

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet: (Check all that apply) [] Elementary [X] Middle [] High [] K-12 [] Charter

Name of Principal Mr. Stephen O. Gibson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Burleigh Manor Middle School
(As it should appear in the official records)

School Mailing Address 4200 Centennial Lane
(If address is P.O. Box, also include street address.)

<u>Ellicott City</u>	<u>MD</u>	<u>21042-6270</u>
City	State	Zip Code+4 (9 digits total)

County Howard State School Code Number* 0216

Telephone (410) 313-2507 Fax (410) 313-2513

Web site/URL http://web.mac.com/bmms E-mail Stephen.Gibson@hcpss.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Sydney L. Cousin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Howard County Public School System Tel. (410) 313-6600

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Ms. Diane Mikulis
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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.
7. 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.
8. 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 (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|------------|---|
| <u>38</u> | Elementary schools |
| <u>18</u> | Middle schools |
| <u>N/A</u> | Junior high schools |
| <u>12</u> | High schools |
| <u>3</u> | Other (Applied Research Laboratory – Academics,
Cradlerock School – K-8,
Homewood School – Alternative Education) |
| <u>71</u> | TOTAL |

2. District Per Pupil Expenditure: \$11,496.00

Average State Per Pupil Expenditure: \$9661.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 2 Number of years the principal has been in her/his position at this school.
- 7 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					7	123	90	213
K					8	105	108	213
1					9			
2					10			
3					11			
4					12			
5					Other			
6	120	107	227					
TOTAL STUDENTS IN THE APPLYING SCHOOL →								653

6. Racial/ethnic composition of the school:
- | | |
|--------------|----------------------------------|
| <u>60</u> | % White |
| <u>8</u> | % Black or African American |
| <u>2</u> | % Hispanic or Latino |
| <u>28</u> | % Asian/Pacific Islander |
| <u><1</u> | % American Indian/Alaskan Native |
| <u>>1</u> | % Declined to Choose |
| <u>100</u> | % Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 3 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	10
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	8
(3)	Total of all transferred students [sum of rows (1) and (2)]	18
(4)	Total number of students in the school as of October 1	653
(5)	Total transferred students in row (3) divided by total students in row (4)	0.0276
(6)	Amount in row (5) multiplied by 100	3%

8. Limited English Proficient students in the school: 3 %
17 Total Number Limited English Proficient
 Number of languages represented: 8
 Specify languages: Chinese, Thai, Korean, Turkish, Farsi, Japanese, German, Dutch
9. Students eligible for free/reduced-priced meals: 5 %
 Total number students who qualify: 34

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 4 %
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>3</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>9</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-time	Part-Time
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>44</u>	<u>2</u>
Special resource teachers/specialists	<u>3</u>	<u>2</u>
Paraprofessionals	<u>4</u>	<u>1</u>
Support staff	<u>15</u>	<u>1</u>
Total number	<u>68</u>	<u>6</u>

11. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 14:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	93%	94%	94%	95%	94%
Teacher turnover rate	8%	4%	17%	14%	7%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A%	N/A%	N/A%	N/A%	N/A%

PART III - SUMMARY

We are proud to act on our mission statement: Burleigh Manor Middle School provides a quality instructional program which supports and respects the diverse needs of lifelong learners in a safe and nurturing academic community.

The Burleigh Manor staff ensures a successful middle school experience by providing a well-balanced academic, fine arts, and enrichment program for all of its students. At Burleigh Manor, we are proud of our appropriate and rigorous course offerings such as algebra, geometry, French, Spanish, research, and challenge reading. We also offer a host of enrichment activities and opportunities to all our students. Students in grades six, seven, and eight may participate in chorus or chamber choir, band and jazz band, orchestra, drama, student council, ambassadors for students, mural design, athletic intramurals, spelling and geography competitions, website design, newsletter publication, memory book production, and TV news show production.

Exemplary reading instruction is a priority at Burleigh Manor. We encourage students to enjoy reading and to become lifelong readers by participating in programs such as Score With A Good Book, the Black-Eyed Susan Book Award Program, and the Burleigh Manor Book Club.

