

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Ms. Kristen Elizabeth Canning

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

Official School Name Kemptown Elementary School

(As it should appear in the official records)

School Mailing Address 3456 Kemptown Church Road

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

City Monrovia State MD Zip Code+4 (9 digits total) 21770-8799

County Frederick County State School Code Number\* 0915

Telephone 240-236-3505 Fax 240-236-3501

Web site/URL http://education.fcps.org/kes E-mail kristen.canning@fcps.org

Twitter Handle @kescougars Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

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

\_\_\_\_\_  
Date

(Principal's Signature)

Name of Superintendent\*Dr. Theresa Alban, N/A

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: theresa.alban@fcps.org

Other)

District Name Frederick County Public Schools Tel. 301-696-6820

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. Brad Young, 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**

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**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 and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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

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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):
- 36 Elementary schools (includes K-8)
  - 13 Middle/Junior high schools
  - 10 High schools
  - 0 K-12 schools
- 59 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. 3 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	27	21	48
1	26	23	49
2	35	30	65
3	37	30	67
4	29	24	53
5	47	29	76
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
<b>Total Students</b>	201	157	358

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 3 % Asian
  - 2 % Black or African American
  - 6 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 85 % White
  - 4 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 4%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	17
(4) Total number of students in the school as of October 1	382
(5) Total transferred students in row (3) divided by total students in row (4)	0.045
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 0 %  
1 Total number ELL  
 Number of non-English languages represented: 1  
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 9 %  
 Total number students who qualify: 33

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 11 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 8 %  
29 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.

- |                                |  |
|--------------------------------|--|
| <u>1</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>8</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>5</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>14</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>0</u> 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:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	96%	95%	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 2014

<b>Post-Secondary Status</b>	
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

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

15. Please summarize your school mission in 25 words or less: Staff work to provide opportunities for all students to see their true potential by encouraging perseverance and hard work. Students are valued and celebrated for their talents and effort.

## **PART III – SUMMARY**

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Kempton Elementary School is located in Monrovia, Maryland, a suburban community nestled amidst sprawling farmland and rolling hills in southeastern Frederick County. Since its opening in August of 1981, Kempton has seen growth in the community requiring the use of portables to accommodate 600+ students, as well as more recent static growth and redistricting that have decreased the student population to its current 354. Kempton has a student population that is 85% Caucasian, 6% Hispanic/Latino, 4% Multiple Race, 3% Asian, and 2% African American. Additionally, 8% of the student population receives specialized academic services.

Kempton's documented mission is “to foster a love of learning in a nurturing environment that provides opportunities for students to challenge themselves, take risks, and discover their true potential. Staff will foster a climate that models and encourages hard work and perseverance in order to empower students to be confident, productive, and capable citizens, invested in their own success.”

Growth Mindset speaks directly to our mission, and is on the minds and lips of everyone at Kempton Elementary. It is defined in Mary Cay Ricci's book, *MINDSETS IN THE CLASSROOM*, as “a belief system that suggests that one's intelligence can be grown or developed with persistence, effort, and a focus on learning.” At Kempton, this translates into perseverance at every grade level. A visitor to any classroom is likely to hear the words "effort," "persistence," "grit," and "persevere" from teachers and students alike. Students encourage each other: “Keep trying, you'll get it.” “I know it's tricky, but let's stick with it and try another way.” One 5th grade parent reported a dialogue with her child, who said, “I FAILED today,” after which she quickly followed up with, “F-A-I-L means it's my First Attempt At Learning.” Growth Mindset has helped Kempton students understand how they learn, and that, if they embrace challenges, keep trying, and don't give up, they will become smarter and can learn to do almost anything. Because parents play an important role in students' academic success, they were invited to join our principal for a book club to discuss the topic of a growth mindset, and the positive effect that practical optimism has on student achievement.

