

**Data Analysis and Interpretation Paper**  
**Data Analysis and Interpretation with Technology Module: EDHD 435**  
**Part 1**

**Fall 2004**  
**Student Name goes Here**  
**November 31, 2004**

# Background Information

## *Introduction*

Langley Park McCormick Elementary School, school ID # 1719, is located in Local Educational Agency #16, in Prince George's County Maryland, at 8201 15<sup>th</sup> Avenue, Hyattsville, Maryland.

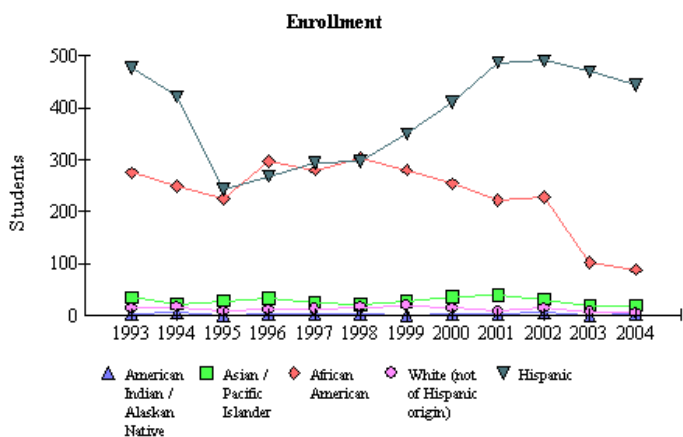
Langley Park McCormick Elementary School is an older school, having opened in 1954. Prior to 2003 the school housed only fourth, fifth, and sixth grades. In 2003, it was reconfigured and now contains Kindergarten through sixth grades. The mission of Langley Park McCormick Elementary School is to *provide all students the opportunity to acquire knowledge and develop the skills and work habits to enable them to become productive members of society*. Two thirds of the faculty members are new to the building. The school now represents a multicultural neighborhood of largely immigrant families. The majority of the students walk to school. Some students ride the bus in order to safely cross a major thoroughfare, but are still within one mile of the school.

Langley Park McCormick Elementary is essentially the center of the community. It hosts evening Adult education classes for adult ESOL, citizenship, technology, and G.E.D. Soccer and basketball teams use the gymnasium in the evenings.

Churches use the facilities on the weekends. It serves as an emergency food pantry, and regularly distributes clothes and other necessities to members of the community. It regularly refers community members to local charitable and social service agencies that provide medical, financial, and other community assistance.



Langley Park McCormick Elementary participates in the "Communities in Schools" program. The program staffs a half-time employee to assist in the development of community partnerships. This program has been very successful, and has enabled the school to work in conjunction with community organizations to address a spectrum of school and community needs. More information about the school can be accessed from the school's website: <http://www.pgcps.pg.k12.md.us/~lpmcc/>.



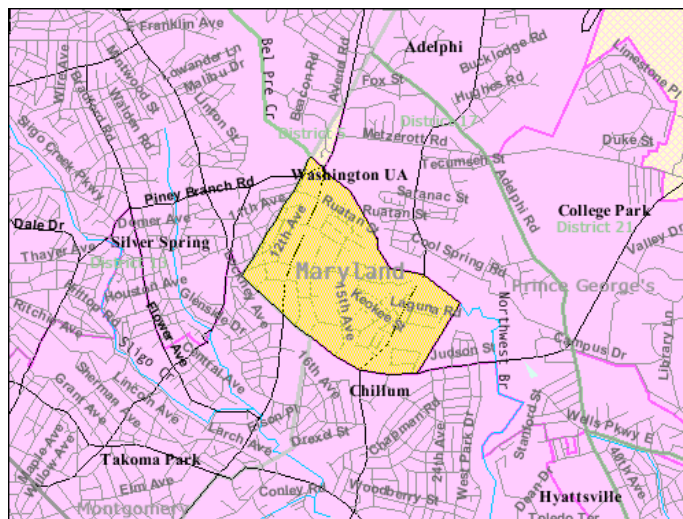
## Demographics

Detailed demographic information for the LP elementary school can be accessed via the Census Bureau (Fact Finder)

<http://factfinder.census.gov/home/saff/main.html?lang=en>, by entering the school's city and state. For Langley

Park, the 2000 Census (the last Census data—only collected every ten years) indicates it is 0.8225 square miles and includes a Latino population which has increased from 6,956 to 10,294 (a 48% increase). Over the last decade, the neighborhood's Latino population grew from about 40% to 63% of the entire area. Due to the large number of immigrants (some of whom are illegal immigrants) it can be inferred that many did not participate in the census. The population number is probably an undercount. Of the 10,294 Hispanics counted in the 10,294 survey, 24% are not identified by nationality, and of the remaining 7,371 people, 5,970 are Central American including 3,483 Salvadorans and 1,825 Guatemalan. Households have a mean income of \$44,554, and a median income of \$37,939, and 27.5% make less than \$25,000/year.

