

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mr. Bradford Holstein

Official School Name: Marbrook Elementary School

School Mailing Address:
2101 Centerville Road
Wilmington, DE 19808-4720

County: New Castle County State School Code Number*: 256

Telephone: (302) 992-5555 Fax: (302) 892-3253

Web site/URL: www.redclay.k12.de.us/Schools/Marbrook.htm E-mail:
Bradford.Holstein@redclay.k12.de.us

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

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Robert Andrzejewski,

District Name: Red Clay Consolidated School District Tel: (302) 552-3700

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Irwin Becnel

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

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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:
- | | |
|-----------|---------------------|
| 14 | Elementary schools |
| 4 | Middle schools |
| | Junior high schools |
| 3 | High schools |
| 7 | Other |
| 28 | TOTAL |

2. District Per Pupil Expenditure: 10008

Average State Per Pupil Expenditure: 14679

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. 17 Number of years the principal has been in her/his position at this school.

 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			0	7			0
K	45	50	95	8			0
1	46	41	87	9			0
2	47	51	98	10			0
3	47	54	101	11			0
4	31	44	75	12			0
5	41	49	90	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							546

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
12 % Black or African American
62 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
25 % White
0 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 21 %

This rate is 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.	35
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	60
(3)	Total of all transferred students [sum of rows (1) and (2)].	95
(4)	Total number of students in the school as of October 1.	447
(5)	Total transferred students in row (3) divided by total students in row (4).	0.213
(6)	Amount in row (5) multiplied by 100.	21.253

8. Limited English proficient students in the school: 57 %

Total number limited English proficient 312

Number of languages represented: 3

Specify languages:

Spanish, Gujarati, Chinese-Mandarin

9. Students eligible for free/reduced-priced meals: 75 %

Total number students who qualify: 408

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 free and reduced-price school meals 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: 8 %

Total Number of Students Served: 42

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>34</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>33</u>	<u>0</u>
Special resource teachers/specialists	<u>0</u>	<u>0</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>1</u>	<u>0</u>
Total number	<u>38</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 16 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	95%	95%	95%	96%
Daily teacher attendance	96%	96%	96%	96%	96%
Teacher turnover rate	26%	32%	35%	8%	12%

Please provide all explanations below.

In the last three years the turnover rate has increased due to the number of retirements and a rise in student enrollment which has increased our teacher allocation.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Marbrook Elementary School is located in the suburbs of Wilmington, Delaware and serves families from the surrounding community. Built in 1966, the school's radical design includes 2 large hexagons with 28 classrooms. A third, smaller hexagon houses the gymnasium. Marbrook is one of fourteen elementary schools in the Red Clay Consolidated School District. The student population of 456 is quite diverse, and is made up of Kindergarten, 1st, 2nd, 3rd, 4th, and 5th graders. 62% of the school's population is Hispanic. Another notable characteristic is that 75% of the school's population is low income. Our local employment opportunities stem from the area's national financial center for the credit card industry, retail banking, insurance, car manufacturing, as well as E.I. DuPont de Nemours and Company. Dealing with adversity has not discouraged Marbrook from fostering student achievement. Four years ago, the school was under academic review. Defying the odds, Marbrook has managed to make AYP for three consecutive years and was given a commendable rating in 2008.

Marbrook's mission adheres to the philosophy that each child has intrinsic worth. Marbrook children develop the values and honesty, integrity and responsibility in the environment that fosters curiosity, tolerance, cooperation, and positive self-esteem. Children receive a solid education in the basic skills through exploratory experiences, using both traditional and contemporary methods. Children think critically with global awareness and are prepared to contribute to the welfare of society.

Marbrook has had many programs in place that generate involvement from the surrounding community. The school earned national recognition for its efforts in mentoring at-risk students. Marbrook's H.O.S.T.S. (Helping One Student To Succeed) provided at-risk students with a mentor from the community. Together they created friendships and helped these students improve academically. This program was rated exemplary for five straight years. The school has also implemented an Extra Time Tutoring Program used to assist struggling students in the areas of reading and mathematics. In years past, Milltown Church had been using Marbrook to hold Sunday services while they built new facilities. Canned food drives are held several times throughout the school year to assist the less fortunate. Marbrook also has a before and after school care program, which is managed by the Western YMCA. Athletic activities (basketball, volleyball) have also been held at the school on weekends. Marbrook's PTA is an integral part of the school. They promote the concept of a partnership between home and the school. They organize school functions and provide families with activities such as making gingerbread houses and Family Bingo Night.

