

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

[X] Public or [] Non-public

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

Name of Principal Mrs. Jean A. Wilson

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

Official School Name Pine Grove Elementary School

(As it should appear in the official records)

School Mailing Address 2701 Summit Avenue

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

City Baltimore State MD Zip Code+4 (9 digits total) 21234-1610

County Baltimore State School Code Number* 0921

Telephone 410-887-5267 Fax 410-887-5268

Web site/URL http://www.pinegroves.bcps.org E-mail jwilson11@bcps.org

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

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

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. S. Dallas Dance

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

E-mail: ddance@bcps.org

Other)

District Name Baltimore County Public Schools Tel. 410-887-4281

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. David Uhlfelder

(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 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

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):
- 107 Elementary schools (includes K-8)
 - 27 Middle/Junior high schools
 - 26 High schools
 - 3 K-12 schools
- 163 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. 6 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	14	15	29
K	37	33	70
1	36	41	77
2	45	53	98
3	47	42	89
4	49	33	82
5	37	42	79
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	265	259	524

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 8 % Asian
 - 27 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 54 % White
 - 5 % 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: 13%

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, 2013 until the end of the school year	37
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	28
(3) Total of all transferred students [sum of rows (1) and (2)]	65
(4) Total number of students in the school as of October 1	507
(5) Total transferred students in row (3) divided by total students in row (4)	0.128
(6) Amount in row (5) multiplied by 100	13

7. English Language Learners (ELL) in the school: 4 %
20 Total number ELL
 Number of non-English languages represented: 10
 Specify non-English languages: Arabic, Chinese, Farsi, French, Indonesian, Korean, Nepali, Persian, Punjabi/Hindi, Spanish
8. Students eligible for free/reduced-priced meals: 42 %
 Total number students who qualify: 226

Information for Public Schools Only - Data Provided by the State

The state has reported that 40 % 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: 10 %
51 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>21</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>6</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>6</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>20</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>3</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:

	Number of Staff
Administrators	2
Classroom teachers	25
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

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

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

15. Please summarize your school mission in 25 words or less: For each student, Pine Grove strives to develop an enthusiasm for learning, a respect for self and others, and the skills to become a critical thinker and problem solver.

PART III – SUMMARY

At Pine Grove Elementary the staff believes that a high-quality education, in a safe and orderly learning environment, is a fundamental right of all children. The faculty provides differentiated learning and assures academic, emotional, and social growth in an atmosphere that is caring, engaging, and cognitively challenging. The goal and responsibility of the staff is to assist students in developing an enthusiasm for learning, to respect themselves and others, to become independent thinkers and problem solvers, and to build a strong foundation for success in college and careers.

Pine Grove is a suburban school located in the Loch Raven area of Baltimore County, Maryland. In 2013 Baltimore magazine named Loch Raven as a “best neighborhood for a public school” due to Pine Grove’s achievement results. The school opened in 1969 and contains traditional and open space classrooms. Pine Grove serves 524 students in prekindergarten through grade 5 and added two regional Communication and Learning Support (CALs) classes for students with autism in 2010. The school has become increasingly diverse racially, culturally, and socioeconomically over the past decade with a 45% minority population in 2014. The percentage of low income and disadvantaged students has more than doubled since 2004 from 18% to 42% in 2014.

Pine Grove is a school with high standards and excellent student achievement. Averaging the last five years of data, 96% of grade 3-5 students scored proficient or advanced on the Maryland School Assessment (MSA) in reading and mathematics. A robust language arts program, beginning in the primary grades, enabled 84% of last year’s fifth graders to score advanced. With increasing diversity, Pine Grove has maintained its standing as a school in the top tier in the state on the MSA. Tailoring instruction to address students’ individual needs has led to high achievement for FARMS, special education, English language learner, and African American students, with over 91.4% proficiency in each group for reading and mathematics on the 2012-13 MSA.

Rigorous, relevant, and differentiated instruction is the hallmark of Pine Grove. The faculty works diligently to investigate best practices via book studies and high-quality professional development. Peer observations and teacher-led workshops are commonplace. Collaborative teaching teams devote much time to analyzing student work, reviewing progress, and designing programs of study that will accelerate progress, not only for lower-performing students, but also for higher-achieving students. Children working below grade level receive intensive intervention. Goals for each child are set quarterly and progress is monitored monthly.

This commitment to excellence has caused Pine Grove faculty members to be regarded as leaders in the county and state. The superintendent recently recognized the principal for mentoring aspiring leaders, with seven of her assistant principals currently serving as principals. Over 80% of Pine Grove faculty members have written curriculum, are members of specialized cadres, have presented at county or state conferences, or have taught demonstration lessons for elementary and middle school teachers and administrators. Two staff members develop programming for the school system’s Education Channel and Parent University. The CALs teachers regularly host visitors to their model autism classrooms where their students have achieved 100% proficient or advanced on the Alternative MSA.

Parents appreciate Pine Grove for the quality of the education, the on-going communication, and the staff’s genuine concern for each child. Many staff members have enrolled their own children in Pine Grove so that they may experience the superb instructional program, family-like atmosphere, and rich traditions. The Pine Grove Virtues and programs to help students feel connected and contributing have assisted boys and girls in making positive choices.

