

**2002-2003 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Mrs. Mary Ellen Haynes
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 455 Rockland Street
(If address is P.O. Box, also include street address)

Westbury, New York, 11590
City State Zip Code+4 (9 digits total)

Tel. (516) 876-5082 Fax (516) 876-5141

Website/URL www.westburyschools.org Email mshaynes@li.net

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 _____

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

Name of Superintendent Dr. Constance R. Clark
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Westbury Union Free School District Tel. (516) 876-5016

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 Floyd T. Ewing, III Esq.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, 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 of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. 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.
4. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
5. 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.
6. 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.

6. Racial/ethnic composition of the students in the school:
- 1.8 % White
 - 54.3 % Black or African American
 - 42.0 % Hispanic or Latino
 - 1.9 % Asian/Pacific Islander
 - N/A % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 13.18%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	51
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	49
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	100
(4)	Total number of students in the school as of October 1	759
(5)	Subtotal in row (3) divided by total in row (4)	.1318
(6)	Amount in row (5) multiplied by 100	13.18%

8. Limited English Proficient students in the school: 13.4 %
118 Total Number Limited English Proficient
 Number of languages represented: 10
 Specify languages:

9. Students eligible for free/reduced-priced meals: 77.3 %

604 Total Number Students Who Qualify

If this method is not a reasonably 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: 10.4 %
91 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>45</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>8</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>31</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

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>3</u>	<u>0</u>
Classroom teachers	<u>75</u>	<u>3</u>
Special resource teachers/specialists	<u>2</u>	<u>2</u>
Paraprofessionals	<u>9</u>	<u>6</u>
Support staff	<u>9</u>	<u>2</u>
Total number	<u>98</u>	<u>13</u>

12. Student-“classroom teacher” ratio: 12:1

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	93.1%	94.1%	94.6%	94.0%	93.6%
Daily teacher attendance	95.5%	94.8%	93.6%	94.1%	92.7%
Teacher turnover rate	8.5%	6.3%	12.2%	22.0%	19.2%
Student dropout rate	0	0	0	0	0
Student drop-off rate	0%	0%	0%	0%	0%

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Westbury Middle School is located in Westbury, New York. It is a suburb of New York City and has characteristics of an urban school in a suburban setting. Under the leadership of a visionary building principal, two very dedicated assistant principals, the school is a place where children are encouraged to believe in themselves and their education. Our mission is to help students become lifelong learners. We are supported by a partnership of supportive parents who have high expectations for their children, the school and themselves.

The teachers and staff work both before and after school mentoring and tutoring students, helping them to develop their gifts and talents. The commitment of staff is demonstrated by the amount of volunteer time that they give to the school. They participate in numerous after school, weekend and summer workshops, conferences, graduate courses and advanced degree programs. Many of them are offered in the building or within the district.

Our school is truly a "Community Learning Center." The doors open at 6:00 a.m. with children arriving as early as 6:30 a.m. All of our academic programs and intra/extra curricular activities are open to all students, regardless of their academic placement. Special education students and English Language Learners are encouraged to participate in at least one of these activities. Additionally, the level of instruction and the curriculum offerings are the same for these students as they are for regular education students. We maintain the same high expectations for every student. Our recent improvements in mathematics and English Language Arts show evidence of closing the achievement gap with our special education students, English Language Learners and the rest of the population. At our school, decisions are made based on what is in our students' best interests. Thus our school's logo is: "Westbury Middle School - Where Kids Come First."

Five years ago our school adopted the Comer School Development Program. This validated program, out of Yale University, has trained staff, administrators and parents in child development and relationship theories to promote academic achievement and psychosocial adjustment.

Our school has long-standing partnerships with several colleges and universities. They include Yale University, Long Island University (C.W. Post Campus), SUNY College at Old Westbury, Hofstra University and Nassau Community College. Local businesses and community-based organizations such as North Fork Bank, North Shore Family and Child Guidance Center, also partner with us in our efforts to educate the "whole child" and provide support for staff and families.

Westbury Middle School is a wonderful community of learners. The students are positive and self-motivated. Parents, teachers and administrators work collaboratively for the good of everyone. In our school administrators, teachers and support staff rely on each other to ensure and maintain a learning environment that is conducive to the development of students. We are truly proud of our school and are committed to the belief that no child in our care will be left behind.

