

Pershing Hill Elementary School  
2010-2011  
School Improvement Plan

“Where we think, dream, believe, achieve and SOAR!”



**Mission**

- To provide a safe, positive environment
- To facilitate learning so students can reach their maximum potential
- To provide stability for our ever-changing population

**Vision**

We envision Pershing Hill Elementary as a learning community in which

**Students**

- Contribute to a positive environment
- Respond to a challenging, relevant curriculum
- Engage in hands-on, real-life problem-solving activities

**Staff**

- Works toward the mutual goal of educating students
- Encourages independent and self-reliant learners
- Meets the needs of all student through differentiated instruction

**Parents**

- Actively support instruction through educational involvement
- Participate in and organize school-wide meetings and events

**Values**

- **Collaboration** – We encourage positive communication and cooperation among all members of the school and community.
  - **Respect** – We foster respectful attitudes toward different people’s beliefs, ideas and customs.
  - **Consistency** – We establish consistent, yet flexible routines to meet the needs of students, teachers, and the community.
- **Responsibility** – We encourage students to be responsible for their own learning by putting forth maximum effort in all areas.
- **High Expectations** – We hold high expectations for our students, staff, and parents to meet academic, professional, and social goals.

# School Improvement Plan Pershing Hill Elementary 2010- 2011

**Preamble:** As part of our ongoing effort to emphasize respect for self and others, encourage educational excellence and the academic achievement of every student in a safe environment, Pershing Hill Elementary School will continue to implement programs and activities in the following areas:

- I. **Reading:** By promoting active and meaningful engagement and increasing student achievement in reading through rigorous instruction, differentiated instruction, reading intervention programs, which include Early Reading Intervention Program in Kindergarten/First Grade and the Voyager Passport Intervention program in Grades 1& 2, as well as, Corrective Reading and Voyager Passport in Grades, 3, 4, and 5. In addition, the use of technology, professional development and activities such as Book Fairs, the Monthly Reading Incentive Program, Chessie, Family Reading Night, and engaging members of the community as guest readers all will promote a positive attitude towards reading. Monthly 30-minute Vertical Teaming Reading Collaboration meetings will be held to examine student data to improve reading achievement.
- II. **Math:** By promoting active and meaningful engagement and increasing student achievement in math through rigorous instruction, differentiated instruction, math intervention programs, which include Do The Math and Fast Math, the use of technology, professional development and activities such as the 24 Game Club, the implementation of after school math programs to target students who need reinforcement and enrichment, daily math fact drills and the use of manipulatives. Monthly “Math Drop-ins” from the county math department will be published in the school newsletter to communicate math ideas to parents. Monthly 30-minute Vertical Teaming Math Collaboration meetings will be held to examine student data to improve math achievement.
- III. **Safe and Orderly Environment:** By promoting a sense of feeling safe at school and the belief that students are well behaved through the school-wide use of the Positive Behavior Intervention and Supports (PBIS) program, regular review of school rules during morning announcements, and consistent documentation of behaviors. Newsletters, phone calls, e-mails and student planners will be utilized to effectively communicate with parents and staff. Quarterly celebrations are planned to recognize positive behavior. The Second Step program will continue to support students with making appropriate behavioral choices. Continue to implement classroom color-coded behavior system to provide school-wide consistency.
- IV. **Community Collaboration:** By promoting a welcoming school environment that encourages community and parent volunteers to participate in school-wide events and by developing partnerships with community organizations.

## Pershing Hill Elementary School Improvement Plan 2010 - 2011

### I. Reading

#### **Goal I: (Reading-Academic Achievement)**

By the end of the 2010/2011 school year, 90% of students in each NCLB student group in grades 3, 4, 5 will perform at proficient or advanced level in reading on the Maryland School Assessment (MSA).

By the end of 2010/2011 school year, 50% of students in each NCLB student group in grades 3, 4, and 5 will perform at the advanced level in reading on the Maryland School Assessment (MSA).