The school contributes its success to having a strong leadership team, dedicated parents, and a knowledgeable and dedicated school staff. Instruction at Marbrook is driven by data. The principal values all stakeholders' input when determining what is best for the school. Collegiality is apparent throughout the school as all teachers, paraprofessionals, specialists, and support staff work together to help all students achieve. The school uses NWEA and DIBELS testing to constantly assess student achievement throughout the year. Both testing programs challenge our students by setting goals and inspiring them to meet or exceed expectations. Struggling students are assisted by being placed in small groups and given additional help daily in order to close the achievement gap. Staff members are provided professional development opportunities to enhance instruction. We believe that these methods have directly impacted our ability to close the achievement gap at Marbrook.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Marbrook participates in the Delaware Student Testing Program (DSTP) for grades 2 through 5. This assessment measures student achievement as correlated to state and district standards. Children are scored on a scale of 0-5 with the cut off scores starting with a PL3 (meets the standards), PL4 (exceeds), and PL5 (distinguished). Beginning in 1998 the DSTP was administered to students in grades 3, 5, 8, and 10. Since 2006, the test has assessed all grades 2 through 10. Therefore our data for some grades is more in depth than others. The state website that details the requirements and results of the DSTP is www.doe.k12.de.us/aab. Marbrook reviews DSTP data to create programs that increase overall student progress and close the achievement gap. Our goal is to have all students meet the standards with a large percentage of the children exceeding the standards.

When looking at the general trends of DSTP data, Marbrook has shown an upward movement. We have many needs presented to us at our school being a Title One and bilingual center. Despite these obstacles, our students show progress as a general trend. For example, our English Language Learners (ELL) in Grade 4 increased from a 31% in 2006 to a 59% in 2008 for those students who scored proficient or advanced in math. Our total 5th grade population increased in math going from a 64% in 2004 to a 79% in 2008 who received a proficient or advanced score. In particular, our 5th grade ELL students went from a 5% in 2004 to a 25% in 2008 for the students that received an advanced score of exceeds or distinguished in the math portion of the test. Likewise, our free and reduced students in grade 5 went from a 6% in 2004 to 21% in 2008 receiving a proficient or advanced score in Math.

Third grade has also shown substantial gains. In 2006, 0% of the ELL students received a proficient or advanced score on the reading portion of the DSTP. However, in 2007, 25% fell into that category. Marbrook's ELL 4th graders also progressed from a 33% in 2006 to a 76% in 2007 achieving a proficient or higher in reading. Grade 5 Hispanic students have shown superior growth in reading since 2004. Forty-three percent received a proficient score or higher in 2004 and 6% achieved an advanced score. Compare that to 69% receiving a proficient score or higher and 17% getting an advanced score in 2008. In 2004, the percentage of 5th grade students receiving free and reduced lunch who received a score of exceeds or distinguished in reading was 7%. This percentage increased to 24% in 2008.

This data is just a sample of our progress over the past few years. As a school, we have demonstrated overall growth and increased achievement. Marbrook uses this data, as well as information provided by other indicators and assessments, to move us in this upward trend.

2. **Using Assessment Results:**

Assessment data drives instruction at Marbrook. A variety of assessments including formative, summative, and standardized tests are administered to get a true picture of the students' performance. The Measures of Academic Progress (MAP) test is given three times a year to monitor student growth in both reading and math. Teachers use MAP data to target instruction to meet students' needs. In addition, teachers use the data to identify instructional groups. DIBELS benchmark tests are also administered at the beginning, middle, and end of the year to assess reading development, with weekly progress monitoring given to the students that fall below the 25th percentile on the MAP test. Teachers utilize DIBELS data to develop lessons to meet students' needs. State test figures are examined to determine child placement and if there is a need for more intensive instruction. State test data is also used to specify instructional needs and areas of success. These standardized tests, in combination with teacher assessments, provide detailed information on student accomplishments.