Kempton has many traditions and programs that students, staff, parents, and community members look forward to. Among them is our annual Fall Festival, where students enjoy bidding on staff-donated activities like breakfasts, pizza, and ice cream parties with teachers, ½-day assistant secretary, gingerbread house decorating, after-school games in the computer lab and gym, just to mention a few. Other notable traditions include our 5th grade promotion and pool party (complete with a clap-out!), school banner contest, 5th grade archery contest (winners receive Thanksgiving turkeys), Talent Show, Volunteer Appreciation Breakfast, Movie and Popcorn Nights, and Ice Cream Social. Students, staff, and community also benefit from after-school Math Clubs, Guys Read Book Club, and Running Chics, as well as Food Bank collections, Jump Rope for Heart, Toys for Tots, Peer Mentor initiatives, 5th grade clubs, and STEM Nights. We have a very active PTA and parent volunteers who devote countless hours to many of the programs mentioned, as well as supporting teachers and volunteering in classrooms, all of which help to make Kempton the remarkable school that it is. In addition, the PTA provides monetary support for technology and cultural arts programs. Add to all of that a staff that is motivated and committed to challenging and growing every student, every day, and you have an environment that encourages students to reach their full potential academically, emotionally, physically, socially, and culturally.

Kempton's Running Chics program, led by our School Counselor, is well received and noteworthy. Girls in grades 3-5 look forward to weekly meetings that include sessions with a coach (staff member or parent volunteer) during which they participate in discussions about positive self-image and forming and maintaining healthy friendships, and learn helpful hints about exercise. They then come together as a group for warm-up, stretching, cardio, and cool-down exercises. As a culminating event, the group runs in a 5K race. Running Chics is a program that fosters emotional, physical, and social growth, and encourages the building of healthy relationships, self-esteem, and empowerment. Our parents agree: “I especially would like to offer my sincere appreciation for the Running Chics program. This program has been extremely successful and has impacted my children in a very positive way in many aspects. It has added great value to

their self-confidence and self-esteem and so forth...and not to forget that this has a myriad of positive effects on their health.”

Kempton has distinguished itself as an exceptional school academically, as evidenced by our assessment scores. On December 10, 2014, we were honored to be named a Maryland Blue Ribbon School of Excellence. Also noteworthy are our multiple superior ratings for cleanliness and our Curb Appeal awards. Kempton staff and students are proud of our school and appreciate the beauty of the building and the community within; what an incredible environment for learning and growing!



## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Kempton’s staff utilizes the Common Core State Standards, designed to help ensure that students receive a rigorous, high-quality education that prepares them for college and career. In order to differentiate and meet the needs of all learners, teachers utilize Universal Design for Learning and the Salient Five (verbal discourse, questioning, technological expression and delivery, and common formative assessment). Various instructional models are used to deliver curriculum, including co-teaching models, extended learning opportunities, flexible grouping, and individualized instruction.

Our language arts instructional program is designed to develop lifelong readers and writers. Kempton devotes over 120 minutes daily to reading and writing instruction. The building blocks of the curriculum begin with a systematic, sequential instruction of foundational reading skills, including phonemic awareness and phonics. Simultaneous instruction in vocabulary, fluency, and comprehension ensures that our students are developing as independent and skilled readers and writers. Whole-class instruction on comprehension strategies leads to differentiated small-group instruction. Students are taught to closely engage with text and to persevere through complex text by close reading, looking for text evidence, and annotating text. Writing instruction is two-tiered; students learn how to write about reading and receive specific instruction in writing craft using Lucy Calkins’ UNITS OF STUDY IN OPINION, INFORMATION, AND NARRATIVE WRITING to write narrative, informational and opinion writing pieces.

Students who struggle to show understanding receive reteaching and intervention, while those who exceed standards participate in enrichment opportunities inside and outside the classroom with the media specialist and technology teacher to supplement their learning. When needed, students are invited to extended learning opportunities after school. Many students participate in our school Spelling Bee, where the winner moves on to the County Bee. We are proud of our children’s growth in writing, and celebrate that growth with a writing wall showcasing samples from kindergarten through grade 5. We also celebrate children’s writing with “publishing parties,” where students can share their final writing pieces with an authentic audience. Many of these pieces are housed in a special section of the classroom or school library to be appreciated by other students. We are proud to have students from Kempton recognized at the County Young Authors Contest.