Part IV. Indicators of Academic Success

1. New York State English Language Arts and Mathematics assessments for middle schools are given in grade eight. These assessments measure how well students are progressing toward mastery of the state's higher learning standards in various subject areas.

The English Language Arts assessment measures students' skills in the areas of reading, listening and writing. The Mathematics assessment measures applications, mathematical reasoning, concepts and procedures.

The performance levels for both assessments are reported as follows:

- Level 4 – Above average to outstanding
- Level 3 – Average to above average
- Level 2 – Marginal to average
- Level 1 – Below average to marginal

Westbury Middle School's grade eight (8) assessments in English Language Arts and mathematics dramatically improved in 2002. We were recognized by New York State for having shown the most improvement in our mathematics results. In Nassau County, our mathematics results surpassed the percentage rate. The county's percentage passing rate was 75%. Westbury, being one of the few minority school districts in the County, had a 69% passing rate. We were also recognized for our improvement in English Language Arts (ELA). We improved from 30% at or above the passing performance level to 52% at or above the passing performance level. This gain was 20%. In comparison to Nassau County, our mathematics and ELA results showed a significant reduction in the achievement gap. The gain was 48%. African-American students, low-income students and non-English Language Learners (ELL) made the greatest gains. There were also significant gains by our special education students in these areas.

English Language Learners who are exempted from the New York State Testing Program (ELA only), are those students who score below 30% on the reading subtest of the Language Assessment Battery (LAB). These students are assessed based upon their yearly progress on this test. They are required to show an improvement of at least 5 NCE points annually.

Our special education students, in comparison to special education students in Nassau County went from 0% passing the New York State ELA assessment to 27% passing in 2002. This percentage is greater than the average percentage in the county, which is 19%.

In mathematics, our results evidenced a jump in the percent passing the assessment by income status. There is a 65% improvement in the passing rate for low-income students. In Nassau County, the low-income passing rate is 75%. The Westbury Middle School's low income passing rate is 70%. It is clear that Westbury Middle School's mathematics and ELA results have shown that the school is making significant progress in closing the achievement gap with students regardless of their ethnic/racial, socioeconomic group or academic placement.

2. Assessment data is used throughout the building to plan for instruction, monitor student progress, design professional development needs, and to create the master schedule. At the sixth and seventh grade levels, the Test of New York State Standards (TONYSS) are administered to determine the baseline data in the areas of English Language Arts and mathematics. In the fall, Nassau County Board of Cooperative Educational Services (BOCES), works collaboratively with the teachers to design practice tests that are used to identify areas of strength and weakness.

The results of these assessments are broken down by skill and concept. Teachers are given individual student, class, and school reports. They also receive an item analysis for each test. These assessment results are used for instructional planning, developing strategies to meet individual needs of students, regrouping, and monitoring students' progress. Eighth grade students are given New York State Assessments in English Language Arts, Mathematics, Science, Social Studies, Foreign Language and Technology. Students in the honors program take two accelerated regents examinations, one in earth science and the other in mathematics. These results are used by the high school for placement, instruction, and scheduling.

3. All data results are regularly communicated to teachers, students, parents, and the community. A detailed report of the district-wide tests (TONYSS) is communicated to parents and students by mail in Spanish and English. This report clearly and concisely gives parents information on the skills and concepts that their children should know and be able to do and how well they are progressing towards mastery. Within a week after these results are mailed to parents, they are invited to attend a district –wide parent meeting. The purpose of this meeting is to explain the test results and to answer questions that parents might have regarding their child's report.

Another parent meeting is held in September, in the middle school, to explain how the data from the TONYSS are used to help teachers, guidance counselors and administrators better understand their child's needs and plan for their academic success. Teachers and guidance counselors also meet with students in their teams to review their test results and help the students set personal short and long term goals.

The community is informed of how the school is doing by the annual presentation of our New York State Comprehensive School Report Card. This report is also presented to the Parent Teachers and Students Association (PTSA), and to local civic association meetings. These results are also published in the local newspaper.

Student academic performance is communicated to students and parents by informal meetings, written correspondence and telephone calls. Parents are required to pick up Five Week Progress Reports and quarterly report cards.

