectives on which to focus. Next, they create an action plan which includes teaching strategies, mentor texts, and assessments. The collaborative analysis includes long term and individual student action plans, such as identifying students for our Extended Learning Opportunity (ELO) after school program, which are remedial math and reading classes.

Parents, students, and the community want to be informed about our school's progress. Two data displays are visible in the principal's office where a variety of meetings are held. At Back to School Night, the principal reports assessment results to parents and expresses his goals for the current school year. Routinely, parents discuss their child's performance with teachers, guidance counselors, and specialists.

Finally, we stay rooted to our belief in nurturing a caring culture of learning. Assessing our progress as a PBIS school and Green School is very important. Green School leaders make decisions to insure that we meet the Maryland Green School standards. At the end of the year, teachers complete a Green School Self-Assessment Audit to review activities and lessons from the school year that fulfilled the Green School standards. The PBIS team meets to analyze data for behavior and decides interventions and school activities. The team reports its findings and plans to the School Improvement Team. In spring, teachers self-assess and peer assess the school's implementation of PBIS, such as recognizing positive behaviors more than undesirable ones. We use the results of those assessments to determine how to strengthen our PBIS practices.

3. Sharing Lessons Learned:

Sharing our lessons is another way our teachers and specialists learn and progress. Our colleagues have been selected to write systemic curriculum documents for ELA, FLA, Mathematics and Science. In 2013 two of our ELA Specialists presented professional development to district-wide MS teachers on strategies and techniques to stimulate rigorous questioning and discussion among students. Our MS Math Chairperson presented professional development for MSDE (Maryland State Department of Education) in 2009 for the Governors' Academy for Algebra Data Analysis and in 2010 for the Governors' Academy for Geometry. In both presentations, she shared her best practices for using manipulatives to help students understand linear and quadratic functions in algebra and recognizing transformations and finding volume and circumference in geometry. She was also nominated by the PGCPs Mathematics Department to participate in the developing of the Algebra 1 Common Core Curriculum with MSDE throughout 2012-14. Currently, our 5th Grade Math Chair writes systemic benchmark assessments for PGCPs.

In 2012 our former principal and immersion coordinator presented a symposium workshop at the fourth international immersion conference on closing the achievement gap in immersion classrooms to administrators, immersion specialists and other immersion teachers. Our MS Science Chair makes annual presentations to PGCPs science teachers about coordinating Final Frontiers. He trains and mentors science teachers who decide to conduct Final Frontiers at their schools. Our Elementary Science Chair, partners with the science departments of Prince George's Community College in the Minority Student Pipeline Math and Science program to train teachers and select PGCPs students in hands on activities with science. Our

guidance counselors are also called to share their expertise. Our elementary counselor provides in-service at district elementary school to explain the regulations for working with homeless students and victims of child abuse. She also partners with University of Maryland to train interns for guidance counselor positions; and 98% of her interns get employed in PGCPs.

4. Engaging Families and Community:

The Robert Goddard Learning community is replete with highly supportive parents who are interested in equipping their children with communication skills for a knowledge-based global economy. Parents are our partners, and we communicate and connect frequently for academic, educational, extra-curricular, and celebratory purposes. We even vacation together – in France – during the spring of their child’s 8th grade year. Honor Roll assemblies are hosted for proud parents to enjoy. We keep parents informed through monthly Educational Target Sheets that explain the standards taught in class. A monthly expository newsletter created by the faculty and students, called the Le Journal, features school current events and highlights. Because of these carefully cultivated connections we can honestly say that parents partner with our staff to support in the classroom, on field trips, in the media center, and whenever and wherever they are needed. Praise about our school throughout the community prompts parents of prospective students to inquire about our school. Endorsement through word of mouth is our best advertising medium.

The Parent Teacher Association (PTA) is our foremost community partner. It represents a vast pool of professions and resources. Our PTA provides enrichment opportunities for students during bi-monthly PTA meetings that showcase our students’ achievements. For 2013-14, activities included a Family STEM Night, a service-learning project with Children's Hospital, an African American History Jeopardy night, and chorus concerts. Each spring, the PTA coordinates a community Fun Fair on the school grounds. Local vendors and parents purchase booths to sell their wares; that money goes to support the PTA. A blood donation drive also occurs.