**Math:** At Kempton, we are creating students who think, problem solve, and communicate mathematically through implementation of the Common Core Standards. Each day, students spend 90 minutes focused on problem-based learning and application of mathematical concepts, many in co-taught math classes. Pre-assessment and flexible grouping are widely used practices to provide differentiated levels of support in our heterogeneous math classes. Students who demonstrate mastery are able to move directly to the problem-solving/application phase, and those who need additional support are provided reteaching and practice. We know that students learn math by actively engaging in mathematical thinking, and our students are highly engaged through the use of the Promethean boards, tablets, math games, cooperative learning activities, and math manipulatives. Our 5th grade stock market team regularly scores among leaders in the state for their proficiency in managing stocks. We celebrate math achievement, and students work hard to gain entrance into one of our Math Fact Masters Clubs in order to have their name and picture displayed in the hallway. Programs such as Number Talks, Front Row, and Dreambox provide both practice and application of math skills that help all students move forward in their math thinking.

**Science:** Science at Kempton is interactive, hands-on, collaborative, and fun! From building and testing circuits to cultivating habitats for plants and animals, science is a time in the day when students shine. Our students have the opportunity to learn science through meaningful investigations and experiments that develop their natural curiosity about what’s happening in the world around them. In connection with their earth/space science unit, all students in grades 1-5 travel to the Earth, Space & Science Laboratory in Frederick, MD, and 5th graders experience two full-day field trips to study geology. We connect science to real life with our recycling program that has all students in grades K-5 recycling in the cafeteria. Student volunteers meet to sort, clean, and package recyclable materials that, in turn, reward the school with funding

to support instructional materials and technology. During the life science units, classrooms receive a variety of living organisms for students to study and observe. The implementation of STEM standards has provided integration of science with other content areas. Students participate in the after-school STEM Club and Engineering Club, and many are county representatives to our Science and Engineering Fair to showcase their talents and skills.

Social Studies: Through five standards -- political science, geography, peoples of the nation and world, economics, and history -- students in grades K-5 develop an understanding of the world around them in order to become responsible, engaged citizens. We work to empower students and teach the democratic process in order for them to be active participants in local and/or national government. Teachers integrate social studies content through writing with the use of disciplinary literacy activities designed to encourage a transdisciplinary approach to instruction. Through a partnership with the local newspaper, students in grade 5 participate in Pigskin Geography, which is a 17-week program motivates students to learn U.S. geography by tracking the travels of competing NFL football teams. Additionally, students have opportunities to compete annually in the county History Bee and Social Studies Fair.

## **2. Other Curriculum Areas:**

Music: Every student at Kemptown Elementary School attends music class twice a week, where they build each year upon music skills such as rhythm, melody, harmony, form, tone colors, textures, expressive movement and historical/cultural links. When a 5th grader leaves Kemptown, he/she is able to read, compose, and perform a piece of music that includes a variety of rhythmic and melodic patterns, contrasting dynamic levels, in a range of tempo settings, with varied articulation and style. Students perform through singing and movement, and playing recorders, drums, pitched and non-pitched percussion, keyboards and guitars. Technology is integrated with the use of our interactive board, iPads, Flash-based music games and drills, digital music streaming, composition, and digital audio and video recording for self- and formal assessment. Every student is met at his/her learning level and musical skill level with differentiated activities in each class. As an added bonus, students are often adding to their knowledge base in language arts, math, science and social studies through the songs and pieces of music that they are exposed to. Any time a connection can be made to other curriculum areas, time is given in our music classes to explore those connections.

Outside of our general music classes, students are offered several enrichment performance-based opportunities, including beginner band and orchestra, where students prepare for concerts and performances through the year. In 5th grade, our students are showcased at our feeder pattern concerts. Students in 3rd, 4th and 5th grade are invited to participate in our school chorus, and four of our 5th graders are chosen through audition to represent our school in the Frederick County Honors Chorus in the spring. Finally, 3rd-5th grade students participate in our annual musical production in the spring, which is fully staged with sets, props, costumes, spoken dialogue with acting, solos, and ensemble musical numbers with choreography.