The integration of technology into instruction is a significant component of our academic program. We maintain two computer labs and two additional mobile labs that are constantly in use. A technology team coordinates staff development to ensure that teachers have a thorough and strong command of software applications and relevant instructional strategies.

Communication is essential in a high performing school. Each morning a student news team delivers a live broadcast of the Bobcat News, a television production informing students of school activities and events and celebrating student accomplishments and achievements. The Burleigh Manor staff communicates frequently and effectively with students and parents in many ways. Each teacher maintains a class website with pertinent information about homework, tests, and course curriculum, as well as academic links. Through these sites, parents and students are able to email teachers with questions and concerns. Students also may submit assignments and projects via email. Moreover, the Burleigh Manor website serves as a connection to information about all activities at the school. From links on our home page, we feature pictures, movies, and podcasts of student activities and projects, creating a dynamic connection that draws parents into their children's school experiences. We frequently take advantage of the Howard County Public School System eSchoolNewsletter, which provides a means of communication with parents through email postings. Currently 820 subscribers regularly receive Burleigh Manor notices of activities and events in this way.

On Maryland state assessments, Burleigh Manor results reflect a quality instructional program with scores at the 93% proficiency level in mathematics and the 95% proficiency level in reading, with all subgroups exceeding state averages by a comfortable margin, achieving the status as one of Maryland's highest performing schools.

The staff, parents, and students place a premium on the students' educational experience at Burleigh Manor. Both staff and students take pride in the school and have received recognition and numerous awards for their outstanding accomplishments. Examples of staff recognition include our principal, Mr. Gibson, who has been selected as State Principal of the Year, as a Washington Post Distinguished Leader, and as a distinguished fellow to the State Department of Education Maryland Distinguished Fellows Program. Other staff members have been recognized in various ways such as Howard County Technology Educator of the Year and Howard County Teacher of the Year. Our most recent recognition was having Burleigh Manor selected as one of six Maryland Blue Ribbon Schools of Excellence.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Burleigh Manor Middle School has been recognized for sustained growth and outstanding achievement on the Maryland School Assessment (MSA). The MSA, first administered in March 2003, in response to the federal No Child Left Behind Act, assesses student mastery of reading and mathematics objectives specified in Maryland Content Standards and the Voluntary State Curriculum. This criterion-referenced test complements federal education legislation by shifting accountability away from assessment of student groups, as previously tested in the Maryland School Performance Assessment Program, to assessment of individual student performance. Administered annually to Maryland students in Grades 3-8, MSA scores indicate student, school, district, and state achievement measured on three proficiency levels: advanced, proficient, and basic. The state of Maryland establishes standards to measure Annual Yearly Progress and ensure continuous improvement toward the goal of 100% proficiency in 2014. The performance levels that demonstrate meeting the standard for 2006 are 61.5% for reading and 42.9% for mathematics. Annual improvement targets ensure that all students progress continuously, and in 2006 Burleigh Manor met the target for 2013. Burleigh Manor had the distinction of having the best reading scores in Maryland in 2006.

By a wide margin, Burleigh Manor has surpassed state standards of proficiency in both reading and mathematics for each of the three years that the MSA has been administered. From 2004 to 2006, Burleigh Manor students not only have demonstrated high levels of performance, but also have sustained growth toward the 2014 goals. In 2004, 87% of the 6th graders, 89% of the 7th graders, and 86% of the 8th graders scored advanced or proficient in mathematics, while 93% of the 6th graders, 97% of the 7th graders, and 92% of the 8th graders scored advanced or proficient in reading. In 2005, Burleigh Manor continued to raise the bar with 92% of the 6th graders, 90% of the 7th graders, and 91% of the 8th graders scoring advanced or proficient in mathematics and 96% of the 6th graders, 95% of the 7th graders, and 95% of the 8th graders scoring advanced or proficient in reading. In 2006, our students continued to excel with 94% of the 6th graders, 88% of the 7th graders, and 95% of the 8th graders scoring advanced or proficient in mathematics and 97% of the 6th graders, 95% of the 7th graders, and 95% of the 8th graders scoring advanced or proficient in reading.