Another key to the success of our parent-school connection is our strong desire to engage our students in community activities. For example, we encourage students to care about their personal growth by implementing a reading incentive program, Book It from Pizza Hut. Each month, participating elementary students keep records of the number of minutes that they read daily. Each student who submits a completed calendar with parent signature receives a coupon from Pizza Hut to order a free personal pan pizza. Another example is that one of our students currently serves a second term as a Youth Advisory Board Member for the Alliance for a Healthier Generation. As one of the youngest members of the Alliance’s Youth Advisory Board, she has made significant contributions to her local community of Bowie, Maryland.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Our teacher leaders at Robert Goddard French Immersion realize that 21st century learning must include the demands of bilingual and multilingual education as we work to prepare our students for post-secondary, careers, and lives around the globe. Tied to our commitment to make our school a French-speaking only zone is the application of our intrinsic immersion methodology using metacognitive, task-based, organizational, and language learning strategies across all content areas from kindergarten through eighth grade. Our students learn and master the CCSS as the standards are delivered through French immersion. In all core subjects, students are supported through Response to Intervention as teachers take responsibility for teaching reading, writing, thinking, speaking, listening, and problem solving skills. Each child is challenged to achieve at the highest level in FLA, ELA, Math, Science, Social Studies, Art, Physical Education, Health, and Music.

The ELA and FLA teams collaborate to create complementary reading blocks to ensure reading of different genres, development of literacy skills in history/social studies, science, and technical subjects through writing, listening, speaking, and language development. Coupled with French language learning, our students study local, state, national, and world history in the French language through a variety of methods and experiences: field trips, speakers, primary sources, and technological resources.

Next Generation Science standards are taught daily in K – 8th grades in the French language to prepare students for careers in STEM areas. Discovery and use of the scientific method allow students to apply their understanding of concepts. Our mathematics curricula embrace the CCSS and endeavor to teach key concepts in math as well as build sequential skills from kindergarten through 8th grade Geometry (a high school leveled course) in all mathematical domains. Technology and character education are planned across content areas. They are integrated to support our philosophical standards for multiculturalism, problem solving, and perseverance.

Russian is introduced in 6th grade, and our students have the opportunity to meet their high school graduation language requirements by successfully completing Russian 1 in grade seven and Russian 2 in grade eight. We offer the largest Middle School Russian program in the State of Maryland and are among only 300 middle schools teaching Russian in the United States. The Russian curriculum is delivered using an immersion approach; students are instructed in Russian for 72 minutes every other day during the span of three years.

In Art, students express themselves through various media as they cultivate techniques and personal style. Students acquire an understanding of works of art by studying the social, political, cultural, and economic contexts related to the art. This facilitates students in making connections between the visual arts and core subjects.

PE and health teachers embrace a holistic approach towards teaching students using activities that align with CCSS. Lessons are connected to authentic situations with personal applications of scientifically research-based health knowledge and skills so that students may better grasp the rationale for the activity. Additionally, shared current events are related to the main idea of the performance tasks. Our goal is to foster the growth of healthy and literate children who have the ability to sustain and enhance personal health and fitness.

Within Vocal and Instrumental Music classes, teachers support the CCSS for ELA/FLA. Students discuss and evaluate the music of composers, cultures, diverse styles, genres, and performing artists. Our students have prepared and performed musical works in French and Russian, as well as Hebrew, Swahili, Latin, Italian, and Ewe. Students evaluate their personal performance or ensemble in a descriptive manner using relevant and specialized music vocabulary in written and spoken language. "Word Walls" support student learning of content specific vocabulary.

Character education, environmental awareness, teaching healthy habits, US-Canadian homestays, and a host of other extra-curricular activities also serve to furnish our students with extended opportunities for intercultural dialogue, civic involvement, and furtherance of a global social consciousness. Multiculturalism and teaching students to examine and expand their knowledge about cultural assumptions is pivotal to our curriculum through song, story, dance, celebration of international holidays and community events such as our learning community's environmental fair or week-long celebration of all things French to honor the American Association of Teachers of French National French week each November.