#### **Statement of Need:**

**On the 2010 MSA, 97.5% of grades 3, 4, and 5 students scored at proficient or advanced level of achievement in reading on the Maryland School Assessment (MSA): 96.2% of the third graders, 96.6% of the fourth graders, and 100% of the fifth graders.**

*95.7% of African Americans scored at proficient or advanced*

*100.0% of Asians scored at proficient or advanced*

*87.5% of Hispanics scored at proficient or advanced*

*100.0% of Whites scored at proficient or advanced*

*N/A% of ELL scored at proficient or advanced*

*96.4% of FARMS scored at proficient or advanced*

*100.0% of Special Ed scored at proficient or advanced*

**On the 2009 MSA, 90.4% of grades 3, 4, and 5 students scored at proficient or advanced level of achievement in reading on the Maryland School Assessment (MSA): 83.3% of the third graders, 93.3% of the fourth graders, and 94.1% of the fifth graders.**

*85.2% of African Americans scored at proficient or advanced*

*100.0% of Asians scored at proficient or advanced*

*92.9% of Hispanics scored at proficient or advanced*

*91.8% of Whites scored at proficient or advanced*

*100.0% of ELL scored at proficient or advanced*

*87.5% of FARMS scored at proficient or advanced*

*85.7% of Special Ed scored at proficient or advanced*

**On the 2010 Maryland school Assessment (MSA) 43.0% of grades, 3, 4, and 5 scored at the advanced level of achievement in reading on the Maryland School Assessment (MSA).**

*34.8% of African Americans scored at the advanced level*

*100.0% of Asians scored at the advanced level*  
*37.5% of Hispanics scored at the advance level*  
*44.4% of Whites scored at the advanced level*  
*39.3% of FARMS scored at the advanced level*  
*42.9 % of Special Ed scored at the advanced level*

**On the 2009 Maryland school Assessment (MSA) 40.4% of grades, 3, 4, and 5 scored at the advanced level of achievement in reading on the Maryland School Assessment (MSA).**

*29.6% of African Americans scored at the advanced level*  
*75% of Asians scored at the advanced level*  
*35.7% of Hispanics scored at the advance level*  
*44.9% of Whites scored at the advanced level*  
*29.2% of FARMS scored at the advanced level*  
*14.3 % of Special Ed scored at the advanced level*

**Annual Objective:**

By the end of the 2010 – 2011 school year, 50 % of students in each NCLB student group in grades 3, 4, and 5 will score advanced in reading on the Maryland School Assessment (MSA) **and** the percentage of students scoring proficient or advanced will increase by 5%.

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/ Check off when completed
<p>Differentiate reading instruction to increase rigor for all students in each NCLB groups by utilizing the following effective instructional strategies (Differentiation, Guided Reading, learning stations, comprehension toolkit, higher level questioning, pre-assessments/ formative assessments, utilize technology, Thinking Maps, Elements of Vocabulary, and 6+1 Writing Traits) which appeal to a variety of learning styles; so that students are actively and meaningfully engaged, especially African American , Hispanics, FARMS and Special Educations students.</p> <p>✓ <b>EQUITY</b></p>	<p>Tasheka Green Robin Parker Mikki Loiselle</p>	<p>Reading Teacher Rebecca Lamb, County Reading Resource Classroom Teachers Special Ed Teachers ESOL Teachers</p>	<p>Program Materials Tier 2 Vocabulary Activities Thinking Maps State Curriculum Staff Development</p>	<ul style="list-style-type: none"> <li>• Bulletin Boards</li> <li>• Vocabulary Assessment Data</li> <li>• AACPS Reading Assessments</li> <li>• Data Binder</li> <li>• Scantron Data</li> <li>• DIBELS</li> <li>• Grade Group Minutes</li> <li>• Reading Collaboration Team Minutes</li> <li>• Staff development agendas</li> <li>• Classroom observation</li> <li>• Writing samples</li> <li>• SIT Minutes</li> <li>• Minutes from co-teaching planning session with TDT</li> </ul>	<p>Monthly June 2011</p>

Pershing Hill Elementary School Improvement Plan 2010-2011  
II. Math

**Goal II (Math-Academic Achievement):**

By the end of the 2010/2011 school year, 90% of students in each NCLB student group in grades 3, 4, 5 will perform at the proficient or advanced level in math on the Maryland School Assessment (MSA).