At Burleigh Manor, we are confident that challenging curriculum and differentiated instruction inspire our students to perform at the highest ability levels. All statistically significant student groups met the standards for years 2004–2006 in all grades for both mathematics and reading. The number of our students who score advanced in both reading and mathematics continues to grow well beyond state standards while all other student groups continue to progress from basic to proficient levels. It is our expectation that sustained instruction with advanced level curriculum will continue to empower our students to perform at more advanced levels when formally assessed. Additional information on the Maryland State Department of Education assessment system can be located at www.mdk12.org and www.mdreportcard.org.

2. Using Assessment Results

Data analysis drives yearly goals and objectives at Burleigh Manor. Our School Improvement Team meets to create these goals and objectives to improve student and school performance. Our data are disaggregated by gender, race, grade level, and special service. The School Improvement Plan guides professional development and instructional content and practice. At grade-level meetings, students performing in the proficient to advanced range are identified, and strategies are discussed to advance

these students. Ongoing data are measured against performance to ensure that the staff is focused on continual improvement and instruction is aligned with our School Improvement Plan. A data committee headed by our guidance department meets with administration to analyze all student data—including MSA scores, local quarterly assessments, student interim and report card grades, and attendance. Based on an examination of data for ability/performance discrepancies, the committee develops a list of students to be screened further, suggesting interventions and acceleration strategies. These students' names are then referred to teachers who attend Kid-Talk meetings where they discuss strategies and interventions that can be implemented to support student success. Recommendations are suggested, including homework club; after-school math and reading programs; parent conferences; observation by the school psychologist; charting weekly progress; and time management, organization, and study strategies. Burleigh Manor is committed to educating each student, and data analysis is key to improving both individual student and school performance.

3. Communicating Assessment Results

Burleigh Manor communicates student performance and assessment results in a variety of ways. Students receive electronically produced interim progress reports, which they take home to parents. Preceding the distribution of these progress reports, each student meets with his or her advisor to discuss progress and explore ideas to improve performance. Parents schedule formal conferences with teachers twice a year and on an as-needed basis. Moreover, teachers routinely communicate with parents through email and phone calls as soon as the need is indicated. Each quarter an electronic report card is printed and sent home. These reports provide information in several areas, including attendance, completion of work, academic progress, and participation. Students' Maryland State Assessment scores are mailed to their parents. School MSA results are published on the Howard County Public School System website and in local and regional newspapers. By these means, parents are informed of their children's progress, and this serves to strengthen the home-school connection, and ultimately leads to an expectation of excellence from all stakeholders.

4. Sharing Success

Burleigh Manor is proud to share our success with our system-wide colleagues. Staff members participate in writing curriculum and assessments for the school system. Burleigh Manor teachers and administrators also frequently participate in workshops, such as the Maryland Principals' Academy, staff development activities within our school, and staff development activities for the Howard County School System. Additionally, we make presentations at conferences and conventions such as the Maryland Instructional Computer Coordinators' Association, the National Council of Teachers of Mathematics, and the International Technology Education Association (ITEA) where our proven strategies and practices are shared with fellow educators. For example, at the ITEA, our technology education teacher will present "Invention and Innovation," a standards-based curriculum that familiarizes students with the functioning, applications, and impacts of important information and communication advancements. Staff members serve as instructors at local colleges, and local colleges and universities also regularly send student interns to work with us at Burleigh Manor. Recently, Burleigh Manor was selected to host a delegation of educators from China who were here to observe excellent practices in education. We issue press releases to local and regional newspapers where Burleigh Manor successes are featured. The document repository of the Howard County Public School System contains numerous submissions from staff members who share their work. During articulation with our feeder high schools, we routinely receive feedback on how well prepared our students are each year, and we share our respected methods. Sharing our achievements with educators not only gives us an opportunity to assist other teaching staffs, but also allows us to examine and reassess our own best practices.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

The mathematics program is built upon the National Council of Teachers of Mathematics Principles and Standards for School Mathematics and the Maryland Mathematics Voluntary State Curriculum and Core Learning Goals. It incorporates problem-solving, communications, connections, and reasoning to develop mathematics skills, with technology integrated into all course offerings. The program also forms a framework enabling students to successfully apply mathematics in real life situations and testing. Ability grouping is used and high expectations are the standard. Students may participate in focus groups or homework club to support their needs. Advanced mathematics courses are offered in algebra and geometry. Small group instruction is offered in algebra II and pre-calculus through an adjunct resource teacher from the Howard County Gifted and Talented Program.