2. Reading/English:

a. Elementary reading instructional methods in French (K-5) and English (2-5) emphasize enriching the Common Core goals, also found in Scott Foresman's Reading Street and French publisher Nathan's Ile aux Mots, through the direct teaching of close analytical reading strategies. Supplemental leveled texts from our Scott Foresman series and Chenelière/McGraw Hill leveled French basal readers are used as additional resources. Beginning in 2nd grade, the instructional reading block is equally divided between French and English. Teachers collaborate closely to ensure all standards are covered.

Best practices include modeling what good readers do when they are asked to read complex texts and develop high-level vocabulary. Vocabulary is reinforced through journal writing and morning meeting discussions. Readers are taught strategies to use independently when meaning breaks down in order to enhance competency and fluency. Through the use of novel studies, literacy circles, and monthly book reports, students interact with informational, scientific, historical, and literary texts. When appropriate French materials are unavailable, teachers translate or write stories to target students' needs.

Content and academic vocabulary acquisition is crucial to immersion methodology. Teachers administer weekly dictations, use flash cards, and create multimedia presentations using such applications as Smartboard™ lessons, MS PowerPoint, Quizlet™, VoiceThread™ and PhotoStory™. These complement their instructional toolkits and help students acquire and expand foundational reading skills, such as decoding, blending, chunking sounds and words, rereading, and checking for understanding. Anchor charts and interactive teacher read-alouds are also embedded in weekly instructional practices to give all learners opportunities to access texts. The last 20 minutes of each instructional day include Drop Everything and Read (DEAR) time for silent sustained reading from 1st to 5th grade.

Each spring, our elementary teachers collaborate to carefully construct classes of heterogeneous groupings that balance emergent readers, early fluent readers, and fluent readers. Whole class instruction, small group instruction, scaffolding of text levels, and learning centers are also utilized to enable diverse opportunities to reach each student. For the last 11 years, we have offered before and after school remedial classes in reading and mathematics that offer test taking skills and supplemental curriculum activities to support deficiencies evidenced in our data analyses.

Prose writing (narrative, argumentative, and informative) and writing-to-source are focuses of teaching and learning. Writing instruction begins in kindergarten with shared writing around instructional themes. This continues in elementary school using Schoolwide's™ Writing Fundamentals in English and equivalently designed mini-lessons in French.

b. The MS ELA curriculum is built around the goal of mastering skills in the CCSS of Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language to ensure that every student leaves RGF on target for being college or career ready. The curriculum is organized by genre using the PGCP's Curriculum Framework Guide.

Teachers plan collaboratively to conceptualize interdisciplinary connections between our curricula. In English, each resulting unit includes: a core selection of carefully chosen complex texts that complement topics in Social Studies or Science (using Holt McDougal's Literature series, award winning and classic novels for young adults, and/or current non-fiction articles); exercises that scaffold close reading and questioning skills for struggling readers while building toward written responses that demonstrate critical

thinking; the application of literary paradigms that challenge advanced students; and a culminating project. Instructional models include flexible rotating small groups, including literature circles around themes, subjects, or authors, in which students may read texts at different levels of complexity. Advanced students may work independently (or as resources within their groups) while less able students benefit from modeling and additional teacher guidance. Students gain leadership experience and collaborative skills through rotation of roles in the groups.

The projects connected to each unit may be individual or collaborative, yet always incorporate universal design principles to allow students multiple avenues through which to demonstrate mastery of key concepts and skills, often including use of technology for research and presentation. Projects typically culminate with a visual or artistic representation, a written product that includes analysis and reflection, and an oral presentation. These interdisciplinary projects cover narrative, poetry, persuasive, and explanatory writing. Students are taught the writing process, using graphic organizers for pre-writing and drafting, checklists for editing, and rubrics based on the six traits of writing for revising, assessment, and reflection. Texts for written instruction on the projects include *Writer's Craft* and *WriteSource*.

Vocabulary and grammar are integrated through a daily routine using SAT words with common Greek and Latin roots. These words are used in a systematic review of grammar, during which students use multiple modalities for learning.