By the end of 2010/2011 school year, 50% of students in each NCLB student group in grades 3, 4, and 5 will perform at the advanced level in math on the Maryland School Assessment (MSA).

**Statement of Need:**

**On the 2010 MSA, 93.7% of students in grades 3, 4, and 5 scored at the proficient or advanced level of achievement in math on the Maryland School Assessment (MSA): 96.2% of the third graders, 96.6% of the fourth graders, and 87.5% of the fifth graders.**

*95.7% of African Americans scored at proficient or advanced*  
*100.0% of Asians scored at proficient or advanced*  
*87.5% of Hispanics scored at proficient or advanced*  
*93.3% of Whites scored at proficient or advanced*  
*N/A% of ELL scored at proficient or advanced*  
*85.7% FARMS scored at proficient or advanced*  
*71.4% of Special Ed scored at proficient or advanced*

**On the 2009 MSA, 97.9% of students in grades 3, 4, and 5 scored at the proficient or advanced level of achievement in math on the Maryland School Assessment (MSA): 100% of the third graders, 93.3% of the fourth graders, and 100% of the fifth graders.**

*100% of African Americans scored at proficient or advanced*  
*100% of Asians scored at proficient or advanced*  
*92.9% of Hispanics scored at proficient or advanced*  
*98.0% of Whites scored at proficient or advanced*  
*100% of ELL scored at proficient or advanced*  
*91.7% FARMS scored at proficient or advanced*  
*85.7% of Special Ed scored at proficient or advanced*

**On the 2010 Maryland school Assessment (MSA) 50.6% of students in grades 3, 4, and 5 scored at the advanced level of achievement in math on the Maryland School Assessment (MSA).**

*34.8% of African Americans scored at the advanced level*  
*100.0% of Asians scored at the advance level*  
*50.0% of Hispanics scored at the advance level*

*55.6% of Whites scored at the advanced level*  
*N/A% of ELL scored at the advanced level*  
*46.4% of FARMS scored at the advanced level*  
*42.9 % of Special Ed scored at the advanced level*

**On the 2009 Maryland school Assessment (MSA) 43.6% of students in grades 3, 4, and 5 scored at the advanced level of achievement in math on the Maryland School Assessment (MSA).**

*33.0% of African Americans scored at the advanced level*  
*50.0% of 35.7% of Asians scored at the advance level*  
*35.7% of Hispanics scored at the advance level*  
*51.0% of Whites scored at the advanced level*  
*100% of ELL scored at the advanced level*  
*33.3% of FARMS scored at the advanced level*  
*28.6 % of Special Ed scored at the advanced level*

**Annual Objective:**

By the end of the 2010 – 2011 school year, 50% of students in each NCLB student group in grades 3, 4, and 5 will score advanced in math on the Maryland School Assessment (MSA) **and** the percentage of students scoring proficient or advanced will increase by 5%.

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/ Check off when completed
<p>Differentiate math instruction to increase rigor for all students from each NCLB student group by utilizing effective teaching techniques (Cooperative teaching, cooperative learning, cognitive strategies, active learning, utilize technology, manipulatives), which appeal to a variety of learning styles; so that students are actively and meaningfully engaged, especially African American , Hispanics, FARMS and Special Educations students.</p> <p>✓ <b>EQUITY</b></p>	<p>Tasheka Green Mikki Loiselle Marcia Sant Amour</p>	<p>Kasey Smith, County Math Teacher Talent Development Teacher Math Lead Teachers Elementary Team Leaders Classroom Teachers Special Education Teachers Technology Support Tech</p>	<p>enVision Math Materials Pacing Guides State Curriculum Staff Development Technology</p>	<ul style="list-style-type: none"> <li>• SIT Team Minutes</li> <li>• Classroom observation</li> <li>• Staff development agendas</li> <li>• Math Topic Assessment Data</li> <li>• AACPS Benchmark Data</li> <li>• Minutes from monthly co teaching planning session with TDT</li> <li>• Collaborative planning by grade level and monthly vertical team planning in math.</li> </ul>	<p>Monthly June 2011</p>

Pershing Hill Elementary School Improvement Plan 2010-2011  
III. Safe and Orderly Environment

**Goal III (PBIS – Safe and Supportive Learning Environment):**

All students will be educated in a safe, positive, and supportive environment with a focus on discipline standards.