Reading is offered at all grade levels, and instruction focuses on strategic reading across content areas. The goal is to create an environment that motivates and involves students in their reading. Students improve by applying specific strategies, such as information literacy skills that support their reading. Teachers identify before-, during-, and after-reading skills for students to use to assess what they already know and to set guidelines for what they need to know.

Our English curriculum offers instruction in reading, writing, grammar, listening, and speaking. Literature units incorporate the four literary archetypes, separate literature genres for each grade level, and classical literature from around the world. Writing instruction focuses on use of the 6+1 writing traits. Grammar instruction, listening, and speaking skills are incorporated into all literature units.

The sixth grade science curriculum, earth science, is based on physical observations and measurements. Students learn skills essential to all sciences and apply them through the study of meteorology, geology, and astronomy. Seventh grade students study all levels of biological organization in their life science curriculum. Students study structures from the simple cell and the complex human body to ecosystems and the factors that affect them. These concepts are then explored further through research investigations. Eighth grade students explore physical sciences, chemistry, and physics to explain everyday phenomena. The study of forces, and their effects on matter, is investigated using mathematical skills applied to real-life science questions. The kinetic theory is explored as students learn about the nature of matter, the atom, chemical reactions, and transfer of energy.

The curriculum for sixth and seventh grade social studies focuses on physical geography, history, and world cultures. Eighth grade students study U.S. history from 1763-1877. Students achieve a critical understanding of history; geography; and economic, political, and social institutions, traditions, and values. As students progress through the social studies program, they develop a sense of civic responsibility and place value on active civic participation.

Foreign language instruction offers French and Spanish as a full-year course for seventh and eighth grade students. The program subscribes to a proficiency-based curriculum to develop what students can do with the language and to elevate what they do through listening, reading, writing, and speaking.

The art program is based on five objectives: drawing, painting, printmaking, sculpture, and functional crafts. Each discipline is studied using problem-solving techniques. Students learn about artists and art movements that relate to their art activities. Students learn the importance of using a sketchbook as a working tool as they brainstorm and develop artistic ideas to solve their art problems. After-school programs are offered, and artwork is displayed within the school, on our web page, and at many art shows to encourage and inspire our students.

Burleigh Manor also has an outstanding music program with courses offered in band, orchestra, and chorus. Additional related arts courses are offered in technology education, family and consumer sciences, physical education, health, and the Big6, which help develop well-educated students.

2b. English

Our English curriculum offers instruction in reading, writing, grammar, listening, and speaking. The focus is on literature units that incorporate the four literary archetypes, separate literature genres for each grade level, and a concentration on classical literature from around the world for each grade level. All students use the 6+1 writing traits as a common language to talk about the quality of their writing in formulating their responses to literature questions, as well as in formal writing assignments. In each class there is an active emphasis on oral discussions in which students hone their listening and speaking skills. Grammar instruction is integrated into the literature units.

The reading team at Burleigh Manor has led many inservice training sessions to assist content area teachers in the instruction of essential reading skills using content area text. Our student reading success is a school-wide effort.

The reading progress of every student is monitored using multiple measures such as state assessments, quarterly classroom assessments, student interim and report card grades, reading achievement tests, and student learning preferences. Classroom reading placements and instruction are adjusted to meet the needs of each student. Placements remain flexible and are changed as needed.