The opening enrollment, in the fall of 2004, was 559 students, 171 of whom are in Kindergarten and first grades. A large percentage of the students (80%) are Hispanic, of which 48% are non-English proficient or Limited English Proficient. An even larger percentage of parents are non-English proficient and are therefore limited in their ability to support their children academically. Typically, this language barrier has been an obstacle to parent involvement not only at home, but in school as well; however, with the current bilingual principal, parent liaison, teachers and secretaries, and now that all meetings are held in Spanish and English, the school is



rapidly working to overcome this gap. 16% of the students are African, Caribbean, or African American. Many of the students in this category are immigrants confronting the same difficulties as the Hispanic population. Less than 1% of the student body are white or Native American, and 3.3% are Asian. 85.8% of the students are on free or reduced lunch programs, and the school is listed as a Title I program school. Students eligible for the free or reduced lunch program are students whose applications for free/reduced price meals meet the family size and income guidelines (as promulgated annually by the U.S. Department of Agriculture) and students approved through direct certification. Title I schools have targeted assistance programs, for example, translators for parents and students, teaching assistants, after school supplemental tutoring programs etc... Title I services are paid by federal funds through the Elementary and Secondary Education Act (ESEA) (the Hawkins-Stafford Amendments of 1988).

## **Staffing**

Two thirds of the faculty were new to Langley Park-McCormick last year. 56.4% of all teachers have five years or less of teaching experience. 23% have 6 – 15 years of experience; 20.5% have more than 16 years of experience. 21.4% of the staff hold Advanced Professional Certificates, meaning at least 3 years of full-time professional school-related experience, 6 semester hours of acceptable credit; and a master's degree, or a minimum of 36 semester hours of post baccalaureate course work which must include at least 21 hours of graduate credit. 53.6% of the staff hold a Standard Professional Certificate: a valid certificate to teach in Maryland to teach in the core academic subject areas (reading, mathematics, writing). Twenty three percent of the faculty are provisionally certified, and 21.4% of the teachers currently hold Conditional Certificate. Conditional Certificates are issued at the request of a local school system superintendent to an applicant employed in a local school system who does not meet all certification requirements.

The staff consists of 28 classroom teachers, 5 special education teachers, 7 ESOL teachers, a mentor teacher, 1.6 resource teachers, 1.6 counselors, four paraprofessionals, a .5 media specialist, a media aide, a reading specialist/reading recovery teacher, and a technology teacher. In-service training to develop teachers' ability to address the special needs of the students is a priority.

## ***Technology***

More specifics about technology equipment and use can be viewed from the Maryland Business Roundtable, Annual School State Technology Inventory found at: <http://mbrt.org/> . However from <http://reports.md.ontargetus.com/SchoolSum.asp?otid=1028&accDesc=Langlely+Park%2FMcCormick+Elementary> one can see that LP elementary has excellent access to computers in the classroom (4.1:1 student-computer ratio, 100% of the classrooms with Internet access – both above the state targets and state averages), but the teacher knowledge and skill is lacking (10% with intermediate computer skills, and 20% with technology integration skills – both well below the county and state averages and targets). Thus, the school has the technology, but teachers need more training on appropriate use—especially for this population.

## ***AYP Results and Other Assessments***

### **Average Daily Attendance**

The Attendance rate reflects the percentage of students present in school for at least half the average school day during the school year. Langley Park McCormick Elementary School has shown a consistently high rate of attendance, averaging 96% over the last five years. In 2004, the Attendance rate was 96.3%. The majority of students (46%) who were absent missed less than 2 days total for the year.

Attendance rate across Race/Ethnicity and Gender was similar: African Americans 96.6% and Hispanics 96.2%.

### **Reading**

In order to meet the federal requirement contained in No Child Left Behind, Maryland must assess student achievement. The Maryland School Assessment (MSA) measures student achievement in K-8 reading and math and grade 10 reading. The MSA information is reported for grades 3 through 8 and for grade 10 in reading. (Maryland Report Card, 2004).

The Maryland School Assessment is reported with three statewide performance standards. These standards are divided into three levels of achievement. These levels are Basic, Proficient, and Advanced.