**Statement of Need:**

During the 2009-2010 school year there were a total of 23 Pre-Office referrals

During the 2009-2010 school year there were a total of 6 Anne Arundel County Office referrals

*1% of African American students had office referrals*

*1% of Hispanic students had office referrals*

*1% of White students had office referrals*

*0% of Asian students had office referrals*

*0% of Native American students had office referrals*

*0% of ELL students had office referrals*

*1% of Special Ed students had office referrals*

During the 2008-2009 school year there were a total of 50 Pre-Office referrals.

During the 2008-2009 school year there were a total of 18 Anne Arundel County Office referrals.

*7% of African American students had office referrals*

*1% of Hispanic students had office referrals*

*7% of White students had office referrals*

*0% of Asian students had office referrals*

*0% of Native American students had office referrals*

*3% of Special Ed students had office referrals*

**Annual Objective:**

By the end of 2010 – 2011 school year, Pre-Office referrals and Office referrals will decrease by 5% for all students in grades K-5. Referral disparities among all groups will be eliminated.

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date Check off when completed
Provide monthly Booster Lessons to review PBIS expectations to all NCLB student groups.  ✓ <b>EQUITY</b>	Tasheka Green Elizabeth Wolfe	All Teachers	Guidance Lessons/kits Code of Conduct Technology	<ul style="list-style-type: none"> <li>• Attendance roster</li> <li>• SWIS Data</li> <li>• PBIS agendas/minutes</li> <li>• Observations</li> </ul>	June 2011
Implement “Check-in/Check-out” in order to address the needs of yellow and red zone students for all NCLB student groups and increase the capacity of the students to replace negative/inappropriate behaviors with positive/appropriate behaviors.  ✓ <b>EQUITY</b>	Tasheka Green Tiffany Gaugh Margaret Green	All Teachers	Staff Based Mentors	<ul style="list-style-type: none"> <li>• Check-in/Check-out Data Sheets</li> <li>• PBIS agendas/minutes</li> <li>• SWIS Data</li> </ul>	June 2011
Implement Collaborative Decision Making Model (CDM) to problem-solve and plan for the achievement and success of all students. Emphasis will be placed on data-based decision making, collaborative teaming, tiers of intervention and ongoing progress monitoring is aligned with the AACPS Goals and Strategic Initiatives.  ✓ <b>EQUITY</b>	Tasheka Green Rebecca Hamilton Michele Shaffer	All Teachers Lisa Mace Ebaugh	Staff Development CDM Coach Technology	<ul style="list-style-type: none"> <li>• Data collection forms</li> <li>• Staff development agendas</li> </ul>	Monthly June 2011

Pershing Hill Elementary School Improvement Plan 2010– 2011  
 IV. Community Collaboration

**Goal IV (Community Engagement):**

By the end of the 2011/2012 school year, Pershing Hill Elementary School will maintain and increase partnerships with community organizations, as well as increase family participation in school programs by encouraging families to participate in school life.

**Statement of Need:**

Pershing Hill Elementary has developed working relations with the following community entities:  
 70<sup>th</sup> Operation, DENTAC, Northrop Grumman, McDonalds, Bowie Baysox and Fort Meade Bowling Alley.

**Annual Objective:**

By the end of the 2010 – 2011 school year, Pershing Hill Elementary School will increase community collaboration an engagement from the 2009 – 2010 level.