Art: Kemptown Elementary School's visual arts program is aligned with Frederick County's elementary art curriculum. Students in kindergarten through 5th grade participate in two 40-minute classes per week. Each lesson consists of four major target areas: critical thinking, historical/cultural significance, production, and aesthetics. Students participate in lessons that support cross-curricular connections and experimentation with art media. Instruction is differentiated to meet the needs of all students, including opportunities for enrichment. Kemptown students are selected for participation in county art showcases, many of which are chosen to move on to represent Frederick County at the state level in Annapolis, MD. The Kemptown arts program encourages, supports and assists in the development of the whole child by providing opportunities for self-expression, creativity, and critical thinking, while incorporating literacy, mathematics, history, geography and science into the weekly lessons.

PE- Physical Education, as part of the general educational program at Kemptown Elementary, contributes to each student's total growth and development primarily through movement experiences. Students in kindergarten through 5th grade have physical education classes twice weekly for a 40-minute block. Cardiovascular fitness is a primary goal. Weather permitting, classes are held outdoors where activities involve running and promoting cardio fitness. In accordance with Frederick County's elementary

curriculum standards, students are tested on their fitness levels twice a year. Our lessons offer a variety of lifetime sports and activities, including archery, volleyball, racquetball, tennis, and cross-country running. These activities, in addition to health and nutrition units, provide our students with an appreciation and awareness of a healthy and happy lifestyle.

**Media:**The media center is a busy place at Kemptown, where over 1200 books are circulated monthly to staff and students. One student shared that his favorite sound was the beep of a library book being checked out in the media center; but it is a place where much more than checking out books happens! Students access the 21 computers to apply research methods learned through media lessons and enrichment groups that utilize a wide variety of technology applications, including PowToons, Glogster, and Lucid Press. Student progress on reading goals is charted for all to celebrate, and student-created school banners adorn the walls. Students participate weekly in lessons designed to extend grade-level content objectives and create digitally-responsible citizens. Students are actively engaged in project-based learning, where they investigate and respond to complex challenges. Most recently, an enthusiastic group of 5th graders could be heard “racing” through the halls, following the clues of a classmate’s Amazing Race challenge created in the media center, to learn more about regions of the world. At KES, we work to make the media center everyone’s favorite place to be as we strive to promote a love of learning in our youngest readers.

**Technology:** At KES, we are committed to developing technologically-literate digital citizens in grades K-5 who can create, problem solve, and connect using technology. Every instructional classroom has an interactive Promethean board, and students have access to two computer labs, a class set of tablets, and a class set of mobile laptops. Through direct instruction in technology usage biweekly, students are proficient with a variety of websites and programs, and each has his/her own Google account that students can use to collaborate and share work. Teachers regularly post assignments to Edmodo or Google Classroom, where students access assignments on devices from home or school devices to demonstrate understanding of tasks. Staff communicates with families via Twitter, and teachers have connected beyond their classroom using video chats and virtual tours. Professional development on the SAMR model of technology integration has helped teachers infuse technology into lessons to increase engagement and rigor. As a staff, we work to model risk taking and a growth mindset, and technology is an area where our students have seen us grow! Teachers voluntarily meet to learn new technology, and staff members are recognized with a plastic swimming pool inner tube prize for “taking the technology plunge” that proudly hangs in their classrooms.

### **3. Instructional Methods and Interventions:**

At Kemptown Elementary, our highly-qualified teachers are committed to identifying and meeting the diverse and individual needs of our student population. We uphold a growth mindset, and our school staff truly believes that all children can be successful with perseverance and continued effort. In order to achieve this, students are actively engaged on a daily basis in purposeful and meaningful instruction. Our staff actively collaborates to analyze current data and create instructional goals that are appropriate for the changing needs of our students. We do this through regular kid talks, weekly meetings with the special education team, monthly leadership meetings, and daily co-teaching and co-planning.

Teachers at Kemptown work hard to differentiate instruction to meet all students’ needs, not just those performing below grade level. Teams meet quarterly to align their instruction with the Common Core curriculum and county pacing guides. In doing so, teachers unpack standards and analyze class and grade-level data. Through weekly professional development with specialists, our teachers learn new techniques and best practices to put into place. Our commitment to implementing technology enhances our resources and increases creativity and rigor within our classrooms. Teachers continue to collaborate weekly to progress monitor students and design common formative assessments and plan lessons that meet the needs of all students.