The Maryland Report Card explains the differences between the levels as:

- **Advanced** is a highly challenging and exemplary level of achievement indicating outstanding accomplishment in meeting the needs of students.
- **Proficient** is a realistic and rigorous level of achievement indicating proficiency in meeting the needs of students.
- **Basic** is a level of achievement indicating that more work is needed to attain proficiency in meeting the needs of students.

Student performance is reported in terms of these achievement levels:

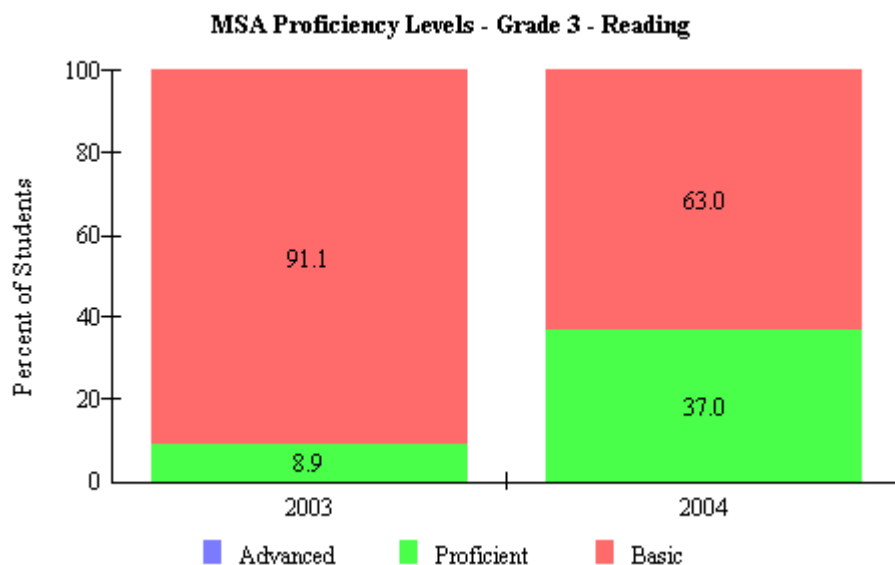
**Reading:**

**Basic:** Students at this level are unable to adequately read and comprehend grade appropriate literature and informational passages.

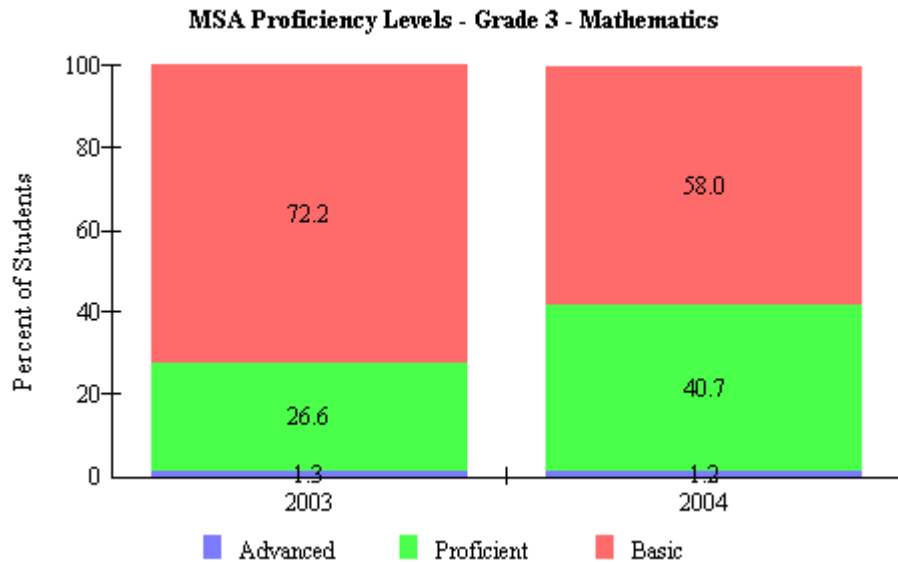
**Proficient:** Students at this level can read grade appropriate text and demonstrate the ability to comprehend literature and informational passages.

**Advanced:** Students at this level can regularly read above-grade level text and demonstrate the ability to comprehend complex literature and informational passages.

Langley Park McCormick Elementary School's MSA Proficiency Levels for grade 3 reading stayed constant between 2003 and 2004 at the Advanced level (0%), increased from 8.9 to 37% at the Proficient level (increase of 28.1%) and saw a 28.1% decrease at the Basic level (from 91.1% to 63.0%). As indicated earlier, the population is made up of primarily African Americans and Hispanics. The 2004 MSA Proficiency Level percent makeup of these two groups is about the same: African American Proficient 37.5% and Basic 62.5 %; Hispanic Proficient 36.6 % and Basic 63.4%.