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date Check off when completed
Host Parent/Community Nights to support student achievement. <ul style="list-style-type: none"> <li>• Family Math Night</li> <li>• Family Reading Night</li> <li>• Family Dining at local restaurants</li> <li>• STEMS Night</li> </ul> ✓ <b>EQUITY</b>	Tasheka Green Robin Parker Mikki Loiselle Amie Webber	Reading Teacher Math Lead Teachers Talent Development Teacher Classroom Teachers and Staff Guidance Counselor	Parent involvement training/binder Handouts After-School Parent Meetings Technology PTA	<ul style="list-style-type: none"> <li>• Agendas</li> <li>• Sign-in Sheets</li> <li>• SIT Minutes</li> <li>• Community Collaboration minutes</li> </ul>	June 2011
Host a minimum of one meeting within the community to better facilitate participation in school programs  ✓ <b>EQUITY</b>	Tasheka Green Robin Parker	Volunteer Coordinator Community Collaboration Committee Parent Community Liaison Community Business Liaison Community Members Teachers and school staff	Community Centers Faith-Based Community Business Partnerships PTA Teresa Tudor, Div. of Student Support Sara Bonise, Ft. Meade School Liaison Officer	<ul style="list-style-type: none"> <li>• Meeting Flyers</li> <li>• PTA/School Sponsored Community Events</li> <li>• Contacts within the community</li> <li>• SIT Minutes</li> </ul>	June 2011

**School Improvement Plan  
Data Sets  
2010-2011  
Elementary**

**Pershing Hill Elementary**

Indicator	District Baseline	Student Groups	05-06 Actual	06-07 Actual	07-08 Target	07-08 Actual	08-09 Target	08-09 Actual	09-10 Target	09-10 Actual	10-11 Target	10-11 Actual	
By the end of the <b>2011/2012</b> school year, 85% of students in each NCLB student group by the end of grade 2 will read at or above the 4 <sup>th</sup> stanine on the Reading Total score as measured by a <b>nationally normed assessment.</b>	Baseline: June 2006 – 71% of students by the end of grade 2 reading at or above the 4 <sup>th</sup> stanine on the Stanford 10.	All	83.9	90.6	71.0	75.8	N/A	N/A	N/A	N/A	N/A	N/A	
		Af Am	82.4	100	71.0	50.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		Na Am	-	-	71.0	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		Asian	60.0	-	71.0	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		Hisp	100	75.0	71.0	100.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		White	85.7	89.5	71.0	84.2	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		ELL	100	-	71.0	100.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		FARMS	66.7	100	71.0	100.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		SpEd	80.0	75.0	71.0	66.7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
By the end of the <b>2013/2014</b> school year, <b>all students</b> in each NCLB student group will perform at the <b>proficient or advanced</b> level of achievement on the <b>Maryland School Assessment (MSA) standards.</b>	Baseline: June 2006 – <b>87.5%</b> of students have performed at the <b>proficient or advanced</b> level of achievement on the <b>Maryland School Assessment Reading</b> standards.	All	86.6	93.3	85.0	95.3	90.0	90.4	90.0	97.5	90.0		
		Af Am	87.1	92.9	85.0	92.3	90.0	85.2	90.0	95.7	90.0		
		Na Am	100	-	85.0	-	90.0	-	90.0	-	90.0		
		Asian	60.0	100	85.0	100.0	90.0	100	90.0	100.0	90.0		
		Hisp	90.9	60.0	85.0	91.7	90.0	92.9	90.0	87.5	90.0		
		White	89.2	95.4	85.0	97.1	90.0	91.8	90.0	100.0	90.0		
		ELL	40.0	100	85.0	100.0	90.0	100	90.0	-	90.0		
		FARMS	82.5	79.0	85.0	95.8	90.0	87.5	90.0	96.4	90.0		
		SpED	75.0	81.8	85.0	92.3	90.0	85.7	90.0	-	90.0		