3. Mathematics:

STEM, Science, Technology, Engineering and Mathematics are pivotal to prepare students to become global 21st century leaders. Instructional practices are built on allowing students to create and discover new ideas in the fields of science, engineering, and mathematics through the use of projects and the learning of and application of Web 2.0 tools. Teachers meet vertically between three grade levels to plan for thematic STEM projects that are taught at the end of each science theme. Our educators often capitalize on parent professionals in the field being studied, who collaborate and spearhead experiments in worm composting, solar and wind energy, rocket launching, bee pollination, and environmental changes in our classrooms. We offer MS students the opportunity to participate in elective/creative arts classes on environmental awareness (Green School), creative writing, and computer aided graphic arts. Career days are held for both elementary and MS levels. We regularly invite guest speakers to offer students the opportunity to see how engineering, mathematical, and technical skills apply to real life situations.

During 2010-2011, we applied for and received an Innovative Technology Grant for two mobile iPad carts, application software, and training for our colleagues. The goal was to give students daily access to technology that supports learning in science and engineering through research and use of applications such as iTunes University courses, digital storytelling software, podcasting, and student blogs.

Additional enrichment in STEM education is provided through participation in before and after school activities, educational field trips, and partnerships with such institutions as NASA, Northrop Grumman, National Security Technologies, LLC, the American Shad Restoration Project, Lego Robotics Club, Space Science Institute's Space and Weather Program, and 14 years of competition with the Final Frontiers Foundation. Student learning is supported through partnerships with the University of Maryland's Mathematics Club and with NASA scientists.

Four years ago, our STEM educators launched the first virtual Science Fair or e-Fair, in PGCPs for our 3rd through 8th grade students. Since then, final science fair presentations are completely digital, and participants must upload two products: a MS PowerPoint™ presentation and a MS Word™ document for their experiment logs. Our students gained experience in preparing real-world technical presentations, incorporating computer-based learning, and reducing material use.

4. Additional Curriculum Area:

We at Robert Goddard French Immersion School also consider the instruction of STEM, Science, Technology, Engineering and Mathematics as pivotal to our task to prepare students to become global 21st century leaders. Instructional practices are built on allowing our students to create and discover new ideas in the fields of science, engineering and mathematics through the use of projects and the learning of and application of Web 2.0 tools. Our teachers meet vertically between three grade levels to plan for thematic STEM projects that are taught at the end of each science theme. Our educators often capitalize on parent professionals in the field being studied, and it is common to find these professionals collaborating and spearheading experiments in worm composting, solar and wind energy, rocket launching bee pollination and environmental changes in our classrooms. We offer middle school students the opportunity to participate in elective/creative arts classes on Environmental Awareness (Green School), creative writing, and computer aided graphic arts. We have career days on both the elementary and middle school levels. We regularly invite guest speakers to offer our students the opportunity to see how engineering, mathematical and technical skills apply to real life situations, and, bien sur (of course), language learning in all grades.

During the 2010-2011 school year, a team of Robert Goddard French Immersion educators applied for and received an Innovative Technology Grant for two mobile iPad carts, application software, and training for our colleagues. The goal was to give students daily access to technology that supports learning in science and engineering through research and use of applications such as iTunes University courses, digital storytelling software, podcasting and student blogs.

Additional enrichment in STEM education is provided through participation in before and after school activities, educational field trips and partnerships with such institutions as NASA, Northrop Grumman, National Security Technologies, LLC, the American Shad Restoration Project, Lego Robotics Club, Space Science Institute's Space and Weather Program and 14 years of competition with the Final Frontiers Foundation. We have partnered with the University of Maryland's Mathematics Club to bring math majors to support student learning as well as visiting NASA scientists.

Four years ago our STEM educators met and decided to launch the first virtual Science Fair or e-Fair, in Prince George's County for our third through eighth grade students. All final science fair presentations are completely digital, and participants must upload two products; a MS Powerpoint™ presentation and a MS Word™ document for their experiment logs. Our students gained experience in preparing real-world technical presentations, incorporating computer-based learning, and reducing material use.