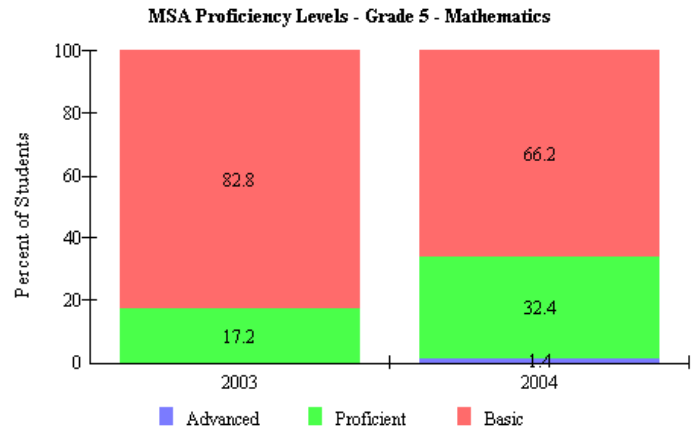
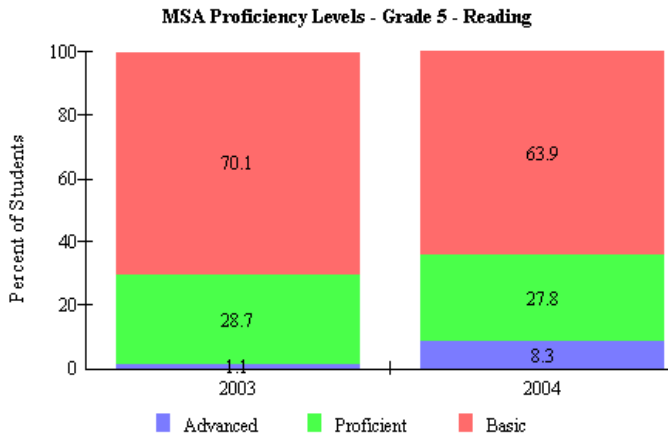


Similar changes were seen in Mathematics. Although the percentage with advanced proficiency stayed nearly the same (from 1.3 to 1.2%), an additional 14.1% of students moved from the



Basic to Proficient category.

In grade 5 reading, the proficient group remained nearly the same, but the advanced group grew by 7.2%, and in math, the advanced group grew by 1.4%, and the Proficient group grew by 15.2%. These indicate excellent progress on performance.



## Prince George's County (LEA:16) Langley Park/McCormick Elementary (ID:1719)

### 2004 AYP:

[Hide Trends](#)

### Met

All indicators must be "Met" to make AYP. For details, click on the links below.

	Percent Proficient				Participation Rate					
	Reading		Mathematics		Reading		Mathematics		Attendance	
	03	04	03	04	03	04	03	04	03	04
<b>All Students</b>	03	04	03	04	03	04	03	04	03	04
<b>American Indian/ Alaskan Native</b>	03	04	03	04	03	04	03	04		
<b>Asian/Pacific Islander</b>	03	04	03	04	03	04	03	04		
<b>African American</b>	03	04	03	04	03	04	03	04		
<b>White (not of Hispanic origin)</b>	03	04	03	04	03	04	03	04		
<b>Hispanic</b>	03	04	03	04	03	04	03	04		
<b>Free/Reduced Meals</b>	03	04	03	04	03	04	03	04		
<b>Special Education</b>	03	04	03	04	03	04	03	04		
<b>Limited English Proficient</b>	03	04	03	04	03	04	03	04		

Adequate Yearly Progress performance is shown in the above table. We see that in 2004, they have met ALL goals.



## ***Areas of Needed Program Enhancement***

Langley Park has been headed in the right direction and needs to continue their hard work.

Areas of needed program enhancement identified in the most recent school improvement plan for Langley Park, indicate the need to focus on the Hispanic population, specifically those Hispanics who are eligible for Free and Reduced Meals Students and have Limited English Proficiency. A sub-committee will be formed to investigate parental needs. For example, we need to know if “homework activities” that require parental guidance, like vocabulary review, are appropriate for this parent population. Classroom activities and procedures should allow for more teaching assistants/parent /community volunteers to help with supplemental activities that are usually done at home (until a fuller report can be provided). Directions for homework activities that do go home, need to be offered also in Spanish. A Parental Community Outreach sub-committee will start to plan parental activities.