Indicator	District Baseline	Student Groups	05-06 Actual	06-07 Actual	07-08 Target	07-08 Actual	08-09 Target	08-09 Actual	09-10 Target	09-10 Actual	10-11 Target	10-11 Actual
By the end of the <b>2013/2014</b> school year, <b>all students</b> in each NCLB student group will perform at the <b>proficient or advanced</b> level of achievement on the Maryland School Assessment (MSA) standards.	Baseline: June 2006 – <b>87.9%</b> of students have performed at the <b>proficient or advanced</b> level of achievement on the <b>Maryland School Assessment Math standards.</b>	All	<b>87.5</b>	<b>95.2</b>	85.0	<b>94.4</b>	90.0	<b>97.9</b>	90.0	<b>93.7</b>	90.0	
		Af Am	<b>80.7</b>	<b>100</b>	85.0	<b>84.6</b>	90.0	<b>100.0</b>	90.0	<b>95.7</b>	90.0	
		Na Am	<b>100</b>	-	85.0	-	90.0	-	90.0	-	90.0	
		Asian	<b>72.7</b>	<b>85.7</b>	85.0	<b>100.0</b>	90.0	<b>100.0</b>	90.0	<b>100.0</b>	90.0	
		Hisp	<b>90.9</b>	<b>60.0</b>	85.0	<b>100.0</b>	90.0	<b>92.9</b>	90.0	<b>87.5</b>	90.0	
		White	<b>91.9</b>	<b>96.9</b>	85.0	<b>97.1</b>	90.0	<b>98.0</b>	90.0	<b>93.3</b>	90.0	
		ELL	<b>83.3</b>	<b>100</b>	85.0	<b>100.0</b>	90.0	<b>100.0</b>	90.0	-	90.0	
		FARMS	<b>82.9</b>	<b>79.0</b>	85.0	<b>87.5</b>	90.0	<b>91.7</b>	90.0	<b>85.7</b>	90.0	
		SpEd	<b>60.0</b>	<b>81.8</b>	85.0	<b>84.6</b>	90.0	<b>85.7</b>	90.0	<b>71.4</b>	90.0	
By the end of the <b>2011/2012</b> school year, <b>50%</b> of all students in each NCLB student group in all grades 3-8 will be performing at the <b>Advanced</b> level on the MSA <b>Reading and Math.</b>	Baseline: June 2006 – 32% of students in all grades 3 – 8 performing at the Advanced level on the <b>MSA Reading</b>	All	<b>27.6</b>	<b>29.5</b>	50.0	<b>46.7</b>	50.0	<b>40.4</b>	50.0	<b>43.0</b>	50.0	
		Af Am	<b>6.5</b>	<b>17.9</b>	50.0	<b>38.5</b>	50.0	<b>29.6</b>	50.0	<b>34.8</b>	50.0	
		Na Am	-	-	50.0	-	50.0	-	50.0	-	50.0	
		Asian	<b>30.0</b>	<b>57.1</b>	50.0	-	50.0	<b>75.0</b>	50.0	<b>100.0</b>	50.0	
		Hisp	<b>27.3</b>	<b>20.0</b>	50.0	<b>25.0</b>	50.0	<b>35.7</b>	50.0	<b>37.5</b>	50.0	
		White	<b>36.5</b>	<b>32.3</b>	50.0	<b>54.5</b>	50.0	<b>44.9</b>	50.0	<b>44.4</b>	50.0	
		ELL	-	<b>50.0</b>	50.0	-	50.0	-	50.0	-	50.0	
		FARMS	<b>15.0</b>	<b>31.6</b>	50.0	<b>50.0</b>	50.0	<b>29.2</b>	50.0	<b>39.3</b>	50.0	
		SpEd	<b>10.0</b>	-	50.0	<b>30.8</b>	50.0	<b>14.3</b>	50.0	<b>42.9</b>	50.0	
By the end of the <b>2011/2012</b> school year, <b>50%</b> of all students in each NCLB student group in all grades 3-8 will be performing at the <b>Advanced</b> level on the MSA Reading and Math.	Baseline: June 2006 – 31% of students in all grades 3 – 8 performing at the Advanced level on the <b>MSA Math</b>	All	<b>33.6</b>	<b>43.3</b>	50.0	<b>48.6</b>	50.0	<b>43.6</b>	50.0	<b>50.6</b>	50.0	
		Af Am	<b>16.1</b>	<b>32.1</b>	50.0	<b>42.3</b>	50.0	<b>33.3</b>	50.0	<b>34.8</b>	50.0	
		Na Am	-	-	50.0	-	50.0	-	50.0	-	50.0	
		Asian	<b>27.3</b>	<b>57.1</b>	50.0	-	50.0	<b>50.0</b>	50.0	<b>100.0</b>	50.0	
		Hisp	<b>36.4</b>	<b>20.0</b>	50.0	<b>33.3</b>	50.0	<b>35.7</b>	50.0	<b>50.0</b>	50.0	
		White	<b>41.9</b>	<b>48.4</b>	50.0	<b>54.4</b>	50.0	<b>51.0</b>	50.0	<b>55.6</b>	50.0	
		ELL	-	<b>50.0</b>	50.0	<b>100.0</b>	50.0	<b>100.0</b>	50.0	-	50.0	
		FARMS	<b>19.5</b>	<b>36.8</b>	50.0	<b>37.5</b>	50.0	<b>33.3</b>	50.0	<b>46.4</b>	50.0	
		SpED	<b>15.0</b>	-	50.0	<b>30.8</b>	50.0	<b>28.6</b>	50.0	<b>42.9</b>	50.0	