Once the data has been collected, it is evaluated and academic needs are addressed. First, the staff examines areas of weaknesses and strengths and discusses as a team what we can do to improve student success. Lessons

are then tiered and differentiated to address these areas. In addition, flexible groups are formed based on student need and appropriate instructional strategies are selected to promote achievement.

Marbrook also implements Response to Intervention. RTI involves quality instruction and interventions that match with student need, monitoring progress frequently to make decisions about changes in instruction or goals. RTI increases the likelihood that all students will be successful in school. The interventions used are aligned with the State Standards.

Many of our staff development trainings are a direct result of assessment data. Upon reviewing the outcomes, the administration selects trainings that include best teaching practices that would help us meet the unique needs of our student population. Teachers are also given time during inservice days to evaluate testing data and create differentiated lessons and flexible groups. Furthermore, teachers also disaggregate the data to determine if there are particular areas that need attention.

3. Communicating Assessment Results:

Communication plays a very important role toward achieving success. We use many methods to communicate assessment results to our parents and community. The principal's monthly newsletter, the PTA's monthly newsletter, and the state newspaper all serve as a means of relaying assessment results. The newspaper publishes the results for each school and rates the schools at each grade level. It also includes a comparison to the previous year. Marbrook's administration shares DSTP performance data with the parents at PTA meetings. The strengths and needs of each grade level are discussed. As with the DSTP results, the MAP data is also reviewed with the students, staff, and parents to evaluate progress. The public sessions of the Red Clay School Board also serve as a tool for communicating test results showing overall trends in the district. Marbrook's school profile which cites most recent test data is available on the Delaware Department of Education web site. Marbrook's Building Leadership Team studies the test data and writes a yearly success plan based on its findings. The Success Plan is also shared with our parents and staff. Red Clay school district mails individual test scores to parents for both the DSTP and MAP tests. Parents are also informed of student progress from the classroom teachers through a variety of means including the student agendas, interim reports, and marking period grade reports. Parent – teacher conferences are another means of communication. At these conferences, teachers discuss student achievement in the class and on the tests. Teachers conference with individual students several times throughout the year. This insures that students have an understanding of the test scores and are given the chance to set achievement goals.

4. Sharing Success:

Marbrook Elementary school's teachers are a collaborative group who have established a standards based curriculum. All grade level teams meet on a regular basis to share successes and discuss instructional strategies and best practices.

Our teachers have led professional development programs at the district, state and community levels. Specific topics have included Making the Curriculum Accessible for ELL Students and Partners in Print.

Our school has developed a positive relationship with area universities seeking placements for student teachers and practicum students. These partnerships include the University of Delaware and Wilmington University.

Marbrook's Building Leadership Team (BLT) is an integral part of Marbrook's success. The team meets on a regular basis. The BLT has received extensive training in standards based curriculum. After the trainings, our BLT led standards based curriculum workshops for our staff at Marbrook. Specific topics included non-linguistic representations, essential questioning and analyzing NWEA data.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Marbrook has a strong core curriculum. Language Arts focuses on the four state content standards of speaking and writing, examining a variety of texts, evaluating and organizing information, and making connections to literature. We currently use the Houghton Mifflin reading series to effectively teach these standards through quality text, reinforcement activities, and literacy centers. We implement Response to Intervention (RTI) groups to target low performing students and use research based programs such as SOAR to Success to help those students achieve. As a Title One school, we have two reading specialists who focus on our most at-risk children and utilize small group instruction to help increase their ability levels. Classroom teachers instruct using flexible reading groups in order to differentiate and meet the needs of individual students. Outside of the school day, we also offer Partners in Print which is a parent and child educational program that extends reading strategies at home. We stress learning the curriculum at school and reinforcing those skills at home.

Our math curriculum focuses strongly on problem solving, mathematical reasoning, and computation. Marbrook uses Trailblazers as our math program which employs math labs, manipulatives, and hands on lessons to help students with all learning styles to grasp the content standards. Teachers implement a variety of techniques, such as cooperative learning and small group instruction, to develop higher order thinking and essential math concepts. Technology is also employed to strengthen and reinforce fundamental mathematical skills through computer and calculator usage.