A wide range of initiatives augment academics, the arts, and responsible citizenship. Children annually receive honors in STEM fairs, Safe Racer competitions, math challenges, and Young Authors programs. For decades, the Art Extravaganza received acclaim by the governor and local legislators. Students have showcased their vocal talents in national choirs and the renowned Pine Grove Madrigals. Other time-honored events, such as the Back-to-School Picnic, the Harvest Parade, themed dances, and book fairs,

enable students, staff, and families to build enduring relationships. A compassionate community, Pine Grove students and teachers collected over \$10,500 for the Leukemia and Lymphoma Society in 2012 and 2013, ranking the school within the top five in the state. Students regularly participate in holiday food and clothing drives, provide gifts to the military, and demonstrate civic awareness through programs such as Make a Wish and Pinwheels for Peace.

Pine Grove has an active and involved PTA and parent body. The school averages 600 visitors during American Education Week, with half attending on Grandparents' Day. Over 300 parent and community members volunteer annually. The PTA has received awards for Best Home-School Partnership and Best Reading Program.

The school motto is "Reach, Achieve, Celebrate." The staff and parents work diligently to support students so they may achieve academic excellence and become responsible, caring citizens. The Pine Grove faculty is steadfast in their mission to never stop reaching for each child.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Common Core State Standards, the Maryland Curriculum Frameworks, and the Baltimore County Public Schools' curriculum are the foundation of Pine Grove's educational program. Teachers assess students' interests, strengths, and needs and adapt and enhance the standard curriculum to maximize learning. Essential questions are posed at the beginning of each unit so that students may make connections about what they are learning and understand each skill's relevance. Small group instruction is inherent in each discipline. Rigor is added to all lessons by requiring that students write about what they have learned and ensuring that all children have frequent opportunities for shared inquiry and independent research. Above grade level students receive the curriculum at an accelerated pace with the content, process, and product differentiated to provide the challenge necessary to keep them meaningfully engaged and learning at advanced levels.

During the 120-150 minute language arts block, Pine Grove students receive a balanced literacy approach. An anthology is supplemented with content-rich, complex texts aligned with Common Core expectations. Teachers incorporate close reading and text-dependent questioning while addressing strategies that good readers and writers use during the reading and writing process. Teachers implement whole class mini-lessons on grade level skills and then meet with a minimum of three small groups for more in-depth instruction and application of those skills in below, on, and above-level texts. Special educators and reading specialists co-teach and lead small groups during daily rotations and often provide an extra "dose" of instruction at another time during the day for students working a year or more below grade level. Advanced students read novels two years above grade level and participate in high interest book clubs. This methodical implementation of differentiated instruction has led to consistently high proficiency levels overall and, moreover, excellent gains in percentages of students scoring advanced on the MSA reading test over the past five years: 44% to 53% for all grade 3-5 students, 14% to 43% for FARMS students, 13% to 46% for African American students, and 22% to 57% for special education students.

The 70-minute mathematics program includes rigor, reflective planning, and student-centered learning. Pine Grove engages students in problem solving, reasoning, and critical thinking tasks. The use of authentic problems, collaboration, and math discourse teaches students to think critically, pose questions, and use mathematical practices. Students are taught to reason and identify tools and strategies that are most effective and efficient for hands-on performance tasks. Math workshops engage primary students through meaningful practice, leading to the internalization of strategies and increased number sense. Class sizes are reduced and additional resource personnel are assigned to provide more individualized instruction for lower-performing students. Before and after school coach classes, intervention programs, and Everyday Counts Calendar Math assist students with fluency. Advanced students receive daily enrichment, accelerated programming, math clubs, and web-based enrichment programs. With these approaches, students have made great strides in mathematics over the past five years as demonstrated by these gains at the advanced level on MSA mathematics: 45% to 51% for all grade 3-5 students, 14% to 33% for FARMS students, 6% to 30% for African American students, and 30% to 48% for special education students.

Science instruction is STEM-based and 21st-century focused. Pine Grove teachers have enhanced the core curriculum after studying Next Generation Science Standards and STEM Standards of Practice. Units focus on earth/space science, biology, chemistry, physics, and environmental studies. Pine Grove's science programs promote the development of reasoning and problem-solving skills, integrate current issues that interest students, foster an understanding of scientific and engineering terminology, and utilize performance-based instruction and assessments. Pine Grove has added supplemental units on engineering and environmental literacy to the core curriculum so that students may apply their knowledge in real-world settings. After researching sustainability in 2014, Pine Grove students worked with the Maryland Environmental Protection Agency to plant 85 trees on the school grounds. Students also create their own environmental action plans, one of which involves fifth graders and CALS students collaborating on a school recycling project.

Pine Grove's social studies program is designed to prepare students to be productive citizens in our democratic, pluralistic society. Students study various elements of geography, economics, political science, culture, and the history of the United States. Teachers have enhanced the curriculum by incorporating standards from the College, Career and Civic Life Framework into their daily lessons. Emphasis is placed on collaborative and communication skills as students participate in discovery-based learning of new concepts and information.

Pine Grove's prekindergarten program first accepts students who are economically disadvantaged, homeless, or needing special education services. The curriculum focuses on language arts and mathematics with integration of science, social studies, and health. Students acquire letter and sound recognition through poems, songs, and rhymes. Phonological awareness and pre-reading strategies build a strong foundation for success in the primary grades. In math, students form knowledge of one-to-one correspondence, number, measurement, and patterns. The rich, language-based program not only fosters academic growth, but also social-emotional skills. Students establish rules, routines, and relationships with adults and peers. Problem-solving skills are strengthened while the children build familiarity with their school community.