Various instructional approaches and methods are put into practice to support differentiation, rigor, and student-centered learning. Grades K and 1 collaborate with a Primary Talent Development Specialist to enrich and provide higher level thinking opportunities for our younger grades. Our intermediate grade levels collaborate with our Media Specialist and Technology Specialist to embed technology within learning to promote higher level thinking and problem solving. Our Leadership Team reviewed data and identified

three instructional practices that would increase student achievement: maximizing instructional time, student-centered learning, and rigorous instruction. A resource was provided to staff with best practices and instructional strategies in each area for classroom implementation. At staff meetings, teams share which practices have been especially effective in moving ALL students forward, and new strategies are introduced and modeled. As a result, students are working in a more rigorous environment, and achievement and engagement levels have increased.

Through weekly professional development, teachers have the opportunity to choose topics most relevant to them, resulting in opportunities for growth. Our teachers are flexible, open, and willing to try to new ideas immediately after learning them. Several staff members have participated in PD and have excitedly gone back to their classrooms that same day to implement an activity or strategy that was introduced in their session that would increase student engagement and risk taking. Our principal and specialists are constantly in and out of classrooms celebrating the authentic learning that they observe and offering positive and constructive feedback to teachers and students. When walking into our classrooms, it is evident that the instructional methods and interventions are alive within our building and students at all levels are challenged, supported, and celebrated.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

At Kemptown Elementary School, students in grades 3-5 have demonstrated significant achievement in the areas of math and reading, with over 95% of students scoring in the proficient or advanced range in reading as measured by the 2014 Maryland State Assessment (MSA). Additionally, 52% of all students tested scored in the advanced range in the area of reading. Students scoring in the advanced range demonstrated an exemplary level of achievement, indicating outstanding student performance. 94% of students in grades 3-5 scored in the proficient and/or advanced range in the area of math on the 2014 MSA. The average scores for students in the state of Maryland for reading and math were 82% and 69.6% respectively.

Our overall student performance is especially impressive when we consider that, during the 2012-2013 school year, we had transitioned completely to teaching the Common Core State Standards, but were still assessing students using the MSA, creating a misalignment. The transition to Common Core does cause some anomalies with the data from 2012-2014 that should be considered. This is especially true in the area of mathematics, where Common Core introduced concepts and skills at different grade levels than those assessed on MSA, causing students at some grade levels to encounter math concepts they had not yet been taught. This can account for the descending trend in math scores.

Our school team (administration, classroom teachers, and specialists) works collaboratively to celebrate successes and implement action plans as we use data effectively to make instructional decisions. The team recognized a data trend in 5th grade math: students were underperforming. After seeing a significant jump in 2011-2012 in both proficiency and advanced scores, the next year our scores dropped, and several initiatives were implemented to support students as a result. After looking more closely at the curricular expectations in 5th grade math, the team determined that more extensive professional development was needed to help teachers develop best practices for teaching the rigorous content, and students needed additional support to master these difficult concepts. Weekly professional development, quarterly half-day work sessions to unpack curriculum with the building specialist, implementation of a co-teaching model in math, extended learning opportunities for targeted students where a teacher would pre-teach math skills that were going to be introduced in class in order to provide additional opportunities to master math content, online licenses to an interactive computer-based math intervention that could be accessed at home and at school for targeted students, and an increased focus on math fact acquisition, were all practices put in place, leading to an increase in math proficiency scores for 5th graders in 2013-2014.

Another trend that our school team celebrates is the impressive performance of students in the area of reading, with almost half of all tested students scoring in the advanced range. We attribute this success to our high expectations and culture for learning present in all classrooms, as well as our programs to address reading and rigor, such as our Guys Read Book Club, 40 Book Challenge, Media Enrichment Groups, and Black Eyed Susan Book Club. Staff and families at Kemptown foster a love of reading that results in high reading achievement.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Kemptown is committed to providing quality instruction that is based on detailed analysis of formative and summative assessment results in order to see growth for every child, every day. Teachers use assessment for learning, not of learning; and our professional-development focus has been on formative assessment and student-centered learning. Daily formative assessment measures include exit tickets, warm ups, anecdotal notes, as well as other assigned tasks. This information is used to flexibly group students based on their demonstrated mastery of skills and indicators. Students are often given license to determine which group they will join based on their confidence level with a given skill, always with the option to move to another group for more or less support. This level of accountability provides students with ownership of their learning and increases their engagement. Technology is a valuable tool for formative assessment, as teachers use applications such as Kahoot, Padlet, Socrative, and Poll Anywhere to gather data about student learning.