Science is an area in which we strive to engage students in all aspects of the scientific method. Students make hypotheses and test them through our FOSS and Smithsonian kits. These programs come equipped with the hands on materials to complete an assortment of experiments with the students that emphasize state and district standards. Our school also reinforces these concepts through field trips and assemblies that are science based. Our students truly benefit from these experiences and practical applications of scientific theory.

The social studies curriculum at Marbrook is aligned to the Delaware State Content standards. Students develop an awareness of community and government that leads to an overall sense of self and country. We use several programs to help us meet all of the social studies standards. Teachers implement the National Geographic program for mapping skills, and Newbridge readers and CRAM graphic organizers for concepts dealing with economics and government. Students at different grades participate in mock elections, economic challenges, and historical recreations.

Our unified arts program integrates what is learned in the classrooms into weekly lesson planning. The “specials” teachers develop creativity, art skills, musical elements, and physical movement while reinforcing the core curriculum standards. For example, our physical education teacher recently taught a lesson on the human body which ties into our third grade standards. She then assessed the students using a writing comprehension activity that also incorporated language arts skills.

In addition, the staff at Marbrook works together in many other ways to ensure that students meet the curriculum standards. Teams meet regularly to plan and discuss effective teaching strategies and assessments. Furthermore, our school dedicates one faculty meeting a month to staff development and curriculum needs. Our school has an instructional support team that develops programs and addresses instructional matters as well as provides training to the staff. They coach the teachers so that they are using research based instructional strategies across the disciplines. The administration and faculty work cooperatively to ensure that the students’ instructional needs are met while the standards are being taught.

2a. (Elementary Schools) Reading:

Marbrook uses a balanced literacy approach to help all students achieve reading fluency and comprehension. This model includes incorporating read alouds, shared reading, guided reading, and independent reading within the Language Arts block. The goal of a balanced literacy approach is to scaffold instruction so that the students become independent and confident readers who apply reading strategies and display metacognition.

After a careful review of various reading programs, Marbrook chose Houghton Mifflin as the core program to complement our balanced literacy approach. This reading program aligns with the Delaware content standards and grade level expectations, as well as, provides instruction in critical areas. The Houghton Mifflin reading curriculum includes instruction in the five key components outlined by the National Reading Panel Report: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The Houghton Mifflin program includes read alouds, vocabulary instruction, leveled readers for guided reading, comprehension activities, and assessments. The program also supports differentiated instruction for ELL students, struggling readers, and above level readers to ensure that each student receives instruction at the appropriate level which will extend learning and incorporate higher level thinking activities. Marbrook continually reviews curriculum and keeps current with the latest best teaching practices and trends in reading research. As a result, Marbrook will be adopting a new reading curriculum for next school year, Scott Foresman, which incorporates some of the latest cutting edge techniques in teaching reading, technology support, and progress monitoring with success predictors.

A key component of reaching our below level readers is our Response to Intervention program. RTI provides high quality instruction and interventions which directly match students' needs. The core curriculum and interventions are based on scientific research which is aligned with the state standards. At the kindergarten level, Marbrook uses Road to the Code to develop phonemic awareness. Reading Horizons is an intensive phonics program used to help students use strategies to decode words. Soar to Success and reciprocal teaching is used at the third through fifth grade levels to develop comprehension and metacognition. At all levels, vocabulary is incorporated to develop background knowledge and to further enhance comprehension.

3. Additional Curriculum Area:

Science and technology have grown to support the structure of our strong core curriculum. Science is no longer just textbooks and lectures. It has increasingly become more challenging, technology based, and a solid element of our school's foundation. With our school's population swelling with an overwhelming number of ELL students, the multisensory approach to learning is found within our science curriculum. For years it has found itself on the backburner of school curriculum, but with its increasing appeal and intriguing hands-on approach to learning science is once again on the forefront. Through the use of science classroom kits the students are able to take an essential question, hypothesize and physically put it to the test. The kits, Smithsonian and FOSS are designed and created to align with the Delaware GLE's for each specific grade level. Each of our teachers are trained the state mandated hours required for their grade level science kits. Lessons are designed and implemented with the use of materials provided by the science kit. Students are approached with the BIG IDEA and essential question to each lesson for each kit. It is in these kits and lessons that they discover what they are and why they are relevant. Along with the use of the lessons and kits our students are provided with visually rich real-life field experiences. To take what was analyzed and explored in the classroom and witness outside the school setting seals that link of "how does this apply to me in real life?" Lessons held outside the classroom provide that support.