2. Other Curriculum Areas:

Kindergarten through fifth grade students, along with children in the CALS program, participate in five 50-minute periods of special area classes each week. These include art, vocal music, physical education, and library-media. In addition, fourth grade students receive exploratory music while fifth graders may elect instrumental music. Health is incorporated at each grade level within the science curriculum, and technology instruction is taught in the computer lab and throughout all disciplines. In library-media, students navigate online research modules, evaluate literature, and use primary and secondary resources.

Foreign language is not typically taught at the elementary level in Baltimore County. However, Pine Grove recently was chosen as a Passport School, and fourth graders will receive Spanish instruction in 2015-2016. A key reason for Pine Grove's selection was that the faculty submitted ideas to infuse the Spanish culture school wide through research, music, art, and pen pal programs with Nicaraguan students.

In order to increase student achievement, Pine Grove's special area teachers strive to integrate their curricula with the core. Classroom teachers disseminate long-range plans outlining when particular units will be taught. Special area teachers are asked to think of themselves as reading teachers and receive on-going training to build their knowledge of grade-level standards and vocabulary. In the art program this year, interdisciplinary connections were made when kindergarteners completed an author study of Eric Carle, third graders illustrated fables, and fourth graders studied artwork of Native Americans. The teacher supports creativity and family involvement through Family Kite Night and after-school clubs. Walking through the halls of Pine Grove reminds one of the outstanding art experiences children have had over the years. Beautiful murals and life-size papier-mâché creations are found in each corridor, some on loan to the district's headquarters. For decades Pine Grove was transformed into one large art gallery the Tuesday after Memorial Day, and parents and distinguished guests were awed by the wide variety of media and quality artwork designed by every child in the school.

Music education at Pine Grove has traditionally had a fine history as well, with a well-known Madrigal Choir and school wide choral performances at the local high school. The current program continues to give students an appreciation for the arts and an opportunity to perform, while building confidence, pride, creativity, and collaboration skills. Students study rhythm, melody, and harmony while playing on drums, xylophones, and other percussion instruments. All upper grade students are in the chorus and 90% of fifth graders perform in the band or orchestra. An after-school recorder club and participation in county festivals provide other ways to showcase students' talents. Children who began in these programs have participated in state auditioned ensembles at the middle and high school levels, have returned to perform at Pine Grove, and have been inspired to pursue careers as musicians.

Beyond teaching the knowledge, skills, and attitudes needed for a healthy and fit lifestyle, Pine Grove's physical education program develops psychomotor, cognitive, and affective life skills that benefit children in all of their classes. Students experience the Heart Adventure Course, Scooter City, Whittle, and Ballroom Dancing. Intermediate children draft and revise essays about what they have learned from texts, videos, and performance-based activities. This outstanding instructional program earned the teacher the Simon McNeely Physical Education Teacher of the Year award in 2010.

The CALS program brings 20 students with autism to Pine Grove and opportunities to strategically plan for their social, linguistic, sensory, and academic needs. Two classroom teachers, a behavior interventionist, two speech and language pathologists, an occupational therapist, and 12 paraprofessionals provide a highly-structured, visually-based program. Educators visit from other schools to observe the well-organized way that students receive direction instruction from all adults in the classroom, including the paraprofessionals.

Pine Grove's goal is to provide CALS students multiple opportunities to interact with grade-level peers and curricula. Seventy-five percent of the children are included for academic subjects, special area classes, lunch, and/or recess. Two students who spent their primary years in the self-contained setting are now fully included with their IEPs changed from certificate-bound to diploma-bound. CALS students and their grade-level buddies enthusiastically participate in field trips, science programs, and school concerts.

3. Instructional Methods and Interventions:

Planning for the diverse needs of Pine Grove students begins well before the children take their seats in the fall. In the spring, grouping meetings are held to form heterogeneous classes that will be conducive to small group instruction. During the summer, teachers from each grade level, special educators, reading specialists, and administrators meet to analyze formative and summative data. Via articulated discussions, teachers record the proficiency levels of all students on detailed spreadsheets. Students at all levels are expected to attain higher levels of proficiency, including students who have surpassed grade level standards.

Teachers use a variety of methods to deliver data-driven, differentiated instruction. Diagnostic assessments for each unit enable teachers to begin instruction at the appropriate level. In language arts, students are supported with scaffolded, enrichment, and accelerated pathways. Each pathway exposes students to grade-level concepts and skills, but content, process, and products are differentiated for students' instructional levels. Reading specialists, special education inclusion teachers, and paraprofessionals collaborate with the classroom teacher to determine student needs in order to deliver targeted instruction. Interventions are explicit, systematic, and multi-sensory and may incorporate research-based programs such as Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS), Foundations, Wilson Reading, and Fluency Formula.

Results from the national Measures of Academic Progress (MAP) assessment are reviewed three times per year to ascertain which students have shown the capability to thrive in an accelerated reading or mathematics program, even though day-to-day performance may not be consistent. This scrutiny has led to Pine Grove's Advanced Academics (i.e., Gifted and Talented) population increasing by 200% and becoming more diverse racially and socioeconomically. Literature circles, interactive notebooks, and advanced writing prompts are utilized to engage students and continually advance their academic skills.