5. Instructional Methods:

Educators capture the attention and creativity of students by addressing their different instructional levels and learning styles. Differentiated instructional practices are based on proactive teacher planning: flexible groupings for reading and math instruction, project based activities in which peers assist and teach each other, and educators striving to move students past their comfort levels to reach new heights. Examples of differentiated instructional practices in our classrooms fall within the Response to Intervention framework and run the gamut from use of technology, such as iPads and student smartphones (Bring Your Own Device – BYOD) which allow students to access Google Earth to take virtual field trips of Quebec, Canada in World Geography class. Also, technology allows recording of teacher lectures or conversations for review at home, and use of online learning style inventories. This assists our MS students to learn about their individual learning profile so that they can become more adept learners.

As our educators have gained expertise and experience in differentiated instruction through outside professional development workshops and trainings (some with Carol Tomlinson, the author of *The Differentiated Classroom*) they shared, modeled, and then implemented project based learning. Students often work on a variety of tasks within the same class. While tasks and projects may be adjusted for ability level, learning style, student interests, or readiness, they share the common trait of being challenging and valuable to students' learning.

6. Professional Development:

Teachers welcome and participate in professional development opportunities. Our colleagues spend many hours outside of the school day attending workshops, classes, and trainings that give access to new methods and ideas on how students learn. Staff members have attended local, state and national educational workshops, and conventions in Reading, Character Education, CCSS, Science, Teaching English Language Learners, National Board for Professional Teaching Standards' Inaugural Teaching, and Leadership Conference.

Our professional growth has two components. First, we meet as a school leadership team each month to discuss and review the learning needs of students which we base on unit assessment results, technology needs, discipline referrals, and safety and health concerns. Cooperatively, we plan our in-school professional development meetings according to those needs. Staff meets monthly as a whole school, bi-monthly as grade levels, and once a month across three grade levels to share data results, ideas, research, newly discovered teacher tools, and methodologies to improve our craft.

The second component of our school's professional development plan comes from peer observations, called Learning Walks, conducted each quarter. Teams of colleagues visit classrooms to observe best practices. Then they meet and discuss their findings around targeted instructional strategies, such as accountable talk, classroom environment, higher order questioning skills, and student driven instruction. Data collected is then used to provide professional development opportunities on both a micro (one teacher) and macro (whole school) level as evidenced in these learning walks.

7. School Leadership

Philosophy about leadership is rooted in the belief that all students can achieve at high levels when given a lively, secure, and nurturing environment that stimulates them to reverse learning. Our philosophy is marked by both a collaborative and community-involved approach. Our aim is to be transparent, communicative and just with all stakeholders. Data collection and collaboration is promoted and cultivated to help align and realign instructional practices. Our school leadership team comprised of our administrator, instructional and testing coordinators, and teaching coaches, meets weekly and once a month with team and grade level chairpersons to set or adjust our shared direction. The principal sends weekly emails to faculty with updates promoting ideas about best practices, words of motivation, and information to better support the work environment and student achievement.

This year marks our second year under the leadership of our principal who began his tenure with the French immersion program as a classroom teacher in 1998. Looking forward, school leadership will carefully examine school culture, staffing allocations and assignments in order to identify innovative approaches to teaching and learning. A vital part of this rebirth is focusing on developing teachers' knowledge of new curricula (CCSS) through professional development. We are using in-house professional development meetings facilitated by teacher leaders, central office personnel, noted visionaries to share expertise, ideas, and case studies. Our principal's philosophy is that administrators should be in classrooms, hallways, and cafeteria shifts, and during students' arrival and dismissal to interact with the community and ensure a safe and orderly environment.