In addition to these ongoing formative assessments, systemic and program assessments are used to monitor student progress and drive instruction. Student writing is assessed using a pre- and post-writing prompt to evaluate students' use of craft and mechanics. These pieces provide valuable information about where to focus writing instruction and show trends in writing across grades. Students' reading comprehension is monitored through Global Scholar, a computer-based assessment system that is aligned to Common Core and provides opportunities for students to read varied text and show understanding. Our students show understanding of math concepts through unit and quarterly assessments. Mastery of skills across content is always the goal; however, growth is regularly celebrated to motivate learners and praise effort.

Teachers and specialists meet regularly in "Kid Talks" to examine all forms of data and make instructional decisions accordingly. As a result, some children receive additional enrichment opportunities, while others may join an intervention group for additional support. Parents are sent assessment reports from Global Scholar, and writing portfolios are shared at parent-teacher conferences. Parents are given math assessment reports to track progress on math fact acquisition throughout the year, and the quarterly report card informs parents of children's performance in content areas.

## **Part VI School Support**

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### **1. School Climate/Culture**

At KES, we embrace the Growth Mindset, whereby the staff and students engage in rigorous activities that promote academic, social, and emotional growth. Students are challenged to take risks beyond their comfort zone and to F.A.I.L. (First Attempt in Learning) in order to see their true potential. Students in all grades build stamina as teachers model perseverance through engaging lessons that encourage students to think for themselves.

Kempton staff members are not only colleagues, but friends. They support and learn from one another, while maintaining a positive attitude. Our instructional director shared in an email to staff after a visit “that the (Kempton) staff values one another, as well as the students and community you serve...(and) are working tirelessly to create the most effective learning environment by stretching and growing your own brains, embracing effective instructional strategies, implementing instructional technology, and working collaboratively through the only constant that we know in education – change!” In addition, the principal encourages and values staff input and includes all staff in the decision-making process. Kempton thrives because of the mutual respect that is evident among the staff.

KES embraces the FISH Philosophy, where students and staff are “caught” being there, making each other’s day, choosing their attitude, and having fun in all they do. Students feel safe, validated, and a part of the larger school community. Our school is a place where students want to come to learn and where parents are included in the educational process. Through continual collaboration on student needs and growth, the staff has knowledge of each student as an individual. After an IEP meeting, a parent shared that her child’s advocate “was so impressed with the team and the professionalism and integrity of the meeting. He said so many of these IEP meetings seem useless because the participants barely know the child. He just couldn’t stop talking about the school and the productiveness and participation of the meeting the entire way home! His comment was, ‘These people know how to conduct an IEP meeting! This is how it should be done everywhere!’”

Our instructional director summed up Kempton Elementary's climate and culture best: “...it’s more than just ‘numbers’ at Kempton. You have created a great balance of engaging the ‘heart’ and the ‘head.’” We are proud of the culture that has been established, and attribute much of our student success to the shared belief that each of us is capable of great things if we work hard and persevere.

### **2. Engaging Families and Community**

Kempton was chosen from all 66 Frederick County schools to be featured in a video on community engagement, where two of our parents and the principal spoke about the importance of involvement. We strive to create a culture where parents are valued partners in their children’s education. At our most recent parent-teacher conferences, a parent approached the principal with tears in her eyes and said, “I am so grateful for this school. I would never trust my children to be anywhere but Kempton. Thank you.”

Before the school year even starts, students and families are invited to meet the principal, visit their teacher, and tour their new classroom. Every morning at Kempton, students and families are greeted by a friendly face when they get off the bus and enter the school building. When a child is absent two days in a row, the classroom teacher makes personal contact to let the family know their child is missed and that we care. Personal notes are sent home on postcards to share good news and celebrations. When a new student starts at Kempton during the school year, the principal or guidance counselor calls the family during the child's first day to let them know how their child is doing. We have a large number of families who follow the school and teachers on Twitter to stay on top of what is happening during the day. In an effort to educate families about our growth mindset philosophy, parents participate in a monthly book club with the principal using MINDSETS by Carol Dweck, so parents can reinforce the growth mindset that we are cultivating at school.