Teachers use a checkpoint midway through the mathematics class to determine which students are ready to work independently, who needs re-teaching, and who can move directly to enrichment. After determining needs, the teacher gathers students who need more practice in a small group to teach the skill a different way, often with concrete manipulatives. Resource personnel also work with groups of students inside and outside of mathematics class to remediate non-mastered skills from previous units. Students who need more individualized attention are invited to coach classes. Accelerated mathematics students receive small group attention, as well, and work with content standards and textbooks one or more years above grade level. These students also participate in the National Math Challenge and the 24 Math Challenge competition, strengthening perseverance and critical thinking skills.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The Maryland School Assessment (MSA) is administered in third through fifth grade each March. The data reported indicates the proficiency levels of all grade 3-5 students in reading and mathematics from 2009-2013. Additional data tables disaggregate the performance by grade level in both subjects. Data was not included for the 2014 MSA since results were incomplete due to PARCC field-testing. Common Core State Standards were taught in the 2012-2013 school year, causing 2013 MSA scores to be difficult to compare to previous years, particularly in mathematics, since the test was not aligned to the new standards.

Pine Grove students demonstrated outstanding achievement in reading and mathematics with school scores ranging from 93.2% to 98.6% for proficient and advanced throughout the five-year period. In 2012, over 98% of students scored proficient or advanced in both reading and mathematics. Students scoring advanced in reading increased from 44% in 2009 to 59% in 2012. Outstanding gains were achieved in mathematics, as well, with grade 3-5 advanced scores increasing 24 percentage points from 2009 to 2012, 45% to 69%.

In 2009-2010 the newly appointed principal and the School Progress Team designed a plan to improve subgroup performance. Key actions included setting achievement goals for each student and monitoring progress monthly, providing daily, differentiated small group instruction, utilizing resource staff to provide targeted intervention, and placing more socioeconomically disadvantaged and minority students in accelerated pathways.

These strategies resulted in FARMS, special education, English language learner (ELL), and African American subgroup performance mirroring that of the entire student population; in 2012 there was virtually no “achievement gap” in mathematics with 92% of special education students and over 98% of African American, FARMS and ELL students achieving proficient or advanced. In 2013, over 93% of students in all four subgroups scored proficient or advanced in reading.

Even more rewarding, the percentage of FARMS and special education students scoring advanced in reading and mathematics doubled or tripled after the action plan was implemented. African Americans, comprising more than 25% of the school population, showed the most growth with the percentage of advanced students rising from 13% to 46% in reading and 6% to 54% in mathematics, a 900% increase from 2009 to 2012.

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

Pine Grove teachers and administrators use formative and summative data and district Thrive Reports to track student levels and employ a root cause analysis approach to craft the School Progress Plan in each priority area: Reading/English Language Arts, Mathematics, and Climate. Through an equity-based lens, key actions and high-impact strategies are devised and quarterly milestones are established.

During monthly progress monitoring sessions, Pine Grove administrators, teachers, and resource staff hold data dialogues to analyze student growth, share professional resources, and decide upon instructional programming for students. These collaborative sessions enable teachers to review data from multiple sources including embedded curriculum assessments, district MAP and DIBELS assessments, teacher-made assessments corresponding to their Student Learning Outcomes, anecdotal records, and student portfolios. After triangulating the data, new strategies are initiated and resource staff schedules are revised to provide more service where needed.

Pine Grove creates an educational setting that fosters the desire to learn by students. Teachers share assessment results with students regularly. They also explain expectations for successive levels in order to help students set and reach their own goals. Students maintain personalized folders documenting their current reading levels, fluency levels, and math reasoning skills. Students can articulate their strengths and needs and are taking responsibility for their own learning.

Pine Grove parents receive specific information about children’s progress through newsletters, progress

reports, teacher conferences, interims, and quarterly reports. All report cards include extensive comments to explain instructional programs and student progress. An online grade book enables parents to see student marks in real time and to interact with teachers via electronic mail. Parents also become aware of their children's academic programs and achievements by visiting daytime events such as the Fable Fair, Safe Racer competition, and Young Authors' Tea. Informative evening events include Common Core/PARCC trainings, Family Math Night, Journey to Literacy, Physical Education Movement Night, Night of 1000 Stars with the Starlab Planetarium, and the STEM Fair.

Part VI School Support

1. School Climate/Culture

Engagement begins with students feeling invested in their learning. The staff's focus on learner-centered environments means that children view the classroom as their own; they develop the resources that populate the walls and often make decisions about how they will demonstrate skill acquisition. Students formulate anchor charts, participate in short, focused independent research, and collaborate with peers to create products.

Students are motivated to put forth their best effort. Summer readers are honored at a September Reading Celebration. A display to showcase exemplary student work is updated monthly and students are featured on the morning announcements. Good deeds are acknowledged daily with Panda Pats and a certificate on the Character Counts bulletin board. Administrators place hand-written notes on students' report cards when they excel or show tremendous growth.

Attendance at Pine Grove is outstanding because children enjoy their experiences and are proud of their school. When named a Maryland Blue Ribbon School, the panda mascot gave children a "high five" when they entered a celebratory assembly. Parents prepared hand-addressed cards for each child with their very own blue ribbon. Lasting memories also are made during School Spirit Weeks when students wear pajamas or sport wacky hair. Safeties, special area helpers, and library buddies for CALS students take their responsibilities seriously. All students pledge to follow the Code of Conduct daily, sign anti-bullying pledges, and relish opportunities to hear important messages from guests like the Harlem Globetrotters.

The staff diligently helps children to feel capable, contributing, and connected. A full-time counselor leads groups for students with social and emotional needs. Teachers frequently eat lunch with their children. Leadership clubs give "at-promise" students important jobs. School supplies, spirit wear, and field trip funds are paid for families in need. An agency mental health counselor has been contracted to deliver therapy and wrap-around services to struggling families weekly.