Leadership roles are all encompassing; managing both financial and human resources and continually striving to find the most appropriate and cost effective resources necessary to provide an environment conducive to learning. Administrators acquire state-of-the-art technology and rigorous and engaging classroom resources. Having shared our building since the inception of our program, about 30 years ago, our goal has been to have a dedicated French immersion school building. Commencing in August 2014, our program will realize this dream of having our own building, due to the tireless efforts of administrators in conjunction with the community.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 3

Publisher:

Test: Maryland State Assessment (MSA)

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	91	92	96	93	84
% Advanced	41	48	36	39	27
Number of students tested	63	65	80	67	67
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	82	84	95	95	75
% Advanced	53	37	25	32	13
Number of students tested	17	19	20	19	8
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced	88	93	95	90	80
% Advanced	40	43	34	36	20
Number of students tested	50	53	61	50	51
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	83	100	100	92
% Advanced	43	67	50	40	50
Number of students tested	7	6	12	10	12
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Asian, American Indian, Alaskan Native, Hispanic, LEP, Pacific Islander, Special Education and two or more races subgroups are not qualifying subgroups because they represent less than 10% of the total enrollment at RGFI

STATE CRITERION--REFERENCED TESTS

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

Test: Maryland State Assessment (MSA)
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	89	99	97	93	94
% Advanced	31	61	48	48	36
Number of students tested	61	74	58	61	66
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	83	96	87	86	92
% Advanced	22	60	40	29	8
Number of students tested	18	22	15	14	13
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced	86	98	95	91	95
% Advanced	24	57	42	37	33
Number of students tested	50	58	43	43	55
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	50	80	80	68	60
Number of students tested	6	10	10	12	5
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Asian, American Indian, Alaskan Native, Hispanic, LEP, Pacific Islander, Special Education and two or more races subgroups are not qualifying subgroups because they represent less than 10% of the total enrollment at RGFI

STATE CRITERION--REFERENCED TESTS

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

Test: Maryland State Assessment (MSA)
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	94	100	95	95	82
% Advanced	34	40	36	28	30
Number of students tested	70	58	56	65	61
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	91	94	67
% Advanced	24	40	18	0	17
Number of students tested	21	15	11	17	24
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced	93	100	93	95	81
% Advanced	29	40	30	26	26
Number of students tested	55	43	40	55	47
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	100	100	90
% Advanced	78	40	55	100	60
Number of students tested	9	10	11	3	10
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Asian, American Indian, Alaskan Native, Hispanic, LEP, Pacific Islander, Special Education and two or more races subgroups are not qualifying subgroups because they represent less than 10% of the total enrollment at RGFI

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 6
Publisher:

Test: Maryland State Assessment (MSA)
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	98	93	93	83	95
% Advanced	53	47	44	27	48
Number of students tested	57	55	61	59	56
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	82	93	70	81
% Advanced	58	27	21	11	31
Number of students tested	12	11	14	27	16
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced	98	90	94	79	94
% Advanced	50	39	44	14	42
Number of students tested	42	39	52	43	36
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	70	82	67	80	73
Number of students tested	10	11	3	10	11
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Asian, American Indian, Alaskan Native, Hispanic, LEP, Pacific Islander, Special Education and two or more races subgroups are not qualifying subgroups because they represent less than 10% of the total enrollment at RGFI

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 7
Publisher:

Test: Maryland State Assessment (MSA)
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	98	100	85	87	86
% Advanced	50	34	29	28	27
Number of students tested	50	59	55	53	49
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	93	100	69	67	78
% Advanced	21	0	21	13	0
Number of students tested	14	13	19	15	9
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced	97	100	80	82	79
% Advanced	44	31	21	18	9
Number of students tested	36	51	39	34	34
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	70	68	70	70	75
Number of students tested	10	3	10	10	12
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Asian, American Indian, Alaskan Native, Hispanic, LEP, Pacific Islander, Special Education and two or more races subgroups are not qualifying subgroups because they represent less than 10% of the total enrollment at RGFI

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 8
Publisher:

Test: Maryland State Assessment (MSA)
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	98	87	85	74	87
% Advanced	67	55	48	37	49
Number of students tested	58	53	52	49	45
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	67	60	65	75
% Advanced	56	33	33	27	25
Number of students tested	16	18	15	11	12
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced	98	81	79	62	84
% Advanced	63	46	35	21	19
Number of students tested	49	37	34	34	43
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	100	90	90	83	100
Number of students tested	4	10	10	12	2
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Asian, American Indian, Alaskan Native, Hispanic, LEP, Pacific Islander, Special Education and two or more races subgroups are not qualifying subgroups because they represent less than 10% of the total enrollment at RGFI