4. Westbury Middle School has already begun to share its success with other schools. Teams of teachers from other districts on Long Island, as well as New York City, have come to visit our school. We have compiled a list from teachers and administrators, which highlights some of the strategies that we feel have contributed to our students' achievement on the New York State assessments and other areas. We will continue to provide weekly "open house" visitations in order to enable other districts to observe classes, meet with staff, attend team meetings, and view a video presentation. The video is a televised broadcast, which was aired in November, 2002, entitled New York Learns Leadership: "Closing the Gap in Westbury". It featured the New York State Commissioner of Education and our principal, highlighting our program with emphasis on leadership, teaching and learning in our school.

We will also use multi-media technology to disseminate information regarding our achievements. Our school will use recently acquired technology and mass media for distance learning and teleconferencing to share with school districts and other institutions of learning. Administrators, staff and parents will also be encouraged to convey our progress at conferences, meetings and workshops.

PART V.

Curriculum and Instruction

1. Our curriculum is based on the New York State Learning Standards. It is also based on current research that is designed to meet the needs of a continuously changing community. Teachers and administrators develop the curriculum with input from the students and their parents.

The curriculum is organized to meet the needs of each student. Courses are offered on various levels: honors, regents, regents plus, accelerated and ELL. The curriculum for each course of study uses the following: standard-based lessons, use of manipulatives, research technology, use of diagnostic data and use of action research to improve instruction.

All English Language Arts classes include study skills, critical thinking, reading, reading, writing, listening and speaking skills. Our goals for students of English are to enable each student to work to the best of his/her ability. We would also like to promote a love of literature and nurture each student's creativity through the use of stimulating assignments.

In Science, students take part in laboratory based hands-on curriculum. Critical thinking and analytical skills are addressed throughout the course. Science research papers are a required element of an integrated curriculum. Each student is required to use the scientific research method to produce an entry to the school-wide Science Fair.

The sixth, seventh and eighth grade mathematics curriculum aligns with the New York State Learning Standards. It spirals concepts through succeeding grade level and includes "real world" problem-solving strategies. Every student is given the opportunity to work cooperatively and independently to assure mastery of the subject matter. Every student is given the opportunity to study an accelerated math course and participate in math competitions.

The Social Studies curriculum is structured so that students can analyze history from a variety of perspectives. Grade 6 is an introduction to World History, with a primary emphasis on the Eastern Hemisphere. In addition, each sixth grade student is given a ten-week course in geography that is in compliance with the National Geography Standards. Grades 7 and 8 are focused on the New York State and United States History with an emphasis on government, culture and geography. These grades focus on the preparation for the New York State Intermediate Social Studies Examination in grade eight.

Foreign Language classes are offered as follows: French and Spanish to grades seven and eight and an introduction to Foreign Language to all grade six students. In grade eight, the accelerated students complete the Language Proficiency examination in either Spanish or French. Our curriculum also offers a number of exploratory classes to complete the course offerings. They include: Art, Technology, Health, Physical Education, Family and Consumer Science and Music.

All students are engaged in significant content based on high standards. There are numerous support personnel in the building who provide students with remediation, enrichment and alternative strategies. These professionals include but are not limited to the Academic Intervention, Enrichment, Study Skills, Resource and Consultant Teachers. These teachers reinforce and enrich the academic program.

By using a variety of techniques, in all modalities, the teachers meet the needs of each and every student at the Middle School.

2. The English Language Arts curriculum at Westbury Middle School uses a standards-based, balanced literacy approach that offers differentiated instruction for sixth, seventh, and eighth grade students. Our classes are geared to improve reading, writing, listening, and speaking skills through a variety of methodologies and enriching activities.

The ELA curriculum includes programs such as Academic Intervention Services, (AIS), Enrichment, PLATO, (a computer-assisted instructional program), and Higher Order Thinking Skills, (HOTS). These programs are geared toward preparing students for the challenges faced on the NYS Intermediate Assessment in ELA. All students must also meet the 25 book requirements set by New York State each year.