In addition, technology is used for research, remediation, and the introduction of new concepts. Inspiration is used in reading and writing to assist students in creating graphic organizers that accompany writing prompts and research projects. The UnitedStreaming program is a valuable tool which provides background knowledge to all of our students and is especially important to our ELL population.

4. Instructional Methods:

Marbrook's staff utilizes a multitude of instructional methods which reflect Marbrook's strategic plan for differentiated and targeted instruction. A key to Marbrook's instructional strategies are using research based strategies that enhance best teaching practices. The instructional methods used are consistent with identified student needs and increase teacher effectiveness through reflective practice and monitoring outcomes.

Differentiation is the common theme for Marbrook's instructional practices. In all subject areas, teachers differentiate via adjustments to content, process, and product. In addition, teachers vary instructional methods through adjusting materials, pace, focus, and the complexity of activities. Instruction is scaffolded with the ultimate goal for students to become independent lifelong learners who can solve real world problems. Instructional strategies provide support while promoting and facilitating higher level thinking and student independence.

An integral part of Marbrook's instructional practices is modeling good strategies for students in order to develop higher level thinking and metacognition. For instance, reciprocal teaching requires students to think about what they are reading, summarize, predict, clarify word meanings, and ask questions. In addition, the use of graphic organizers enhance comprehension and allow students to showcase what they have learned. Cooperative based learning, inquiry, and discovery are also core components of Marbrook's instructional methods.

The staff believes it is important to incorporate review and essential questions within each lesson. With the high population of English Language Learner students at Marbrook, teaching vocabulary is another key component in all subject areas. Anchoring activities are used to further extend and enrich lessons in order to advance student understanding.

Marbrook also implements Response to Intervention in the area of reading to advance students in the bottom twenty-fifth percentile. Teachers use research based best teaching practices such as repeated readings to increase fluency, incorporating different types of vocabulary and word learning strategies to enhance comprehension, making and analyzing words to teach phonics and decoding, and reciprocal teaching and instruction in how to apply specific comprehension strategies to increase comprehension. Through weekly progress monitoring the teachers can track the growth of each student in their RTI group. At the end of the 6 week cycle the Instructional Support Team meets to discuss students individually in terms of their progress and make adjustments to their program as needed.

5. Professional Development:

The Red Clay School District provides a number of staff professional development opportunities for our teachers. Nine staff development days are built into our district calendar. New teachers are required to participate in a mentoring/induction program. This program lasts for 3 years and focuses on improving student learning and teacher effectiveness.

Marbrook teachers were encouraged to attend both state and district in-services to enhance their knowledge of the most current methodologies and best practices. Teachers shared information with all staff and faculty at school staff meetings.

Since 2005 our school has focused staff development in the area of best practices in english/language arts.

Specifically, we have targeted instructional needs based on yearly DSTP data. Instructional needs have included interpreting meaning, extending meaning by drawing conclusions and understanding the effects of authors' techniques and decisions. School administrators and 5 teachers attended the National Conference for Differentiated Instruction in 2006 and 2007. Participants at the convention led in-service presentations for Marbrook staff members upon their return. In addition, our school worked closely with the National Staff

Development Council. Specifically, we contracted with Debbie Murphy from NSDC to provide training in the area of differentiated literacy instruction. Her workshops concentrated on teaching activities consisting of identified needs, increased knowledge of best practices related to D.I. and increased teacher effectiveness through reflective practice and monitoring outcomes. Specific and differentiated literacy centers were shared. In an effort to become a standards based school Marbrook has instituted a collaborative effort amongst the staff with the selection, implementation, and evaluation of professional goals.

The principal and Building Leadership Team review school data quarterly and classroom teachers review data weekly to pinpoint specific student needs. The BLT meets throughout the summer to create a staff development plan that correlates with identified student needs. This plan is revised if needed during the year.

6. School Leadership:

Marbrook Elementary School has approximately 550 students in grades kindergarten through five. Our school has a principal and assistant principal. The principal has established an environment at Marbrook where teachers are comfortable using resources, time and flexible grouping to meet student needs. For example, our reading specialists provide extra reading help for students who are below level in reading. Obviously, the principal is the instructional leader of the school. Teachers are evaluated on a regular basis. Meaningful feedback is provided to the teachers on each observation. All teacher evaluations were completed with a focus on improving student achievement.