We are proud to have 100% staff membership in our PTA. Our PTA actively supports the engagement of the community with events such as Family Fun Nights, Cultural Arts Programs, Fall Festival, Donuts with Dad, Muffins with Mom, STEM Night, and the annual Talent Show, where the KES staff is a featured act! Teachers share presentations during PTA meetings to engage families in educational conversations about topics such as writing, math facts, assessments, and the Common Core Curriculum. Parents also actively participate on the school leadership team to provide input and perspective.

Community members are invited in for a “learning lunch,” where they introduce students to various careers. We work to cultivate the spirit of community in our students by finding opportunities for them to give back. Student clubs raise money to help victims of disasters across the globe, and help locally by collecting donations for food banks. Our principal joined local Boy Scouts to complete the ice bucket challenge to raise awareness for ALS.

Families are regularly invited to the school to celebrate. Each quarter, students are recognized at a character lunch where we announce their acts of kindness and perseverance. Fifth graders are celebrated at the end of the year with awards and student speakers. On the 100th Day of School, students are recognized for exemplary attendance, effort, math fact acquisition, and accomplishments in reading and writing. Students invite guests for our annual Veteran’s Day Lunch, and the entire staff celebrates parent volunteers with a homemade breakfast at the end of the year to acknowledge their vital role in student success.

When you walk the halls of Kemptown you feel the energy, positivity and commitment by all stakeholders: families, students, staff, and the community, to help each child be his/her best. It is a shared goal that each of us believes in and commits to daily.

### **3. Professional Development**

At Kemptown Elementary, teachers and staff are committed to continuous learning in order to provide opportunities to improve instructional practices in the classroom. After examining several high-leverage instructional leadership strategies and comparing school data, our school leadership team identified three strategies that best matched the needs of our students and staff. Those included increasing the rigor for students in every classroom, every day; ensuring instructional time is maximized; and promoting student-centered learning. These strategies became the cornerstone for our professional learning. Our data shows that we have a high percentage of students who are exceeding grade level standards, and successful implementation of these strategies will result in growth for every child, every day. Teachers have professional development for 40 minutes every week. Additionally, monthly staff meetings are dedicated to professional learning, modeling strategies, and sharing best practices. Knowing that, like our students, teachers have different needs, professional development is differentiated and teachers are provided with choice sessions in order to ensure that everyone is moving forward.

Technological expression and delivery has been a school focus as well, and technology is integrated into professional learning to increase staff proficiency, resulting in increased opportunities for students to use technology in their learning. In order to ensure implementation of strategies and best practices introduced using technology, the User Support Specialist pushes in to co-teach with teachers to help facilitate the use of technology with students.

Our literacy specialist led an after-school opportunity for teachers in grades K-5 to take part in a book study of our new writing resource, Lucy Calkins' Units of Study. Teachers who participated earned credit for attending, but more importantly, had the opportunity to develop familiarity with the resource and plan for implementation. We have found that giving teachers time to talk with each other, share ideas, and build on the thinking of others is one of the most effective ways to move everyone forward. For that reason, we work hard to provide opportunities for teams to work together, applying what they have learned in professional development. Teams have two common double-special days a week, and co-teaching pairs have an additional collaborative planning block weekly, in order to work together to plan ways to integrate these instructional strategies and technology.



With 90% of our teachers holding a Master's Degree equivalency or higher, teachers at Kemptown are invested, life-long learners. Many continue their learning outside of the school day in graduate-level classes, workshops, and county-level professional development opportunities. Ongoing, responsive, purposeful professional development for teachers supports our mission of providing a highly-engaging, rigorous instructional environment where children take risks, build stamina, and work hard to reach their potential. The increase in test scores and student performance in the classroom are evidence that our efforts are met with success.

#### **4. School Leadership**

Kemptown's mission is to foster a love of learning in a nurturing environment that provides opportunities for students to challenge themselves, take risks, and discover their true potential.

Kemptown Elementary's leadership philosophy is to empower all staff through collaborative decision making and a shared commitment: be our best so our students can be their best.