The AIS program homogeneously groups students who scored below level on the diagnostic examination. The AIS program exposes students to a variety of literature, and experiences to help develop greater reading fluency, to learn vocabulary and comprehension strategies that will enhance their understanding and allow them to become critical readers. Teachers use an interdisciplinary team approach to help students. For example, an ELA teacher will team with a mathematics teacher to help students who are weak in math. Written expression as a means to communicate one's understanding is also stressed. The Enrichment Program is also homogeneously grouped for students who are at or above the state standards. This program uses the same methodologies and works to continue the development of skills utilizing increasingly more challenging materials.

The PLATO and HOTS labs are computer-assisted instruction offering another modality. The HOTS lab is used for students to develop mastery of higher-level comprehension skills. The PLATO program creates an individualized learning program for each student by identifying weaknesses and prescribing specific lessons to strengthen those areas of need. This program can also provide increasingly higher levels of activities, so that all students regardless of their level can be challenged.

The ultimate goal of the program is to make our students independent readers and learners who are able to read and write critically, speak with fluency and confidence and listen attentively. These skills are a main component of the Intermediate Assessment and also skills that will equip our students to function in our information-rich society.

3. The emphasis of our mathematics program is placed on developing students' skills of problem solving, interpretation and mathematical reasoning. This is fostered through the use of the curriculum and the instructional approach. This curriculum is aligned with the New York State Learning Standards.

In the sixth grade, teachers are utilizing the Saxon Mathematics series. This series uses an approach in which math concepts are spiraled through succeeding grade levels and involves "real world" problem solving strategies. It stresses understanding of basic concepts and avoids the rote learning of steps. Manipulatives, cooperative learning, self-discovery activities and real life experiences are integrated in all classes. Students are introduced to the use of statistics to interpret data, to solve problems, and to complete research.

In the seventh grade, students are prepared for success in Algebra and Geometry. Seventh grade students who are placed in the accelerated program take a high school level mathematics course, Math A. A hands-on approach that provides many opportunities to individualize learning is used. There is an emphasis on data analysis, coordinate geometry, graphing, transformations, and probability. Students are assigned math projects and share their experiences at our Annual Math Family Night. They are encouraged to work individually and cooperatively. They are also encouraged to approach math with an "I can" attitude.

Diagnostic tests are used for placement purposes. The Amsco and Glencoe series are utilized in

the seventh and eighth grades. Pre- algebra and Math A are taught at the eighth grade level. They learn how to solve quadratic and linear equations, to compare and understand interrelationships, similarities and differences among integers. Eighth grade students are encouraged to take advanced courses in the high school.

Remedial and enrichment classes are offered through our AIS program, after-school tutoring, Saturday Academy, and Test Preparation Program. An interdisciplinary approach is used, with ELA teachers working in the classroom with Math teachers. Additionally, “problem of the week”, math vocabulary dictionaries, math projects and math across the curriculum, enhance and strengthen our program.

4. Westbury Middle School provides a variety of instructional methods used to improve student learning. We are committed to creating and providing additional opportunities for students to reach mastery in all subject areas. At the forefront of determining the instructional methodology is action research on how students learn. This data is used in conjunction with the results from district standardized tests to provide the information on the areas and skills that need remediation/acceleration and in the development of the teacher’s lesson plans.

The instructional methods that are currently being used are varied. Development of student-driven methodologies is stressed. Inquiry-based approach, problem-solving strategies, authentic assessments, interdisciplinary teaching, cooperative groups and balanced literacy are all employed. Other methods that are employed are the use of technologies, including calculators and manipulatives in math and science, audio-visual aids, power point and a class set of laptop computers. Through the use of these technologies, we strive to increase the participation level and time on task of each student.

Our classes provide a challenging curriculum to improve student learning as well as meet the needs of each child. While continuing in their academic classes, students with special needs are provided with support services such as speech, consultant teacher, counseling, AIS and enrichment. They also have Individual Education Plans specifically stating the modifications and adaptations that are made to ensure their success. Our goal is to provide each child with a prescription for success and to adjust the methodologies to ensure that their needs are met.

5. The professional development program is driven by the needs of the staff. Twice a year, the staff is given a survey developed by the Professional Development sub-committee. (This sub-committee is part of the School Planning and Management Team.) After it is determined in which areas of curriculum and instruction the staff would like additional training, presenters are arranged for during staff meetings that are held three times per month. The presenters may be guest speakers or in-house master teachers.