In order for students to achieve great success, it is essential that teachers work in an environment where they also feel valued and supported. The principal encourages teachers to take risks. Alternative observations are offered for training colleagues on innovative techniques. Teachers are encouraged to pursue county and state leadership roles. Staff members attend state and national conferences with school funds. Faculty input is sought for school improvement decisions. The principal honors teachers and teams regularly during the Celebrations portion of each faculty meeting. A supportive environment and mutual respect keep staff spirits high and motivation unwavering.

2. Engaging Families and Community

Student achievement is greatly enhanced when lasting relationships are forged between school personnel, families, and the community. Pine Grove administrators and the faculty liaison meet with PTA officers and approximately 20 parents monthly to discuss school improvement initiatives. School Progress Plan goals are shared and input is solicited from parents. The PTA supports student achievement by providing teachers stipends to purchase materials for their classrooms. Parents join school committees and action teams to plan meaningful curriculum nights and cultural arts assemblies. The PTA's Panda Power Reading Program, and two annual book fairs, promote the children's love of reading. Active parents solicit and train volunteers who tutor children at school. Loyal volunteers are honored by the PTA when their youngest child graduates by having a book donated in their name to the Pine Grove library.

Parental feedback is solicited each year through formal surveys. Nearly 100% of parents express great satisfaction with the instructional program and staff. When needs arise, the PTA and the principal work collaboratively on behalf of the students. This advocacy will enable Pine Grove children to be safer next year, after a much needed drop-off loop is constructed this summer. Parents have made it their mission to equip each classroom with a projector and document camera. Over \$10,000 was collected from Box Tops

for Education, alone, in the past four years. Each fall, parents coordinate the Harvest Hustle walk-a-thon to fund guest authors, student agenda books, dances, and movie nights. Parents also support the students and staff by designing a school yearbook, planning events with business partners such as Barnes and Noble Booksellers and Chick-Fil-A, operating a school store, and greeting new families at kindergarten registration.

The principal, staff, and parents work closely to ensure that the community is informed of school news. The school and PTA have comprehensive websites and messages are sent to parents frequently via the PTA's Constant Contact "e-blast" and the school's Connect Ed system. Many teachers create monthly newsletters, and "make and take" workshops are offered to parents.

Other important community partnerships benefiting Pine Grove students and staff are with local institutions of higher learning. Pine Grove is a Professional Development School and hosts student teaching interns from Loyola University in Baltimore, Maryland. Those interns, along with aspiring educators from the Community College of Baltimore County, absorb best practices from the Pine Grove staff while providing additional learning support to students.

3. Professional Development

At Pine Grove, much effort is concentrated on keeping professional development aligned to the key actions and high impact strategies in the School Progress Plan. Modeling a learner-centered environment, the principal asks teachers to express their "voices and choices" for topics that will support attainment of the three priority goals. Administrators gain additional insight about staff needs through daily walk-throughs and formal observations. The appraisal process affords time for individualized professional development and coaching during pre- and post-observation conferences.

In-house trainings often occur during extended grade level meetings and are differentiated to maximize learning and heighten engagement. Content for these meetings is gleaned from trainings and webinars offered by the district and aligned to national, state, and local standards. After new information is provided, teachers are asked to apply it, and return in the following months to present their reflections and artifacts. Photographs, videotapes, and teacher-made resources are archived on Edmodo for more in-depth study by colleagues.

To build capacity and strengthen Pine Grove's instructional program, administrators and faculty members collaborate with other schools. Four years ago, primary teachers were concerned that students were not consistently applying sound-letter associations in their reading and writing. The principal and a group of teachers visited another school to observe a hands-on phonics program that focused on students internalizing patterns. The reading specialist and primary team developed a comprehensive professional development program that included demonstration lessons, collaborative planning, and an action research project to evaluate results. This commitment, enthusiasm, and teamwork is indicative of the way Pine Grove confronts a challenge. A year later, teams from other schools began visiting to watch Pine Grove's demonstration lessons, examine the positive data, and discuss how they could begin implementing it in their buildings. This cycle happens time and time again at Pine Grove. Not only do the students benefit, but the teachers give their best each day, taking pride in their accomplishments and viewing themselves as role models.

The faculty's professionalism also is evident in terms of the amount of time they participate in self-selected professional development. Each year at least one-third of the faculty and the principal attend evening seminars sponsored by the Baltimore County Reading Council. Hearing the keynote speakers strengthens the school's professional learning community and provides national information to the staff. Teachers also take advantage of voluntary before-school book studies, Tech Tip Tuesdays, and three-day summer planning sessions with their teams. Many Pine Grove professional development sessions have evolved from teachers researching educational websites at home and then developing presentations to share with the faculty. This dedication and level of expertise is one of the many reasons why Pine Grove students and their teachers are so successful.

4. School Leadership

In order for a school to excel, there must be common goals, values, and a shared vision. At Pine Grove, it is agreed that all decisions are made in the best interest of students. The faculty and staff believe that their responsibility is to do everything in their power to help each child succeed academically, socially, and emotionally. The principal and teachers hold each other to high standards and support each other through collaborative decision-making. A master schedule is devised to optimize student learning, provide common planning time every day, and utilize resource staff time efficiently.