Through the leadership of the principal and the collaborative efforts of the leadership team, decisions are made that guide instructional practices and school-based programming. Staff is invested in increasing student achievement by promoting learning that is both purposeful and enduring. This is accomplished by focusing on trends, disaggregating data, discussing programming, interventions, advanced placement, and creating a culture for learning in all classrooms. The Leadership Team meets twice a month to discuss needs of the school, as well as to participate in a book study about *The Growth Mindset*.

At KES we work to build leaders. Various staff members have assumed leadership roles in specific curricular areas and assist in implementing state and county initiatives, curriculum, and technology, and lead trainings and inservice opportunities. Our leadership philosophy trickles down to our students, where we provide opportunities for them to take on leadership positions through mentoring, student clubs, morning announcement crew, kindergarten helpers, and flag raisers.

Our principal leads by example and is visible in all classrooms, sharing feedback and ensuring that instruction is tailored to students' needs. She is fully invested in knowing each student and greets them at the door daily by name. She provides support to staff with weekly communication, sharing instructional practices and celebrating growth and achievement with positive feedback. She plans staff meetings based on instructional priorities that have been identified by our leadership team, in order to model strategies and best practices that translate directly to the classroom. At a recent meeting, staff participated in a samoan circle to discuss the importance of formative assessment, with 100% engagement and participation. The following week, samoan circles were engaging students in classrooms throughout the building! Our principal has worked hard to give teachers as much planning time as the schedule can possibly allow, above and beyond what is contractual. Under her leadership and example, staff at Kemptown work tirelessly to ensure growth for every child, every day.

# PART VIII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Maryland State Assessment</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Proficiency Level 2 and above	93	86	96	92	92
Proficiency Level 3	24	21	44	20	51
Number of students tested	55	77	75	64	73
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>5. African- American Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>6. Asian Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>9. White Students</b>					
Proficiency Level 2 and above	93	88	97	93	89
Proficiency Level 3	29	21	46	21	52
Number of students tested	45	68	61	57	65
<b>10. Two or More Races identified Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Maryland State Assessment</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Proficiency Level 2 and above	96	99	95	99	96
Proficiency Level 3	31	59	50	58	63
Number of students tested	51	76	64	69	92
Percent of total students tested					
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>5. African- American Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>6. Asian Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>9. White Students</b>					
Proficiency Level 2 and above	98	98	95	98	97
Proficiency Level 3	33	54	53	59	54
Number of students tested	46	61	57	61	79
<b>10. Two or More Races identified Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Maryland State Assessment</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Proficiency Level 2 and above	95	89	96	84	83
Proficiency Level 3	15	9	47	24	22
Number of students tested	78	64	71	94	93
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>5. African- American Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>6. Asian Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>9. White Students</b>					
Proficiency Level 2 and above	95	86	95	85	83
Proficiency Level 3	14	9	44	23	23
Number of students tested	63	57	63	81	88
<b>10. Two or More Races identified Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Maryland State Assessment</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Proficiency Level 2 and above	95	92	99	98	95
Proficiency Level 3	22	23	39	11	26
Number of students tested	55	77	75	64	73
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>5. African- American Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>6. Asian Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					



School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>9. White Students</b>					
Proficiency Level 2 and above	98	97	98	98	94
Proficiency Level 3	23	18	41	11	29
Number of students tested	40	68	61	57	65
<b>10. Two or More Races identified Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Maryland State ASsessment</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Proficiency Level 2 and above	97	99	97	96	97
Proficiency Level 3	39	38	32	42	47
Number of students tested	77	76	64	69	92
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>5. African- American Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>6. Asian Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>9. White Students</b>					
Proficiency Level 2 and above	100	100	96	97	97
Proficiency Level 3	43	38	33	44	46
Number of students tested	68	61	57	61	79
<b>10. Two or More Races identified Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Maryland State Assessment</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Proficiency Level 2 and above	97	95	99	99	97
Proficiency Level 3	87	69	82	74	65
Number of students tested	78	64	71	94	93
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>5. African- American Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>6. Asian Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>9. White Students</b>					
Proficiency Level 2 and above	98	96	100	100	97
Proficiency Level 3	87	68	82	74	65
Number of students tested	63	57	71	81	88
<b>10. Two or More Races identified Students</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					

**NOTES:**