We build an atmosphere of trust, so that on-going professional development is conducted throughout the year. This professional development might be during faculty meetings, as stated above, or it may be at local, state or national conferences. Many teachers attend said conferences at the district’s expense. Some of the conferences that teachers have attended are adolescent development, study skills, New York State standards, computer/technology training, cooperative learning, learning styles, integrated classrooms and classroom management. Staff members also attend state and national Middle School conferences.

The final part of our professional development model emphasizes supporting new teachers. This is accomplished by assigning a master teacher as a “buddy teacher” in the same curriculum area. This affords the new teacher opportunities to do inter-visitations, have the buddy teacher perform informal observations and discuss issues with a colleague in a non-threatening arena.

Because of our multi-prong approach, we feel that we offer support to the entire spectrum of staff members, from the experienced to the new. We also use action research in the development of methodologies, instructional techniques, curriculum and management. Professional Development is critical to teacher growth. Student learning has a significant impact on student achievement.

NEW YORK STATE ASSESSMENT

GRADE 8 Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month		May	June		
SCHOOL SCORES					
TOTAL					
Below Average to Marginal Level 1	23	93	90		
Marginal to Average Level 2	49	82	80		
Average to Above Average Level 3	118	21	30		
Above Average to Outstanding Level 4	31	2	3		
Number of students tested	221	198	203		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. <u>Special Ed.</u> (specify subgroup)					
Below Average to Marginal Level 1	3	24	17		
Marginal to Average Level 2	2	4	6		
Average to Above Average Level 3	19	0	0		
Above Advance to Outstanding Level 4	1	0	0		
2. <u>Low Income</u> (specify subgroup)					
Below Average to Marginal Level 1	12	62	74		
Marginal to Average Level 2	26	68	50		
Average to Above Average Level 3	90	14	15		
Above Average to Outstanding Level 4	20	1	1		
Number of students tested	157	145	140		
Percent of students tested	100%	100%	100%		
Number of students excluded	-0-	-0-	-0-		
Percent of students excluded	-0-	-0-	-0-		
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES (Performance Index)	145	140	140		
TOTAL	157	65	70		
Below Average to Marginal Level 1					
State Mean Score	517-680	517-680	517-680		
At or Above Basic Level 2					
State Mean Score	681-715	681-715	681-715		
At or Above Proficient Level 3					
State Mean Score	716-759	716-759	716-759		
At Advanced Level 4					
State Mean Score	760-882	760-882	760-882		

NEW YORK STATE ASSESSMENT

GRADE 8 ENGLISH LANGUAGE ARTS

	2001- 2002	2000- 2001	1999- 2000	1998- 1999	1997- 1998
Testing month		May	June		
SCHOOL SCORES					
TOTAL					
Below Average to Marginal Level 1	2	15	28		
Marginal to Average Level 2	92	91	111		
Average to Above Average Level 3	100	52	32		
Above Average to Outstanding Level 4	16	11	8		
Number of students tested	210	169	179		
Percent of total students tested	86	84	100		
Number of students excluded	34	32	0		
Percent of students excluded	16	16	0		
SUBGROUP SCORES					
1. <u>Spec. Ed.</u> (specify subgroup)					
Below Average to Marginal Level 1	2	18	14		
Marginal to Average Level 2	19	11	10		
Average to Above Average Level 3	6	0	0		
Above Average to Outstanding Level 4	2	0	0		
2. <u>Low Income</u> (specify subgroup)					
Below Average to Marginal Level 1	5	19	26		
Marginal to Average Level 2	71	71	76		
Average to Above Average Level 3	74	25	18		
Above Average to Outstanding Level 4	7	10	3		
Number of students tested	148	125	123		
Percent of total students tested	86%	84%	86.5%		
Number of students excluded	34	32	27		
Percent of students excluded	16%	16%	19%		
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES (Performance Index)	145	140	140		
TOTAL	142	128	102		
Below Average to Marginal Level 1					
State Mean Score	517-680	527-661	527-661		
At or Above Basic Level 2					
State Mean Score	681-715	662-700	662-738		
At or Above Proficient Level 3					
State Mean Score	716-759	701-738	701-737		
At Advanced Level 4					
State Mean Score	760-882	739-830	739-830		