The principal tells the students that she has two jobs: 1) to keep them safe and 2) to ensure that they learn. She accomplishes the first with a comprehensive emergency plan, clearly-defined team member roles, and monthly practice. The principal's "second job" is her favorite and the one that is the most rewarding. She cherishes her role as an instructional leader, mentor, and advocate for students and staff. She believes that student achievement will soar when all staff members feel valued personally and professionally, are cognitively challenged, and are empowered to be innovative. To do this, she builds strong relationships, develops trust, and encourages risk-taking. This occurs informally each day with an "open-door" policy that enables staff members and the administration to work together on immediate issues. It occurs formally by inspiring and motivating teachers to exercise their own leadership skills within the school organization.

Teachers with exceptionally strong leadership skills and work ethics are asked to be grade level, department, and action team chairpersons. In turn, they represent their colleagues at monthly School Progress Team meetings. The information and ideas brought to these sessions are utilized to help establish school policies and programs. Their excellent interpersonal skills, instructional expertise, and commitment to the school's vision enable them to energize their teammates. Grade level leaders are empowered to set monthly half-day meeting agendas, knowing that the ultimate destination is for their team to achieve the jointly-set student achievement goals. The principal attends all of these meetings to listen, affirm, and encourage teachers to find creative ways to engage children and increase achievement. The professional development teacher stimulates discussions with progress monitoring results, curricular information, and technology integration suggestions.

Action team leaders and the PTA align their budgets, calendars, and activities to promote school improvement initiatives. The Loyola University coordinator informs interns about meaningful action research projects that will help the school evaluate new programs.

At Pine Grove, high standards, shared leadership, and the coordination of efforts among all stakeholders set the stage for outstanding student achievement and an environment that instills pride and meaningful experiences for all.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficiency Level 2 and above	99	100	92	99	94
Proficiency Level 3	40	69	43	48	38
Number of students tested	75	81	73	73	72
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	5	5	4	5	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency Level 2 and above	96	100	79	100	84
Proficiency Level 3	35	59	25	48	16
Number of students tested	26	29	24	21	19
2. Students receiving Special Education					
Proficiency Level 2 and above	100	100	78	90	78
Proficiency Level 3	55	55	11	30	11
Number of students tested	11	11	9	10	9
3. English Language Learner Students					
Proficiency Level 2 and above	100	100	67	100	100
Proficiency Level 3	29	100	0	60	67
Number of students tested	7	6	3	5	6
4. Hispanic or Latino Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	3	3	2	5	0
5. African- American Students					
Proficiency Level 2 and above	94	100	86	100	86
Proficiency Level 3	25	48	27	31	5
Number of students tested	16	27	22	13	21
6. Asian Students					
Proficiency Level 2 and above	100	100	100	100	90
Proficiency Level 3	33	75	67	67	50
Number of students tested	9	4	3	6	10

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	0	0	0	0	0
9. White Students					
Proficiency Level 2 and above	100	100	95	98	100
Proficiency Level 3	49	78	47	53	51
Number of students tested	43	46	43	49	41
10. Two or More Races identified Students					
Proficiency Level 2 and above	100	100	100	0	0
Proficiency Level 3	0	100	100	0	0
Number of students tested	4	1	3	0	0
11. Other 1: Other 1					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
12. Other 2: Other 2					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
13. Other 3: Other 3					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					

NOTES:

PARCC FIELD TEST SCHOOL FOR 2013-14

Due to participation in the field test of the new PARCC assessments, no Baltimore County Public School had 100% of its students take MSA. The data reported for the 2013-14 school year is incomplete in comparison to prior years. Therefore, it is not appropriate to use the 2013-14 results for accountability purposes, nor is it appropriate to make comparison to previous years' results.

In order to satisfy the requirement for five consecutive years of data, the table above has been adjusted in this way: The 2013-2014 column is actually 2012-2013 data; the 2012-2013 column is 2011-2012 data; the 2011-2012 column is 2010-2011 data; the 2010-2011 column is 2009-2010 data; and the 2009-2010 column is 2008-2009 data.

EXPLANATION FOR GREATER THAN 2% OF STUDENTS TESTED WITH ALTERNATIVE ASSESSMENT Students with autism in the Communications and Learning Support (CALs) classes who are certificate-bound take the Alternative Maryland School Assessment (ALT-MSA) for reading and mathematics.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Maryland School Assessment</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficiency Level 2 and above	99	99	99	98	97
Proficiency Level 3	65	69	77	58	50
Number of students tested	81	72	75	84	64
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	3	3	4	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency Level 2 and above	100	100	100	93	100
Proficiency Level 3	36	61	71	48	18
Number of students tested	25	23	24	29	11
2. Students receiving Special Education					
Proficiency Level 2 and above	100	86	86	92	80
Proficiency Level 3	60	57	29	23	80
Number of students tested	5	7	7	13	5
3. English Language Learner Students					
Proficiency Level 2 and above	100	100	100	100	100
Proficiency Level 3	71	50	50	50	67
Number of students tested	7	2	4	8	6
4. Hispanic or Latino Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	3	1	3	2	3
5. African- American Students					
Proficiency Level 2 and above	96	96	100	92	92
Proficiency Level 3	32	59	62	32	0
Number of students tested	25	22	13	25	12
6. Asian Students					
Proficiency Level 2 and above	100	100	100	100	100
Proficiency Level 3	80	100	100	78	71
Number of students tested	5	2	3	9	7
7. American Indian or Alaska Native Students					
Proficiency Level 2 and above					
Proficiency Level 3					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	0	0	0	0	0
9. White Students					
Proficiency Level 2 and above	100	100	98	100	98
Proficiency Level 3	80	73	83	69	62
Number of students tested	46	44	53	48	42
10. Two or More Races identified Students					
Proficiency Level 2 and above	100	100	100	0	0
Proficiency Level 3	100	100	67	0	0
Number of students tested	2	3	3	0	0
11. Other 1: Other 1					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
12. Other 2: Other 2					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
13. Other 3: Other 3					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					

NOTES:

PARCC FIELD TEST SCHOOL FOR 2013-14

Due to participation in the field test of the new PARCC assessments, no Baltimore County Public School had 100% of its students take MSA. The data reported for the 2013-14 school year is incomplete in comparison to prior years. Therefore, it is not appropriate to use the 2013-14 results for accountability purposes, nor is it appropriate to make comparison to previous years' results.