STATE CRITERION--REFERENCED TESTS

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

Test: Maryland State Assessment (MSA)
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	91	91	94	93	90
% Advanced	38	23	26	37	22
Number of students tested	63	65	80	67	67
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	88	79	95	100	75
% Advanced	53	5	15	42	0
Number of students tested	17	19	20	19	8
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced	88	91	92	92	86
% Advanced	36	21	21	30	18
Number of students tested	50	53	61	50	51
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	83	100	100	100
% Advanced	43	67	50	70	33
Number of students tested	7	6	12	10	12
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Asian, American Indian, Alaskan Native, Hispanic, LEP, Pacific Islander, Special Education and two or more races subgroups are not qualifying subgroups because they represent less than 10% of the total enrollment at RGFI

STATE CRITERION--REFERENCED TESTS

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

Test: Maryland State Assessment (MSA)
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	92	100	100	90	96
% Advanced	48	46	48	36	30
Number of students tested	61	74	58	61	66
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	83	100	100	86	92
% Advanced	33	36	47	14	8
Number of students tested	18	22	15	14	13
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced	92	100	100	86	96
% Advanced	42	38	40	26	29
Number of students tested	50	58	43	43	55
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	83	100	100	100	100
% Advanced	67	90	90	67	60
Number of students tested	6	10	10	12	5
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Asian, American Indian, Alaskan Native, Hispanic, LEP, Pacific Islander, Special Education and two or more races subgroups are not qualifying subgroups because they represent less than 10% of the total enrollment at RGFI

STATE CRITERION--REFERENCED TESTS

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

Test: Maryland State Assessment (MSA)
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	94	100	97	95	90
% Advanced	67	88	67	59	53
Number of students tested	70	58	57	65	61
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	95	100	91	100	88
% Advanced	52	80	64	41	33
Number of students tested	21	15	11	17	24
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced	93	100	95	95	87
% Advanced	62	86	61	53	43
Number of students tested	55	43	41	55	47
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	89	100	82	100	100
Number of students tested	9	10	11	3	10
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Asian, American Indian, Alaskan Native, Hispanic, LEP, Pacific Islander, Special Education and two or more races subgroups are not qualifying subgroups because they represent less than 10% of the total enrollment at RGFI

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 6
Publisher:

Test: Maryland State Assessment (MSA)
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	98	95	98	90	88
% Advanced	74	53	51	39	52
Number of students tested	57	55	61	59	56
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	91	100	85	81
% Advanced	92	36	36	19	19
Number of students tested	12	11	14	27	16
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced	98	92	98	86	83
% Advanced	64	44	46	28	47
Number of students tested	42	39	52	43	36
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	100	91	100	90	82
Number of students tested	10	11	3	10	11
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Asian, American Indian, Alaskan Native, Hispanic, LEP, Pacific Islander, Special Education and two or more races subgroups are not qualifying subgroups because they represent less than 10% of the total enrollment at RGFI

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 7
Publisher:

Test: Maryland State Assessment (MSA)
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	91	89	90
% Advanced	72	71	58	57	65
Number of students tested	50	59	55	53	49
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	93	100	84	73	67
% Advanced	50	54	37	33	56
Number of students tested	14	13	19	15	9
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced	94	100	83	85	85
% Advanced	67	69	46	50	53
Number of students tested	36	51	39	34	34
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	80	100	100	70	92
Number of students tested	10	3	10	10	12
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 8
Publisher:

Test: Maryland State Assessment (MSA)
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	94	94	94	91
% Advanced	81	51	62	61	57
Number of students tested	58	53	52	49	45
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	89	80	82	100
% Advanced	69	28	27	27	42
Number of students tested	16	18	15	11	12
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced	100	92	91	91	91
% Advanced	80	41	56	47	50
Number of students tested	49	37	34	34	34
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	100	100	86
% Advanced	75	90	90	92	71
Number of students tested	4	10	10	12	7
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Asian, American Indian, Alaskan Native, Hispanic, LEP, Pacific Islander, Special Education and two or more races subgroups are not qualifying subgroups because they represent less than 10% of the total enrollment at RGFI