Students requiring additional support receive corrective reading instruction from the reading specialist in classes of no more than fifteen students. Quantitative and qualitative individual student data are continuously monitored to determine the best instructional strategies for these students. The reading comprehension program Soar to Success is implemented, modeling four main reading comprehension strategies that successful readers use. Saxon's Phonics Intervention and the Science Research Association Corrective Reading Decoding program are used as indicated. Our corrective reading instruction improves students' decoding, reading fluency, vocabulary development, and comprehension skills. Our special education staff provides remedial reading instruction to students as designated by the reading goals in their Individualized Education Plans. Reading classes are co-taught by a general educator and a special educator who collaborate to plan differentiated instruction to meet the needs of their students. A multi-sensory program, Wilson Language Training, is used for these special needs students. All students who are identified as needing extra reading support are invited to attend our after school reading grant program and homework club for further individualized support.

3. Additional Curriculum Area—Science

The science curriculum for Burleigh Manor is aligned with the Maryland State Department of Education Voluntary State Curriculum. Students use scientific skills and processes across grade levels in their studies of the Earth, life, and physical sciences. Sixth graders investigate weather, geologic processes, Earth systems, and the solar system. Seventh graders investigate the nature of living things, human biology, genetics, evidence of change, and ecology. Eighth graders investigate forces and motion, energy and waves, and both basic and advanced chemistry.

Burleigh Manor is in the unique process of building its three-year science program around the common theme of the Chesapeake Bay Watershed. Sixth graders apply what they have learned about weather, geologic processes, and Earth systems to their outdoor education activities at Camp Letts, which is located on the Chesapeake Bay. Seventh graders focus on interactions among living things within the Chesapeake Bay Watershed and the impact of human activity locally on the Centennial Lake Watershed,

which is part of the larger Chesapeake Bay Watershed. Last year, our current eighth grade students participated in the design of two bioretention sites on school grounds that have been constructed, and continue to be maintained, to reduce runoff and sedimentation at Centennial Lake. Seventh grade students will participate in Bay Grasses in Classes as a means of restoring submerged aquatic vegetation along Chesapeake Bay tributaries.

Students are engaged in learning significant content based on high standards established by Benchmarks for Science Literacy and the National Science Education Standards. As stated in the HCPSS Essential Curriculum, “The ultimate goal is to lead students to intelligent decision-making through the assimilation of scientific knowledge and the application of scientific inquiry.” Hands-on activities, model building, student discussion and debate, and student-led activities are methods used to benefit learning. Students expand upon their knowledge of the world around them, changing their ideas based on acquired evidence, enhancing what they know with investigation, and modifying ideas based on new information. Students have many opportunities to participate in problem-solving and decision-making with the development and maintenance of the watershed project.

4. Instructional Methods

Burleigh Manor provides a dynamic instructional program that supports and respects the diverse needs of lifelong learners. Students learn for the present as well as for the long term, taking with them academic skills that will serve them throughout their lives.

On any given day, a visitor will observe a myriad of instructional methods—from small group instruction for students needing interventions, to students analyzing and interpreting information from their research of primary source documents—going on at Burleigh Manor to enhance student learning. All Burleigh Manor students are motivated to improve their learning by setting goals and developing a plan to achieve these goals. Students reflect on their achievement and then set new goals, indicating how the teacher can help them become more successful.

Following are some examples of our instructional methods. In math and English, the instructors scaffold and chunk concepts into easy-to-understand steps to help students remember a process or more complex concepts. In science and technology education, students create models and test them for efficiency and reliability. Foreign language students use tactile/kinesthetic skills to master vocabulary by writing the words in shaving cream spread across their desktops. Students in science classes work in small groups to research assigned body systems, using activities such as games, model-building, PowerPoint presentations with video segments from UnitedStreaming, puppet shows, skits, and songs. In social studies, the teacher asks students to record their impressions after viewing UnitedStreaming video segments—without the audio track. By using only the visual modality, students make inferences about concepts presented in the video, activating prior knowledge and recognizing images and historical figures. Also, students conduct an Articles of Confederation Congress where they represent one of the thirteen original states and write a piece of legislation, experiencing the difficulty of running a new country. Teachers in science, social studies, health, and foreign language occasionally allow students to teach instructional objectives. In English, students are provided the opportunity to become teacher-for-the-day, developing original lesson plans, class activities, quiz questions, and homework assignments for their classmates.