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EXPLANATION FOR GREATER THAN 2% OF STUDENTS TESTED WITH ALTERNATIVE ASSESSMENT Students with autism in the Communications and Learning Support (CALs) classes who are certificate-bound take the Alternative Maryland School Assessment (ALT-MSA) for reading and mathematics.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Maryland School Assessment</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficiency Level 2 and above	93	97	90	97	94
Proficiency Level 3	46	68	33	34	48
Number of students tested	68	69	87	67	71
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	3	3	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency Level 2 and above	74	95	72	91	86
Proficiency Level 3	26	58	10	27	7
Number of students tested	19	19	29	11	14
2. Students receiving Special Education					
Proficiency Level 2 and above	80	86	69	100	78
Proficiency Level 3	20	43	8	17	22
Number of students tested	5	7	13	6	9
3. English Language Learner Students					
Proficiency Level 2 and above	0	100	80	100	0
Proficiency Level 3	0	33	0	75	0
Number of students tested	1	3	5	4	0
4. Hispanic or Latino Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	1	3	2	4	1
5. African- American Students					
Proficiency Level 2 and above	86	100	81	100	86
Proficiency Level 3	32	57	4	13	14
Number of students tested	22	14	26	15	14
6. Asian Students					
Proficiency Level 2 and above	100	100	86	100	100
Proficiency Level 3	100	100	57	83	100
Number of students tested	2	3	7	6	5
7. American Indian or Alaska Native Students					
Proficiency Level 2 and above					
Proficiency Level 3					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	0	0	0	0	0
9. White Students					
Proficiency Level 2 and above	97	96	94	95	96
Proficiency Level 3	54	72	46	38	53
Number of students tested	39	47	48	42	51
10. Two or More Races identified Students					
Proficiency Level 2 and above	100	100	100	0	0
Proficiency Level 3	25	50	50	0	0
Number of students tested	4	2	4	0	0
11. Other 1: Other 1					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
12. Other 2: Other 2					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
13. Other 3: Other 3					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					

NOTES:

PARCC FIELD TEST SCHOOL FOR 2013-14

Due to participation in the field test of the new PARCC assessments, no Baltimore County Public School had 100% of its students take MSA. The data reported for the 2013-14 school year is incomplete in comparison to prior years. Therefore, it is not appropriate to use the 2013-14 results for accountability purposes, nor is it appropriate to make comparison to previous years' results.

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EXPLANATION FOR GREATER THAN 2% OF STUDENTS TESTED WITH ALTERNATIVE ASSESSMENT Students with autism in the Communications and Learning Support (CALs) classes who are certificate-bound take the Alternative Maryland School Assessment (ALT-MSA) for reading and mathematics.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Maryland School Assessment</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficiency Level 2 and above	95	99	96	97	94
Proficiency Level 3	32	43	33	30	29
Number of students tested	75	81	73	73	72
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	5	5	5	5	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency Level 2 and above	92	100	88	100	90
Proficiency Level 3	35	38	29	19	0
Number of students tested	26	29	24	21	19
2. Students receiving Special Education					
Proficiency Level 2 and above	100	91	100	90	78
Proficiency Level 3	46	46	40	0	11
Number of students tested	11	11	10	10	9
3. English Language Learner Students					
Proficiency Level 2 and above	86	100	33	80	100
Proficiency Level 3	14	17	0	20	50
Number of students tested	7	6	3	5	6
4. Hispanic or Latino Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	3	3	2	5	0
5. African- American Students					
Proficiency Level 2 and above	81	96	96	100	91
Proficiency Level 3	31	41	23	23	0
Number of students tested	16	27	22	13	21
6. Asian Students					
Proficiency Level 2 and above	89	100	100	100	90
Proficiency Level 3	22	25	100	50	30
Number of students tested	9	4	3	6	10
7. American Indian or Alaska Native Students					
Proficiency Level 2 and above					
Proficiency Level 3					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	0	0	0	0	0
9. White Students					
Proficiency Level 2 and above	100	100	98	98	98
Proficiency Level 3	35	46	33	33	44
Number of students tested	43	46	43	49	41
10. Two or More Races identified Students					
Proficiency Level 2 and above	100	100	100	0	0
Proficiency Level 3	0	100	67	0	0
Number of students tested	4	1	3	0	0
11. Other 1: Other 1					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
12. Other 2: Other 2					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
13. Other 3: Other 3					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					

NOTES:

PARCC FIELD TEST SCHOOL FOR 2013-14

Due to participation in the field test of the new PARCC assessments, no Baltimore County Public School had 100% of its students take MSA. The data reported for the 2013-14 school year is incomplete in comparison to prior years. Therefore, it is not appropriate to use the 2013-14 results for accountability purposes, nor is it appropriate to make comparison to previous years' results.