<b>Indicator</b>	<b>District Baseline</b>	<b>Student Groups</b>	<b>05-06 Actual</b>	<b>06-07 Actual</b>	<b>07-08 Target</b>	<b>07-08 Actual</b>	<b>08-09 Target</b>	<b>08-09 Actual</b>	<b>09-10 Target</b>	<b>09-10 Actual</b>	<b>10-11 Target</b>	<b>10-11 Actual</b>
By the end of the <b>2011/2012</b> school year, all schools will demonstrate less than <b>1.5%</b> of disproportionate racial and ethnic groups in special education as recommended by the OSEP/Westat Disproportionality task force and monitored by the Maryland State Department of Education.	County average: 1.27%	Af Am			1.5	<b>1.07</b>	1.0	<b>1.08</b>	1.0	<b>1.25</b>		
Optional: Benchmark Data Reading												
Optional: Benchmark Data Math												
Optional: DIBELS												
Optional: LAS Links												
Optional: Suspensions												
Optional: Referrals												
Optional: Absences												

**Reading Grade 2 Benchmark 3 2009-2010  
Pershing Hill @ Meade Heights Elem.**

**Number of students: 29**

	Basic		Proficient		Advanced		Proficient/ Advanced	
	Count	%	Count	%	Count	%	Count	%
<b>All</b>	<b>3</b>	<b>10.3%</b>	<b>10</b>	<b>34.5%</b>	<b>16</b>	<b>55.2%</b>	<b>26</b>	<b>89.7%</b>
<b>African American</b>	<b>2</b>	<b>18.2%</b>	<b>4</b>	<b>36.4%</b>	<b>5</b>	<b>45.5%</b>	<b>9</b>	<b>81.8 %</b>
<b>American Indian</b>							<b>0</b>	
<b>Asian</b>							<b>0</b>	
<b>Hispanic</b>		<b>0.0%</b>	<b>4</b>	<b>66.7%</b>	<b>2</b>	<b>66.7%</b>	<b>6</b>	<b>100.0%</b>
<b>White</b>	<b>1</b>	<b>8.3%</b>	<b>2</b>	<b>16.7%</b>	<b>9</b>	<b>75.0%</b>	<b>11</b>	<b>91.7%</b>
<b>ELL</b>		<b>0.0%</b>	<b>1</b>	<b>100.0%</b>		<b>0.0%</b>	<b>1</b>	<b>100.0%</b>
<b>Farms</b>	<b>1</b>	<b>7.9%</b>	<b>6</b>	<b>46.7%</b>	<b>6</b>	<b>45.4%</b>	<b>12</b>	<b>92.3%</b>
<b>Special Ed</b>		<b>0.0%</b>	<b>1</b>	<b>100.0%</b>		<b>0.0%</b>	<b>1</b>	<b>100.0%</b>

### School Improvement Plan - Elementary Absences

Absent >= 12 Days % is equal to the total number of students absent 12 or more days divided by the total student membership for the year.