5. Professional Development

Professional development is ongoing and data driven. The School Improvement Plan guides professional development and focuses on enhancing student learning. Teachers and administrators attend conferences

and conventions to gain expertise and share best practices with our staff. The Staff Development Office of the Howard County Public School System provides county-wide courses, workshops, and inservice training sessions. Our teachers attend these meetings and summer institutes to gain insight and skills related to curriculum, instructional strategies, and technology. Burleigh Manor staff members recognize the importance of continuing education and are enrolled in a variety of graduate programs. Drawing on expertise gained from this exposure, we implement staff development on topics such as copyright and information literacy, as suggested by our central office. Through faculty meetings, we offer staff development in good teaching strategies and best practices. We provide a forum for colleagues to present successful learning methods, such as the 6+1 writing strategies, the use of the Big6 information literacy model, and the integration of various software applications into instruction. Periodically, guest speakers share expertise in pedagogy. To determine additional needs, we administer surveys to the staff. Training and support are provided to teachers through team and department meetings, colleague observations, individual professional development plans, collaboration, and common planning time. Teachers meet regularly to share ideas and evaluate and refine their instructional methods. When new staff members arrive at Burleigh Manor, veteran teachers act as mentors to help them understand the school culture and implement successful instructional strategies. From back-to-school inservice training to ongoing discussions about students, data, and instruction, the teachers at Burleigh Manor exemplify commitment to excellence and learning. The ideas shared, strategies exchanged, and practices implemented through professional development are fundamental to creating a climate of success for all our students.

PART VII – Assessment Results

STATE CRITERION-REFERENCED TESTS

Subject Math Grade 6 Test Maryland School Assessment

Edition/Publication Year 2006, 2005, 2004 Publisher CTB

Testing month: March	2005–2006	2004–2005	2003–2004
SCHOOL SCORES:			
% At or Above Basic:	100	100	100
% At or Above Proficient:	94	92	87
% At Advanced:	58	47	33
Number of students tested:	184	177	203
Percent of total students tested:	100	100	100
Number of students alternatively assessed:	0	0	0
Percent of total alternatively assessed:	0	0	0
SUBGROUP SCORES:			
White (Not of Hispanic Origin)			
% At or Above Basic:	100	100	100
% At or Above Proficient:	96	92	92
% At Advanced:	55	41	30
Number of students tested:	120	118	145
Asian/Pacific Islander			
% At or Above Basic:	100	100	100
% At or Above Proficient:	93	94	86
% At Advanced:	69	69	54
Number of students tested:	54	49	43
STATE SCORES:			
% At or Above Basic:	100	100	100
% At or Above Proficient:	66	60	50
% At Advanced:	19	15	11

STATE CRITERION-REFERENCED TESTS

Subject Math Grade 7 Test Maryland School Assessment

Edition/Publication Year 2006, 2005, 2004 Publisher CTB

Testing month: March	2005–2006	2004–2005	2003–2004
SCHOOL SCORES:			
% At or Above Basic:	100	100	100
% At or Above Proficient:	88	90	89
% At Advanced:	43	39	32
Number of students tested:	190	208	204
Percent of total students tested:	100	100	100
Number of students alternatively assessed:	0	0	0
Percent of total alternatively assessed:	0	0	0
SUBGROUP SCORES:			
White (Not of Hispanic Origin)			
% At or Above Basic:	100	100	100
% At or Above Proficient:	91	92	88
% At Advanced:	37	37	27
Number of students tested:	118	145	143
Asian/Pacific Islander			
% At or Above Basic:	100	100	100
% At or Above Proficient:	94	92	94
% At Advanced:	67	54	48
Number of students tested:	54	50	52
STATE SCORES:			
% At or Above Basic:	100	100	100
% At or Above Proficient:	60	55	50
% At Advanced:	16	14	10