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EXPLANATION FOR GREATER THAN 2% OF STUDENTS TESTED WITH ALTERNATIVE ASSESSMENT Students with autism in the Communications and Learning Support (CALs) classes who are certificate-bound take the Alternative Maryland School Assessment (ALT-MSA) for reading and mathematics.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Maryland School Assessment</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficiency Level 2 and above	100	96	100	92	92
Proficiency Level 3	52	50	49	37	36
Number of students tested	81	72	75	83	64
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	3	3	4	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency Level 2 and above	100	91	100	82	100
Proficiency Level 3	40	39	33	21	18
Number of students tested	25	23	24	28	11
2. Students receiving Special Education					
Proficiency Level 2 and above	100	86	100	77	80
Proficiency Level 3	80	29	43	15	20
Number of students tested	5	7	7	13	5
3. English Language Learner Students					
Proficiency Level 2 and above	100	50	100	88	100
Proficiency Level 3	57	0	0	38	33
Number of students tested	7	2	4	8	6
4. Hispanic or Latino Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	3	1	3	2	3
5. African- American Students					
Proficiency Level 2 and above	100	91	100	79	83
Proficiency Level 3	40	46	39	17	8
Number of students tested	25	22	13	24	12
6. Asian Students					
Proficiency Level 2 and above	100	100	100	89	100
Proficiency Level 3	60	50	67	67	57
Number of students tested	5	2	3	9	7
7. American Indian or Alaska Native Students					
Proficiency Level 2 and above					
Proficiency Level 3					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	0	0	0	0	0
9. White Students					
Proficiency Level 2 and above	100	100	100	98	93
Proficiency Level 3	59	50	53	42	41
Number of students tested	46	44	53	48	42
10. Two or More Races identified Students					
Proficiency Level 2 and above	100	100	100	0	0
Proficiency Level 3	50	100	67	0	0
Number of students tested	2	3	3	0	0
11. Other 1: Other 1					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
12. Other 2: Other 2					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
13. Other 3: Other 3					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					

NOTES:

PARCC FIELD TEST SCHOOL FOR 2013-14

Due to participation in the field test of the new PARCC assessments, no Baltimore County Public School had 100% of its students take MSA. The data reported for the 2013-14 school year is incomplete in comparison to prior years. Therefore, it is not appropriate to use the 2013-14 results for accountability purposes, nor is it appropriate to make comparison to previous years' results.

In order to satisfy the requirement for five consecutive years of data, the table above has been adjusted in this way: The 2013-2014 column is actually 2012-2013 data; the 2012-2013 column is 2011-2012 data; the 2011-2012 column is 2010-2011 data; the 2010-2011 column is 2009-2010 data; and the 2009-2010 column is 2008-2009 data.

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Maryland School Assessment</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficiency Level 2 and above	99	100	97	94	94
Proficiency Level 3	78	87	71	67	65
Number of students tested	68	69	87	67	71
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	3	3	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency Level 2 and above	95	100	97	100	100
Proficiency Level 3	58	63	41	64	29
Number of students tested	19	19	29	11	14
2. Students receiving Special Education					
Proficiency Level 2 and above	80	100	92	83	78
Proficiency Level 3	60	57	23	17	33
Number of students tested	5	7	13	6	9
3. English Language Learner Students					
Proficiency Level 2 and above	100	100	100	100	0
Proficiency Level 3	0	67	40	50	0
Number of students tested	1	3	5	4	0
4. Hispanic or Latino Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	1	3	2	4	1
5. African- American Students					
Proficiency Level 2 and above	96	100	89	93	93
Proficiency Level 3	64	64	39	60	36
Number of students tested	22	14	26	15	14
6. Asian Students					
Proficiency Level 2 and above	100	100	100	100	100
Proficiency Level 3	100	100	86	83	100
Number of students tested	2	3	7	6	5
7. American Indian or Alaska Native Students					
Proficiency Level 2 and above					
Proficiency Level 3					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested	0	0	0	0	0
9. White Students					
Proficiency Level 2 and above	100	100	100	95	94
Proficiency Level 3	85	94	85	69	71
Number of students tested	39	47	48	42	51
10. Two or More Races identified Students					
Proficiency Level 2 and above	100	100	100	0	0
Proficiency Level 3	100	100	75	0	0
Number of students tested	4	2	4	0	0
11. Other 1: Other 1					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
12. Other 2: Other 2					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
13. Other 3: Other 3					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					

NOTES:

PARCC FIELD TEST SCHOOL FOR 2013-14

Due to participation in the field test of the new PARCC assessments, no Baltimore County Public School had 100% of its students take MSA. The data reported for the 2013-14 school year is incomplete in comparison to prior years. Therefore, it is not appropriate to use the 2013-14 results for accountability purposes, nor is it appropriate to make comparison to previous years' results.

In order to satisfy the requirement for five consecutive years of data, the table above has been adjusted in this way: The 2013-2014 column is actually 2012-2013 data; the 2012-2013 column is 2011-2012 data; the 2011-2012 column is 2010-2011 data; the 2010-2011 column is 2009-2010 data; and the 2009-2010 column is 2008-2009 data.

EXPLANATION FOR GREATER THAN 2% OF STUDENTS TESTED WITH ALTERNATIVE ASSESSMENT Students with autism in the Communications and Learning Support (CALs) classes who are certificate-bound take the Alternative Maryland School Assessment (ALT-MSA) for reading and mathematics.