Team leaders are an active part of the leadership team at Marbrook. They work with the principal to modify and establish policies and programs at Marbrook. Team leaders also work with the principal to plan staff development based on student needs.

The principal responds in a timely manner to parent and staff concerns and resolves concerns in an effective manner. In addition, he effectively responds in a timely way to public and central office requests.

Administration has communicated an expectation that all teachers should teach the high standards to all students. Specifically, our instructional program focuses on District and State standards. Administration has instructed teachers to use test data to develop lessons associated with non-mastered standards.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: Delaware Student Testing Program

Edition/Publication Year: Criterion Referenced Publisher: Harcourt Education Measurement Systems

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
Meets, Exceeds, Distinguished	92	78	95		
Exceeds or Distinguished	26	32	41		
Number of students tested	37	54	43		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets, Exceeds, Distinguished	83	72	93		
Exceeds, Distinguished	15	15	27		
Number of students tested	18	36	15		
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Meets, Exceeds, Distinguished	55	60	56		
Exceeds, Distinguished	16	9	14		
Number of students tested	58	45	36		
3. (specify subgroup): White					
Meets, Exceeds, Distinguished	94	90	95		
Exceeds, Distinguished	67	79	66		
Number of students tested	18	19	31		
4. (specify subgroup): English Language Learners					
Meets, Exceeds, Distinguished		67			
Exceeds, Distinguished		11			
Number of students tested		24			

Notes:

2nd graders did not take the DSTP in 2004 and 2005.

Subject: Reading

Grade: 2 Test: Delaware Student Testing Program

Edition/Publication Year: Criterion Referenced Publisher: Harcourt Education Measurement Systems

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
Meets Exceeds, Distinguished	66	59	71		
Exceeds or Distinguished	15	20	32		
Number of students tested	55	70	66		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets, Exceeds, Distinguished	47	57			
Exceeds, Distinguished	5	8			
Number of students tested	36	30			
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Meets, Exceeds, Distinguished	49	46			
Exceeds, Distinguished	5	7			
Number of students tested	33	26			
3. (specify subgroup): White					
Meets, Exceeds, Distinguished	88	95	86		
Exceeds, Distinguished	28	47	47		
Number of students tested	17	15	29		
4. (specify subgroup): English Language Learners					
Meets, Exceeds, Distinguished	37	41			
Exceeds or Distinguished	2	3			
Number of students tested	27	22			

Notes:

Students in second grade were not tested in 2004 or 2005.

Subject: Mathematics

Grade: 3 Test: Delaware Student Testing Program

Edition/Publication Year: Criterion Referenced Publisher: Harcourt Education Measurement Systems

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets, Exceeds, Distinguished	91	80	84	87	88
Exceeds or Distinguished	9	5	9	21	12
Number of students tested	34	44	44	63	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets, Exceeds, Distinguished	83	72	65	69	81
Exceeds, Distinguished	14	5	14	19	13
Number of students tested	18	18	17	16	16
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Meets, Exceeds, Distinguished					
Exceeds, Distinguished					
Number of students tested					
3. (specify subgroup): White					
Meets, Exceeds, Distinguished	95	86	94	90	90
Exceeds, Distinguished	15	31	13	27	13
Number of students tested	20	28	32	41	39
4. (specify subgroup): English Language Learners					
Meets, Exceeds, Distinguished					100
Exceeds, Distinguished					100
Number of students tested					1

Notes:

Subject: Reading

Grade: 3 Test: Delaware Student Testing Program

Edition/Publication Year: Criterion Referenced Publisher: Harcourt Education Measurement Systems

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets, Exceeds, Distinguished	93	79	88	93	83
Exceeds or Distinguished	10	5	14	27	13
Number of students tested	29	38	42	59	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets, Exceeds, Distinguished	94	73	73		
Exceeds, Distinguished	5	7	5		
Number of students tested	13	15	15		
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Meets, Exceeds, Distinguished					
Exceeds, Distinguished					
Number of students tested					
3. (specify subgroup): White					
Meets, Exceeds, Distinguished	94	77	91	95	83
Exceeds, Distinguished	17	5	16	34	14
Number of students tested	18	26	32	38	36
4. (specify subgroup): English Language Learners					
Meets, Exceeds, Distinguished					
Exceeds, Distinguished					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 4 Test: Delaware Student Testing Program