School name: Pershing Hill Elementary School | Grade: Grds PreK-5

	2006-07				2007-08				2008-09				2009-10			
	Absent #	Absent %	Absent >= 12 Days #	Absent >= 12 Days %	Absent #	Absent %	Absent >= 12 Days #	Absent >= 12 Days %	Absent #	Absent %	Absent >= 12 Days #	Absent >= 12 Days %	Absent #	Absent %	Absent >= 12 Days #	Absent >= 12 Days %
<b>Student category</b>																
<b>All</b>	202	72.9	42	15.2	198	88.0	35	15.6	176	82.6	21	9.9	159	78.7	29	14.4
<b>African American</b>	55	72.4	4	5.3	54	93.1	6	10.3	57	82.6	5	7.2	43	72.9	7	11.9
<b>American Indian/Alaskan Native</b>	NULL	NULL	NULL	NULL	2	100.0	1	50.0	1	100.0	1	100.0	1	100.0	0	0.0
<b>Asian/Pacific Islander</b>	10	52.6	2	10.5	3	60.0	0	0.0	5	83.3	0	0.0	3	60.0	1	20.0
<b>Hispanic</b>	13	54.2	2	8.3	19	79.2	3	12.5	23	95.8	2	8.3	21	84.0	3	12.0
<b>White</b>	124	78.5	34	21.5	120	88.2	25	18.4	90	79.6	13	11.5	91	81.3	18	16.1
<b>ELL</b>	2	50.0	1	25.0	7	77.8	0	0.0	2	66.7	1	33.3	3	60.0	0	0.0
<b>FARMS</b>	43	68.3	9	14.3	44	91.7	9	18.8	43	87.8	7	14.3	63	78.8	15	18.8
<b>SPED</b>	21	80.8	5	19.2	28	100.0	5	17.9	15	75.0	3	15.0	15	75.0	4	20.0

### School Improvement Plan - Elementary Referrals (Unduplicated Student Counts)

Referral % is equal to the total number of unique students referred for a disciplinary action (i.e. Referral #) divided by the total student membership for the year.

School name: Pershing Hill Elementary School | Grade: Grds PreK-5

	2006-07		2007-08		2008-09		2009-10	
	Referral #	Referral %	Referral #	Referral %	Referral #	Referral %	Referral #	Referral %
<b>Student category</b>								
<b>All</b>	13	4.7	19	8.4	4	1.9	3	1.5
<b>African American</b>	5	6.6	7	12.1	2	2.9	1	1.7
<b>Asian/Pacific Islander</b>	2	10.5	NULL	NULL	NULL	NULL	NULL	NULL
<b>Hispanic</b>	1	4.2	3	12.5	1	4.2	1	4.0
<b>White</b>	5	3.2	9	6.6	1	0.9	1	0.9
<b>FARMS</b>	4	6.3	3	6.3	NULL	NULL	2	2.5
<b>SPED</b>	2	7.7	4	14.3	1	5.0	2	10.0

### School Improvement Plan - Elementary Suspensions (Unduplicated Student Counts)

Suspended % is equal to the total number of students suspended divided by the total student membership for the year.

School name: Pershing Hill Elementary School | Grade: Grds PreK-5

	2006-07		2007-08		2008-09		2009-10	
	Suspended #	Suspended %	Suspended #	Suspended %	Suspended #	Suspended %	Suspended #	Suspended %
<b>Student category</b>								
<b>All</b>	6	2.2	1	0.4	4	1.9	2	1.0
<b>African American</b>	2	2.6	NULL	NULL	3	4.3	1	1.7
<b>Asian/Pacific Islander</b>	1	5.3	NULL	NULL	NULL	NULL	NULL	NULL
<b>Hispanic</b>	1	4.2	NULL	NULL	NULL	NULL	1	4.0
<b>White</b>	2	1.3	1	0.7	1	0.9	NULL	NULL
<b>FARMS</b>	3	4.8	NULL	NULL	NULL	NULL	1	1.3
<b>SPED</b>	2	7.7	1	3.6	2	10.0	2	10.0