STATE CRITERION-REFERENCED TESTS

Subject Math Grade 8 Test Maryland School Assessment

Edition/Publication Year 2006, 2005, 2004 Publisher CTB

Testing month: March	2005–2006	2004–2005	2003–2004
SCHOOL SCORES:			
% At or Above Basic:	100	100	100
% At or Above Proficient:	95	91	86
% At Advanced:	55	45	51
Number of students tested:	213	213	208
Percent of total students tested:	100	100	100
Number of students alternatively assessed:	0	0	0
Percent of total alternatively assessed:	0	0	0
SUBGROUP SCORES:			
White (Not of Hispanic Origin)			
% At or Above Basic:	100	100	100
% At or Above Proficient:	96	91	84
% At Advanced:	53	39	47
Number of students tested:	150	145	133
Asian/Pacific Islander			
% At or Above Basic:	100	100	100
% At or Above Proficient:	98	93	88
% At Advanced:	73	63	61
Number of students tested:	52	56	69
STATE SCORES:			
% At or Above Basic:	100	100	100
% At or Above Proficient:	55	53	46
% At Advanced:	23	19	17

STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 6 Test Maryland School Assessment

Edition/Publication Year 2006, 2005, 2004 Publisher Harcourt

Testing month: March	2005–2006	2004–2005	2003–2004
SCHOOL SCORES:			
% At or Above Basic:	100	100	100
% At or Above Proficient:	97	96	93
% At Advanced:	75	68	65
Number of students tested:	184	177	202
Percent of total students tested:			
Number of students alternatively assessed:	0	0	0
Percent of total alternatively assessed:	0	0	0
SUBGROUP SCORES:			
White (Not of Hispanic Origin)			
% At or Above Basic:	100	100	100
% At or Above Proficient:	97	98	96
% At Advanced:	74	70	68
Number of students tested:	120	118	144
Asian/Pacific Islander			
% At or Above Basic:	100	100	100
% At or Above Proficient:	98	96	86
% At Advanced:	80	69	67
Number of students tested:	54	49	43
STATE SCORES:			
% At or Above Basic:	100	100	100
% At or Above Proficient:	72	70	68
% At Advanced:	34	31	30

STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 7 Test Maryland School Assessment

Edition/Publication Year 2006, 2005, 2004 Publisher Harcourt

Testing month: March	2005–2006	2004–2005	2003–2004
SCHOOL SCORES:			
% At or Above Basic:	100	100	100
% At or Above Proficient:	95	95	97
% At Advanced:	60	66	32
Number of students tested:	190	208	204
Percent of total students tested:			
Number of students alternatively assessed:	0	0	0
Percent of total alternatively assessed:	0	0	0
SUBGROUP SCORES:			
White (Not of Hispanic Origin)			
% At or Above Basic:	100	100	100
% At or Above Proficient:	98	97	99
% At Advanced:	59	69	62
Number of students tested:	118	145	143
Asian/Pacific Islander			
% At or Above Basic:	100	100	100
% At or Above Proficient:	94	92	92
% At Advanced:	72	62	60
Number of students tested:	54	50	52
STATE SCORES:			
% At or Above Basic:	100	100	100
% At or Above Proficient:	71	67	67
% At Advanced:	26	28	26

STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 8 Test Maryland School Assessment

Edition/Publication Year 2006, 2005, 2004 Publisher Harcourt

Testing month: March	2005–2006	2004–2005	2003–2004
SCHOOL SCORES:			
% At or Above Basic:	100	100	100
% At or Above Proficient:	95	95	92
% At Advanced:	56	56	55
Number of students tested:	213	211	208
Percent of total students tested:			
Number of students alternatively assessed:	0	0	0
Percent of total alternatively assessed:	0	0	0
SUBGROUP SCORES:			
White (Not of Hispanic Origin)			
% At or Above Basic:	100	100	100
% At or Above Proficient:	97	97	93
% At Advanced:	60	54	54
Number of students tested:	150	145	133
Asian/Pacific Islander			
% At or Above Basic:	100	100	100
% At or Above Proficient:	94	94	90
% At Advanced:	52	54	55
Number of students tested:	52	54	69
STATE SCORES:			
% At or Above Basic:	100	100	100
% At or Above Proficient:	67	66	64
% At Advanced:	24	24	21