Edition/Publication Year: Criterion Referenced Publisher: Harcourt Education Measurement Systems

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
Meets, Exceeds, Distinguished	75	86	89		
Exceeds or Distinguished	5	18	15		
Number of students tested	44	44	53		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets, Exceeds, Distinguished	77	74	82		
Exceeds, Distinguished	5	5	5		
Number of students tested	22	19	22		
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Meets, Exceeds, Distinguished	64	61	59		
Exceeds, Distinguished	14	14	14		
Number of students tested	12	11	29		
3. (specify subgroup): White					
Meets, Exceeds, Distinguished	74	96	93		
Exceeds, Distinguished	7	31	24		
Number of students tested	27	26	29		
4. (specify subgroup): English Language Learners					
Meets, Exceeds, Distinguished					
Exceeds, Distinguished					
Number of students tested					

Notes:

4th graders did not take the DSTP in 2004 and 2005

Subject: Reading

Grade: 4 Test: Delaware Student Testing Program

Edition/Publication Year: Criterion Referenced Publisher: Harcourt Education Measurement Systems

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
Meets, Exceeds, Distinguished	84	93	95		
Exceeds or Distinguished	8	17	29		
Number of students tested	37	42	49		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets, Exceeds, Distinguished	79	94	95		
Exceeds, Distinguished	5	12	5		
Number of students tested	19	17	19		
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Meets, Exceeds, Distinguished			94		
Exceeds, Distinguished			5		
Number of students tested			16		
3. (specify subgroup): White					
Meets, Exceeds, Distinguished	82	89	95		
Exceeds, distinguished	14	23	48		
Number of students tested	22	26	27		
4. (specify subgroup): English Language Learners					
Meets, Exceeds, Distinguished					
Exceeds, Distinguished					
Number of students tested					

Notes:

4th graders did not take the DSTP in 2004 and 2005.

Subject: Mathematics

Grade: 5 Test: Delaware Student Testing Program

Edition/Publication Year: Criterion Referenced Publisher: Harcourt Education Measurement Systems

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets, Exceeds, Distinguished	86	89	82	65	72
Exceeds or Distinguished	12	24	6	4	8
Number of students tested	50	45	51	132	148
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets, Exceeds, Distinguished	82	85	76	56	58
Exceeds, Distinguished	14	15	4	4	4
Number of students tested	28	20	25	64	72
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Meets, Exceeds, Distinguished	94	53		65	60
Exceeds, Distinguished	21	7		4	7
Number of students tested	17	14		23	42
3. (specify subgroup): White					
Meets, Exceeds, Distinguished	93	96	96	87	91
Exceeds, Distinguished	18	39	11	6	16
Number of students tested	27	26	28	55	57
4. (specify subgroup): English Language Learners					
Meets, Exceeds, Distinguished					52
Exceeds, Distinguished					4
Number of students tested					23

Notes:

Subject: Reading

Grade: 5 Test: Delaware Student Testing Program

Edition/Publication Year: Criterion REferenced Publisher: Harcourt Education Measurement Systems

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets, Exceeds, Distinguished	96	96	77	72	76
Exceeds or Distinguished	9	24	4	4	5
Number of students tested	46	41	48	118	118
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets, Exceeds, Distinguished	96	96	68	67	72
Exceeds, Distinguished	8	6	4	4	4
Number of students tested	24	18	22	57	46
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Meets, Exceeds, Distinguished	96	61		77	75
Exceeds, Distinguished	6			4	5
Number of students tested	16	11		22	20
3. (specify subgroup): White					
Meets, Exceeds, Distinguished	96	96	85	80	84
Exceeds, Distinguished	8	32	4	4	13
Number of students tested	24	25	27	49	55
4. (specify subgroup): English Language Learners					
Meets, Exceeds, Distinguished	67				
Exceeds, Distinguished	17				
Number of students tested	12				

Notes: