

REVISED 3-22-05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

September 2004

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal Dr. Charlynn J. Hopkins
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Long Neck Elementary School
(As it should appear in the official records)

School Mailing Address 26064 School Lane
(If address is P.O. Box, also include street address)

Millsboro DE 19966-9246
City State Zip Code+4 (9 digits total)

County Sussex School Code Number* 0690

Telephone (302) 945-6200 Fax (302) 945-6203

Website/URL www.longnecke elementary.com E-mail chopkina@irsd.k12.de.us

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

(Principal's Signature) Date _____

Name of Superintendent* Mrs. Lois Hobbs
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Indian River School District Tel. (302) 436-1000

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 Mr. Harvey Walls
(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 _____

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 7 Elementary schools
 2 Middle schools
 0 Junior high schools
 2 High schools
 3 Other (Briefly explain):
 One Magnet School, One Alternative School, and
 One Special Needs School
 14 TOTAL
2. District Per Pupil Expenditure: \$8,491
 Average State Per Pupil Expenditure: \$10,008

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 2 Number of years the principal has been in her/his position at this school.
 3 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	9	5	14	7			
K	40	39	79	8			
1	43	40	83	9			
2	40	52	92	10			
3	51	48	99	11			
4	43	46	89	12			
5	53	43	96	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							552

10. Students receiving special education services: 20%
109 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> </u> Autism	<u> 1 </u> Orthopedic Impairment
<u> </u> Deafness	<u> 5 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 72 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 30 </u> Speech or Language Impairment
<u> 1 </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness
	<u> </u> Emotional Disturbance

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> </u>
Classroom teachers	<u> 31 </u>	<u> </u>
Special resource teachers/specialists	<u> 13 </u>	<u> 4 </u>
Paraprofessionals	<u> 5 </u>	<u> 1 </u>
Support staff	<u> 15 </u>	<u> </u>
Total number	<u> 71 </u>	<u> 5 </u>

12. Average school student-“classroom teacher” ratio: 18 to 1

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

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	94%	95%	94%	95%	95%
Daily teacher attendance	93%	93%	93%	93%	92%
Teacher turnover rate	<1%	<1%	<1%	<1%	<1%
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

Long Neck Elementary School (LNES) is located in the rural town of Millsboro, Delaware. It is one of seven elementary schools in the Indian River School District. The school has a total student population of 552 students in grades PK – 5. The racial composition of the diverse student body includes 72% Caucasian, 20% African American, 7% Hispanic, and 1 % American Indian. LNES houses a large portion of low socio economic students with 51.7% of the students population receiving free or reduced meals. LNES also houses an Intensive Learning Center along with the other special education services. Regardless of their limitations, all students are instructed in the district standards-based curricula.

Long Neck Elementary is a community school where parents, teachers, support staff and community members collaborate for the benefit of all students. The staff consists of 2 administrators, 2 secretaries, 4 custodians, 8 cafeteria workers, 5 paraprofessionals, 1 nurse, 1 counselor, 1 family intervention therapist, 1 reading specialist, 1 reading teacher, 1 math teacher, 13 specialists, and 31 teachers. Our active Parent Teacher Organization provides a vehicle for parents to support the school’s programs. Parents and community members partner with the school via the Creative Mentoring Program, classroom volunteer opportunities, “adopt a class” program, and a weekly career corner on the LNES televised news program. Students are challenged academically, and they are encouraged to demonstrate model behavior. Good citizenship is reinforced via our Character Education Program where students are honored monthly with certificates and medals for demonstrating the Six Pillars of Good Character (responsibility, citizenship, respect, trustworthiness, and fairness). The school wide discipline program, “Caught Being Good,” promotes making positive choices and becoming a productive member of society.

The Long Neck staff is committed to providing students with the skills required to reason, communicate, and live in a literate society. The staff seeks to provide instruction that allows all students to reach their fullest potential. They assist students in gaining academic competence and the responsibility to find success through their school years and into the world of work. This is done through after school programs, differentiated instruction, and extra support programs. Staff members have written and received grants amounting to well over \$150,000 over the past six years to purchase materials and fund special programs to meet students’ needs. Over 48% of the teaching staff have master’s degrees, two staff members have their National Board Certifications, and one staff member has her Doctorate.

Our school goals include increasing the percentage of students who meet or exceed the state standards in all academic areas, providing professional development for instructional staff, increasing the availability of technology to enhance learning and instruction, creating a professional learning community, and finally, increasing parental and community involvement opportunities.

Long Neck Elementary School is unique. In spite of our size (student population), our school has resulted in the creation of a nurturing learning environment for students. This has also led to the development of a professional learning community where teachers work closely together, both within and across grade levels, to promote learning. Instructional staff members participate in numerous learning-focused professional development activities, which enable them to provide our students with instructional strategies that are sound and research-based. Our School Improvement Committee, which consists of staff, parents, and community members, identifies and allocates resources to enhance achievement for all students. Since 51.7% of our student population comes from homes with low incomes we qualify as a Title I school. The staff’s efforts and students’ achievements have been recognized as closing the achievement gap. The school also received a Superior rating by the state of Delaware for 2003 and 2004.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Long Neck Elementary School’s Assessment Results in Reading and Mathematics

The staff of Long Neck Elementary School use multiple indicators to track student growth and the gains of various student populations and to gauge overall academic success of the school. Student progress toward the state standards is monitored using a variety of measures, including performance assessment, portfolio and norm-referenced testing.

Although we use multiple measures, the Delaware Student Testing Program (DSTP) serves as our primary indicator of student progress toward the state standards. This test is administered annually and has been expanded to include grades 2 through 10. The data presented for our school will focus on grades 3 and 5, as the more recently adopted assessments at the other grade levels are not yet supported by more than 3 years of data.

The DSTP assesses reading using literary, informative, and technical texts. Students are required to demonstrate understanding of the text by completing multiple choice, short answer, and extended response questions. The percentage of 3rd grade students at LNES who have met or exceeded the reading standard (reflected at performance levels 3, 4, and 5) has increased from 69% to 90% between 1999 and 2004. Likewise, significant improvement is evident in the range of 5th graders meeting and exceeding the standard from 68% in 1999 to 92% in 2004. Nationally normed data also reflect reading gains for the six-year period. On the Stanford Achievement Test Reading Comprehension subtest from 1999 to 2004 those students with a NCE above the 50th percentile score has risen from 55% to 73% in grade 3 and from 56% to 65% in grade 5.

In the mathematics portion of the DSTP, the students are required to demonstrate key concepts by solving “real-life” problems. In 1999, only 67% of the school’s 3rd graders met or exceeded the standard in mathematics. In 2004, that percentage had increased to 87%. In 1999, only 65% of the 5th graders were meeting or exceeding the standard, as compared to 89% in 2004. On the Stanford Achievement Test Math subtest from 1999 to 2004 students with a NCE above the 50th percentile score has risen from 57% to 81% in grade 3 and from 60% to 65% in grade 5.

The data in a small school is impeded by the concern for statistical significance. Our student population in a grade level ranges from 14 students in Pre-Kindergarten to 95 students in fifth grade. Looking at our data, one realizes that there are fluctuations in population numbers that make it more difficult to track every group over the 6-yr span. However, looking at the disaggregated data that is significant, a pattern is easy to discern. LNES’s at risk populations are making gains. In reading, our third grade low-income students steadily came from 68% in 1999, as compared to 87% meeting the standard in 2004. In reading our fifth grade low income students went from 51% in 1999, as compared to 87% meeting the standard in 2004.

All disaggregated populations of math students made gains. In third grade our low-income students grew from a 62% meeting the math standard in 1999 to 79% meeting it in 2004. Our third grade African Americans steadily rose from only 53% meeting or exceeding the standard in 1999 to 89% meeting or exceeding in 2004. Our African American fifth grade students have made progress moving from 47% meeting the standard in 1999 to 75% meeting the standard in 2004. Our goal is to move all students in this population to meeting or exceeding the standards.

A look at our data makes one realize LNES’s school culture embraces all children. Our results demonstrate high expectations and a standards-based philosophy. Our staff takes great pride in our students’ achievement. This focus on success was recognized by the State of Delaware when Long Neck Elementary received a Superior School Award based on Delaware School Accountability Ratings in 2003 and 2004.

LNES's ability to use assessment data to understand and improve student and school performance

Assessment data is the catalyst for problem solving and decision-making at LNES. "Data Day" is a school-wide in-service event, which compels LNES staff to examine the evidence of student progress. In June, the staff spent a day analyzing the 2004 DSTP data that was released in May. These results were compared to in house assessments and report card grades. Professional reflection focused on the following: Where are our students? What are their strengths? What are their weaknesses? What are individual and group instructional needs? What does the disaggregated data imply? Are we meeting the instructional needs of all student populations? Are the in-house assessments and report card grades aligned with the state standards? The outcome of this day were school-wide goals focusing on reading and math instruction as well as better alignment of assessments and grading practices with the content standards. Grade levels articulated expectations about reading and math in relation to the state standards. Enhancing reading and math skills and the need for additional training in these areas became goals for staff development. Professional development needs surfaced for assistance in text-based writing, answering extended responses in math, and guided reading. An in-service was held in August to present guided reading strategies, and plans were developed to expand grade level and school-wide reading opportunities. Reading Counts and after school reading programs focused on identified weaknesses. Additional instructional time was allocated to reading and math with better integration into content areas. Data collection and analysis is continued more informally at regular Professional Learning Community (PLC) meetings as teachers examine students' daily progress. Theme tests, math unit assessments, and writing assessments are benchmarks to determine the direction of instruction. This data is shared at PLC meetings and quarterly Promotion and Review meetings. Other more formal measures of student progress are used to look for trends and to determine the degree to which students are achieving the standards. They include: The Star Reading Test, Grade A+ by AGS for K and 1, Computer Curriculum Corporation (CCC), and the Work Sampling Portfolio for PK, K and 1. Data is disaggregated and analyzed with consideration of needs for students, curriculum, instructional strategies, teacher support, and instructional time.

Long Neck Elementary School's Communication of Student Performance

LNES communicates student performance, including assessment data, to parents, students, and the community in a variety of ways. One of the school's goals reads, "All students will meet or exceed the state standards." Subsequently, progress toward that goal is measured and shared with the public through the school's monthly newsletter, school website, and the local newspaper. The latter not only publishes results and features news articles about growth between the current year and the previous year, but also compares LNES to schools throughout the state. Moreover, student performance data is presented during public session to the Board of Education in late summer. Delaware Student Testing Program results are shared with both parents and students. Parents are urged to contact their child's teacher with questions. Additionally, the school annually presents achievement data to parents at "Open House" in late August, at a fall PTO meeting, family literacy night, and during parent conferences. School staff shares results at community meetings. The LNES school profile is annually distributed to parents and is available to the community. The school's monthly newsletter provides student performance details, and the school's website also contains information about testing results. LNES's School Improvement Committee, which is comprised of parents, community members, and staff, uses data as it plans and allocates funds for the succeeding year to reflect student performance results. Classroom teachers keep parents informed of progress through having tests signed, nightly homework and communication folders, Friday packets reflecting weekly progress, student assignment books with teacher comments, and conferences. Formal communications involve progress reports and report cards. Teachers communicate with students in many ways using individual student conferences and by explaining progress using rubrics that detail strengths and weaknesses. The principal and assistant principal also conference with each student in grades 3 and 5 individually and share information from their cumulative folder and the results of the DSTP.

Sharing our Successes with Others

First, LNES shares its successes with other Indian River schools through the networking system that currently exists within the district. Principals, assistant principals, and reading specialists meet with their peers on a regular basis. Frequent agenda topics include “best practice” instruction, student performance results, and achievement gap data. In essence, student performance and strategies for its enhancement are featured since the primary Indian River School District (IRSD) goal is “All students will meet or exceed the state standards.” Additionally, staff members are willing to conduct professional development sessions in nearby schools, throughout the state, and at national conferences. This is already a current practice as teachers present on such topics as Social Studies instructional strategies, implementing a National Council of Teachers of Math (NCTM) standards based math program, early intervention programs such as preschool and all day kindergarten, Dimensions of Learning, and Learning-Focused strategies for closing the achievement gap. We will continue our practice of providing inservice training to local day care centers to share the strategies that we have found to be successful with our students.

The Assistant Principal is on the Planning Committee for the Leadership Institute in Indian River. The Leadership Institute is part of a professional development cluster approved by the Department of Education to train our administrators to be instructional leaders. He has presented to staff, PTO, and community organizations on keys to creating a Professional Learning Community.

PART V – CURRICULUM AND INSTRUCTION

Long Neck Elementary School's Curriculum

Long Neck Elementary's curriculum has been designed to reflect Delaware's rigorous content area standards. At its core is a balanced literacy program published by Houghton Mifflin (HM). Students experience worldwide adventures via the authentic literary selections while strengthening their comprehension skills, practicing decoding and textural analysis strategies, expanding vocabulary, and increasing fluency. As a supplement for those who warrant additional phonics instruction, LNES has selected to use Open Court to more effectively meet students' needs. Since reading and writing are naturally integrated, students hone their text-based writing skills in relation to the narrative, informational, or technical texts included in their anthologies. Additionally, the pupils respond to "stand alone" writing prompts related to numerous topics and concepts. In order to enrich their students' learning experiences, LNES's staff members have improved their instructional skills through participation in the Delaware Writing Project and the Delaware Reading Project. To ensure that all students are meeting the standards in reading, supplemental reading programs are available, such as Soar to Success, Early Success, Earobics, and Horizons.

Furthermore, the National Science Foundation (NSF)-researched Math Trailblazers program (Kendall Hunt) has been implemented in all pre-kindergarten through fifth grade classrooms. Emphasizing conceptual-learning rather than the memorization of algorithms or the mastery of computational skills, the Math Trailblazers curriculum has dramatically changed math instruction at LNES. To better meet students' math needs, as well as to transition to more interactive, experiential methods of teaching, the staff has participated in Math Club professional development sessions, where grade level peers prepare for upcoming units, discuss strategies for student success, and explore effective assessment of what students know and are able to do mathematically. Math lead teachers also provide demonstration lessons for their peers. Assessments are closely aligned with the state content standards, and the math curriculum requires students to reflect and analyze data and explain their answers, much like the state assessment.

Indian River partners with other districts in the state's Science Coalition. All of the district teachers have been trained to use Smithsonian Project science kits, which enable students to experience hands-on science so that they can meet the state's science standards. Included in their science curriculum is the opportunity to explore nature in the district's Outdoor Education Center at Ingram Pond. Again, since Delaware's science standards stress conceptual knowledge rather than isolated fact memorization, LNES's students learn science by doing, discussing, drawing conclusions, and writing about their observations, experiences, and analyses.

Social studies is the fourth standards-based core content area to which a portion of the educational time is devoted. District staff use Houghton Mifflin's *We the People* curriculum, which they supplement with various materials and activities. Since Delaware's high stakes accountability focuses on students' reading achievement, teachers use the opportunity to integrate geography, civics, history, and economics standards through their reading materials. The district has invested in social studies-linked "tradebooks" for students' instructional and recreational reading. A LNES team is currently working with district peers and University of Delaware personnel to design thematic units and standards-based performance assessments as a part of the Delaware Social Studies Project. Common features of all curricular activities and materials is the emphasis on conceptual understanding, problem solving, justification of answers, evaluative thinking, multiple perspectives, and generalization to new situations.

In addition to the regular classroom instruction in the standards-linked core content areas, LNES's students weekly engage in physical education, art, vocal and instrumental music, computer-assisted instruction, library, and guidance. Students who need additional learning opportunities are served by a Title I reading assistants, one reading specialist, one reading teacher, a computer teacher for individualized CCC math and reading instruction, and a special education department.

Long Neck Elementary School's Reading Curriculum

Using Delaware English Language Arts (ELA) content standards, a district committee examined reading research and commercial material. Houghton Mifflin's Invitations to Literacy (ITL) was adopted as the foundation of LNES's reading program. ITL uses a systematic and spiraling approach that integrates the ELA standards of reading, writing, viewing, speaking, and listening. LNES students experience a balanced reading approach incorporating whole class and small flexible group instruction. On going assessment through the use of fluency checks, sight word recognition surveys, and comprehension measures allow staff to adjust and differentiate instruction and materials to meet each child's needs. The purchase of HM guided readers for below, on, and above readers enable the students to become strategic readers while being engaged with material on their own instructional levels. The primary grades utilize the Open Court Phonics program to enhance the phonemic awareness and phonics components of reading. Supplemental programs such as Horizons, Early Success and Soar to Success are provided for students needing additional support. HM theme tests were revised to align more directly with the Delaware Standards. Rubrics have been rewritten to reflect Delaware's expectations. In an effort to facilitate experiences with literary, informative, and technical genre, LNES staff provides many different types of material across content areas including informative trade books, newspapers, and research documents, which correlate to the ELA standards. Grants have provided classroom libraries to allow for a rich, varied assortment of books. Reading incentive programs encourage personal reading. The primary grades participate in Reading Is Fundamental that culminates in an ice cream party for students meeting their reading goals. The intermediate grades are rewarded with a field trip to a local baseball team game. Other students, non-teaching staff, and community leaders were invited to read aloud to encourage the enjoyment of reading to preschool through grade five students.

Prescriptive Learning

LNES staff strives to provide opportunities for all students to reach their full potential. Fifty one percent of our school population is defined as low income. One area of concern is the ability to consistently monitor individual student progress and to accommodate individual students with specifically needed instruction in the required content areas, so Professional Learning Communities (PLC) were introduced. By prescribing what individual students need to learn and how to best facilitate learning is the focus of the PLC. Teachers are able to meet every six days to compare results of student assessment and revise instruction. Each PLC consists of all teachers within a specific grade level. With the use of team leaders trained in the best practices, each grade level is able to facilitate action plans for curriculum, instruction, and assessment. Within the PLC, teachers are able to collaboratively measure individual student achievement, revise assessment measures to align with Department of Education (DOE) indicators, and rearrange instructional student grouping thus allowing for individual differences in acquisition of knowledge. The PLC is able to discuss teaching strategies resulting in adaptation of those methods that increase student achievement. Minutes of these discussions are shared with the entire staff allowing other grades to benefit from the shared knowledge thus impacting all students. A cross grade level PLC meets monthly to review overall student achievement and recommend needed inservices to promote learning. LNES has an after-school reading/math intervention program to further assist those students needing additional instruction. A mentoring program is available to students requiring alternative support. Bridges, our extended year program, provides students an additional 20 days of instruction in the summer. A full day kindergarten for students demonstrating academic deficiencies is offered. The collaborative efforts of staff to consistently monitor assessment, modify instruction, and provide appropriate grouping has resulted in continued improvement in demonstrated academic ability.

Instructional Methods to Improve Student Learning

The Indian River School District developed a grant from the University of Delaware to create a leadership cluster that has provided professional development for building administrators to become more effective instructional leaders. Through the grant we have brought Max Thompson, Robert Marzano, Larry Lazotte, Rick and Julie DuFour, and Steven Zemelman to our district. Lead teachers participated in the trainings to become a catalyst for the development of a Professional Learning Community focused on student learning and achievement.

LNES teachers have infused the principles of Dimensions of Learning, (Marzano's Classroom Instruction), and Learning Concepts in their daily interactions with students. The principles of these philosophies are the basis for exemplary schools and serve as the framework for LNES teachers. Knowing how children become strategic learners guides their education plan. Classroom instruction utilizes critical thinking strategies of compare/contrast, cause/effect, classify/categorize, analogies/metaphors, and summarizing. Teachers promote independence through the use of reciprocal teaching allowing the student to emulate and model techniques of predicting, clarifying, self-questioning, and summarizing. All content instruction encompasses these strategies that most impact student achievement. **R**ephrase the question, **A**nswer the question, **R**easons for answer, **E**xplanation for the answer (RARE) and **F**ind the keywords in the question, **U**se the keywords in the topic sentence, **S**upport answer with text information, **E**xplain how text support answers the question (FUSE) are acronyms used to refine student ability to answer questions efficiently by using supporting information from the text and providing explanations to incorporate the text information into the answer. Graphic organizers are utilized to enable students to organize their information. Flexible grouping provides for all levels of achievement. Learning Concepts lesson plan format – EATS (essential question, activating strategies, teaching strategies, summarizing) is an on going project. This format allows teachers to organize information and strategies into lessons by providing focused instruction, guided and independent practice, and assessment. Discovery through hands-on learning using cooperative groups is the instructional format associated with the math and science curriculums. Procedures for reinforcing student efforts, providing positive feedback, and recognizing accomplishments are instructional strategies that are reflected by the professional learning community. The key questions that guide our classroom instruction are as follows: What is it we expect them to learn? How do we know if they're learning it? How do we respond when they don't learn? How do we respond when they have learned? Based on the most current cognitive psychology and brain research and the analysis of high-performing schools, the LFS framework connects exemplary practice teaching strategies to teacher planning and instruction. These connections accommodate and enhance the diverse skills, abilities, and cultural background of all students. Thus, as an extension of its Dimensions of Learning initiative, the Learning-Focused School Model, which employs much of Marzano's *What Works in Schools: Translating Research into Action* (2003) and *Classroom Instruction That Works* (2001), converts research into active improved learning techniques. The mantra at LNES is "Teachers emphasize learning rather than teaching." (DeFour/Eaker, 1998)

Our Professional Development Program and its Impact on Student Achievement

After analysis of national standardized, district, and local school tests, areas of weakness were determined. As a result, LNES's main goal for the 2003-2004 was to improve student reading comprehension ability. Three professional development activities were scheduled. The instructional need concentrated on extending and refining student higher order thinking strategies (HOTS) by devising questions for verbal and written responses. A recognized authority in the field conducted these workshops. The October inservice focused on explanation of critical thinking skills and practical application. Following the inservice, teachers were to apply the best practice techniques. Reading comprehension tests, STAR reading assessment, and Scholastic Reading Inventory were given to each student. A follow up in service was scheduled for January. Teachers were able to readdress HOTS, discuss results of the comprehension tests and revise questions if needed. Grade levels shared results during a presentation at a faculty meeting. Exemplary practices utilizing HOTS were discussed and incorporated into classroom programs. In an effort to allow for different rates of student achievement, a flexible grouping inservice was provided. This allowed teachers to continually assess student ability to apply critical thinking skills. Flexible groups allowed teachers to reteach or extend lessons to small groups of students depending on need. Demonstration lessons were also given to support flexible grouping in the classroom. Staff members participated in book clubs emphasizing current trends in education. Dimensions of Learning model continues to be a focus. Dimension of Learning #3 (extending and refining knowledge) has been adopted this year. Teacher observations have focused on DOL 3 and the monitoring of improved questioning techniques as it applies to HOTS. Math, Smithsonian Science, district wide in-service through the Delaware Reading and Writing Project continue to be offered to the staff utilizing our professional development funds to provide substitute coverage.

Delaware State Testing Program
A Criterion-Referenced Assessment

This overview applies to:	Table 1a	Reading Grade 3	page 15
	Table 1b	Reading Grade 5	page 16
	Table 1c	Math Grade 3	page 17
	Table 1d	Math Grade 5	page 18
	Table 1e	Writing Grade 3	page 19
	Table 1f	Writing Grade 5	page 20

Grade: 3, 5 (end of standards cluster years) Test: Delaware State Testing Program

Edition/publication year: 1996 Publisher: Harcourt Educational Measurement Systems

What groups were excluded from testing? 0 Why, and how were they assessed? All student populations are assessed at LNES. Every effort is made to ensure all students take the assessment. Absent students must make up the assessment the following week. Schools automatically receive scores of 0 for students who do not participate in the assessment.

The DSTP Student Performance levels and cut scores were established by Delaware educators and community members from around the state. These cut-scores were approved by the State Board of Education in September 1999.

There are five performance levels in reading, writing, and mathematics. The following describe each level:

DSTP Student Performance Levels		
Level	Category	Description
5	Distinguished	Excellent Performance
4	Exceeds the Standard	Very Good Performance
3	Meets the Standard	Good Performance
2	Below the Standard	Needs Improvement
1	Well Below the Standard	Needs Significant Improvement

The cut score for DSTP appear in the tables at the bottom of each content area and grade level chart. The indicated number represents the lowest possible score a student can earn and still be within the indicated performance levels.

The DSTP involves fire separate days of assessment. Two days are for reading, two days for math, and one day for writing. The test takes in excess of 2 hours daily.

Long Neck Elementary Table 1a
Delaware State Testing Program- Reading -Grade 3

Criterion-Referenced Testing developed by state with Harcourt Education Measurement Systems

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	March	March	March	March	April	April
READING SCORES Long Neck GR 3						
Total						
% At or Exceeds (Perf. Levels 4 & 5)	38%	38%	29%	19%	29%	18%
% At or Meets (Performance Level 3)	52%	43%	55%	59%	55%	51%
% At or Below Standard (1 & 2)	10%	19%	17%	23%	16%	31%
Number of Students Tested	79	81	97	102	82	93
Percent of total students tested	100%	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0	0
Percentage of students excluded	0%	0%	0%	0%	0%	0%
SUBGROUP SCORES						
1.Low income # in population	38	37	38	51	33	47
% At or Exceeds (Perf. Levels 4 & 5)	26%	35%	32%	18%	18%	9%
% At or Meets (Performance Level 3)	61%	38%	53%	51%	64%	60%
% At or Below Standard (1 & 2)	13%	27%	21%	31 %	18%	32%
Low income mean scaled score	445	443	442	429	433	425
2. Not Low income # in population	41	44	59	51	43	46
% At or Exceeds (Perf. Levels 4 & 5)	49%	41%	30%	20%	26%	28%
% At or Meets (Performance Level 3)	44%	48%	56%	67%	65%	41%
% At or Below Standard (1 & 2)	7%	11%	14%	14%	9%	30%
Not Low Income mean scaled score	464	452	445	445	452	439
3.African American # in population	19	20	18	8	19	22
% At or Exceeds (Perf. Levels 4 & 5)	26%	25%	17%	Not	11%	0%
% At or Meets (Performance Level 3)	58%	55%	56%	Statistically	68%	63%
% At or Below Standard (1 & 2)	16%	20%	28%	Significant	21%	37%
African American Mean Scaled Score	446	437	429	“	430	414
4 .Hispanic # in population	2	6	2	4	1	4
% At or Exceeds (Perf. Levels 4 & 5)	Not	Not	Not	Not	Not	Not
% At or Meets (Performance Level 3)	Statistically	Statistically	Statistically	Statistically	Statistically	Statistically
% At or Below Standard (1 & 2)	Significant	Significant	Significant	Significant	Significant	Significant
Hispanic Mean Scaled Score	“	“	“	“	“	“
5 White # in population	58	53	73	87	59	66
% At or Exceeds (Perf. Levels 4 & 5)	43%	43%	34%	20%	34%	24%
% At or Meets (Performance Level 3)	50%	40%	52%	59%	51%	44%
% At or Below Standard (1 & 2)	7%	17%	13%	22%	15%	32%
White Mean Scaled Score	460	452	448	438	448	436
STATE SCORES						
Total						
% At or Exceeds (Perf. Levels 4 & 5)	32%	30%	29%	23%	24%	21%
% At or Meets (Performance Level 3)	50%	50%	51%	51%	53%	48%
% At or Below Standard (1 & 2)	18%	21%	21%	26%	23%	31%
State Mean Scaled Score	447	442	441	435	437	428
School Mean Scaled Score	455	448	444	437	444	432

Cut Scores- DSTP Reading Grade 3 (lowest scaled score a student can earn and still be within the indicated performance level)				
Grade	Below	Meets	Exceeds	Distinguished
3	387	411	465	482

Long Neck Elementary Table 1b

Delaware State Testing Program- **Reading -Grade 5**

Criterion-Referenced Testing developed by state with Harcourt Education Measurement Systems

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	March	March	March	March	April	April
READING SCORES –Long Neck Gr. 5						
Total						
% At or Exceeds (Perf. Levels 4 & 5)	35%	17%	16%	16%	24%	14%
% At or Meets (Performance Level 3)	56%	72%	65%	49%	62%	53%
% At or Below Standard (1 & 2)	8%	11%	19%	35%	14%	33%
Number of Students Tested	85	89	93	117	78	83
Percent of total students tested	100%	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0	0
Percentage of students excluded	0%	0%	0%	0%	0%	0%
SUBGROUP SCORES						
1.Low income	38	47	40	44	35	37
% At or Exceeds (Perf. Levels 4 & 5)	13%	6%	5%	16%	23%	8%
% At or Meets (Performance Level 3)	74%	83%	73%	39%	57%	43%
% At or Below Standard (1 & 2)	13%	11%	23%	45%	20%	49%
Low income mean scaled score	481	474	463	464	433	443
2.Not low income	47	42	53	73	43	46
% At or Exceeds (Perf. Levels 4 & 5)	26%	29%	25%	16%	26%	20%
% At or Meets (Performance Level 3)	32%	60%	58%	55%	65%	61%
% At or Below Standard (1 & 2)	4%	12%	17%	29%	9%	20%
Not Low income mean scaled score	503	489	485	472	484	478
3.African American	15	8	25	20	11	15
% At or Exceeds (Perf. Levels 4 & 5)	20%	Not	12%	0%	Not	0%
% At or Meets (Performance Level 3)	53%	Statistically	68%	55%	Statistically	33%
% At or Below Standard (1 & 2)	27%	Significant	20%	45%	Significant	67%
African American mean scaled score	476	“	463	442	“	430
4.Hispanic	2	2	1	4	4	0
% At or Exceeds (Perf. Levels 4 & 5)	Not	Not	Not	Not	Not	Not
% At or Meets (Performance Level 3)	Statistically	Statistically	Statistically	Statistically	Statistically	Statistically
% At or Below Standard (1 & 2)	Significant	Significant	Significant	Significant	Significant	Significant
Hispanic mean scaled score	“	“	“	“	“	“
5.White	63	76	64	89	62	67
% At or Exceeds (Perf. Levels 4 & 5)	41%	18%	16%	21%	27%	18%
% At or Meets (Performance Level 3)	54%	70%	66%	46%	60%	57%
% At or Below Standard (1 & 2)	5%	12%	19%	33%	13%	25%
White mean scaled score	498	482	479	475	482	469
STATE SCORES						
Total						
% At or Exceeds (Perf. Levels 4 & 5)	23%	23%	22%	18%	18%	14%
% At or Meets (Performance Level 3)	61%	55%	56%	49%	51%	49%
% At or Below Standard (1 & 2)	15%	22%	22%	33%	31%	37%
State Mean Scaled School	483	480	478	469	470	463
School Mean Scaled Score	493	481	476	469	482	462

Cut Scores- DSTP Reading Grade 5 (lowest scaled score a student can earn and still be within the indicated performance level)				
Grade	Below	Meets	Exceeds	Distinguished
5	427	451	508	529

Long Neck Elementary Table 1c

Delaware State Testing Program- **Math Grade 3**

Criterion-Referenced Testing developed by state with Harcourt Education Measurement Systems

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	March	March	March	March	April	April
MATH SCORES –Long Neck Gr. 3						
Total						
% At or Exceeds (Perf. Levels 4 & 5)	28%	29%	23%	25%	19%	19%
% At or Meets (Performance Level 3)	59%	52%	52%	53%	64%	47%
% At or Below Standard (1 & 2)	13%	19%	26%	23%	18%	33%
Number of Students Tested	90	90	97	102	80	93
Percent of total students tested	100%	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0	0
Percentage of students excluded	0%	0%	0%	0%	0%	0%
SUBGROUP SCORES						
1. Low income	43	45	38	51	31	47
% At or Exceeds (Perf. Levels 4 & 5)	21%	27%	18%	18%	13%	13%
% At or Meets (Performance Level 3)	58%	47%	53%	57%	68%	49%
% At or Below Standard (1 & 2)	21%	27%	29%	25%	19%	38%
Low income mean scaled score	436	435	431	426	428	418
2. Not Low Income	47	45	59	51	49	46
% At or Exceeds (Perf. Levels 4 & 5)	30%	31%	25%	31%	22%	26%
% At or Meets (Performance Level 3)	60%	58%	51%	49%	61%	46%
% At or Below Standard (1 & 2)	6%	11%	24%	20%	16%	28%
Not Low Income mean Scaled Score	449	443	435	445	440	435
3. African American	19	21	18	8	17	19
% At or Exceeds (Perf. Levels 4 & 5)	16%	19%	6%	Not	0%	0%
% At or Meets (Performance Level 3)	74%	57%	56%	Statistically	71%	53%
% At or Below Standard (1 & 2)	11%	24%	39%	Significant	29%	47%
African American Mean Scaled Score	435	431	415	“	418	408
4. Hispanic	3	8	2	4	1	4
% At or Exceeds (Perf. Levels 4 & 5)	Not	Not	Not	Not	Not	Not
% At or Meets (Performance Level 3)	Statistically	Statistically	Statistically	Statistically	Statistically	Statistically
% At or Below Standard (1 & 2)	Significant	Significant	Significant	Significant	Significant	Significant
Hispanic Mean Scaled Score	“	“	“	“	“	“
5. White	68	59	73	87	59	66
% At or Exceeds (Perf. Levels 4 & 5)	32%	32%	29%	26%	24%	27%
% At or Meets (Performance Level 3)	54%	56%	51%	52%	61%	42%
% At or Below Standard (1 & 2)	13%	12%	21%	22%	15%	30%
White Mean Scaled Score	446	444	440	438	439	431
STATE SCORES						
Total						
% At or Exceeds (Perf. Levels 4 & 5)	29%	25%	26%	22%	21%	15%
% At or Meets (Performance Level 3)	48%	49%	46%	49%	52%	49%
% At or Below Standard (1 & 2)	22%	26%	28%	29%	27%	37%
State Mean Scaled Score	439	435	434	430	431	421
School Mean Scaled Score	443	439	433	436	435	426

Cut Scores- DSTP Math Grade 3 (lowest scaled score a student can earn and still be within the indicated performance level)				
Grade	Below	Meets	Exceeds	Distinguished
3	382	407	464	499

Long Neck Elementary Table 1d
Delaware State Testing Program- -Math-Grade 5
Criterion-Referenced Testing developed by state with Harcourt Education Measurement Systems

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	March	March	March	March	April	April
MATH SCORES- Long Neck Gr. 5						
Total						
% At or Exceeds (Perf. Levels 4 & 5)	20%	11%	12%	10%	17%	17%
% At or Meets(Performance Level 3)	69%	56%	52%	50%	57%	48%
% At or Below Standard (1 & 2)	11%	33%	37%	40%	26%	35%
Number of Students Tested	95	106	93	117	81	83
Percent of total students tested	100%	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0	0
Percentage of students excluded	0%	0%	0%	0%	0%	0%
SUBGROUP SCORES						
1. Low income	46	57	40	44	36	37
% At or Exceeds (Perf. Levels 4 & 5)	9%	5%	13%	9%	17%	8%
% At or Meets(Performance Level 3)	72%	56%	33%	50%	47%	38%
% At or Below Standard (1 & 2)	20%	39%	55%	41%	36%	54%
Low income mean scaled score	465	454	452	452	466	443
2. Not Low Income	49	49	53	73	45	46
% At or Exceeds (Perf. Levels 4 & 5)	31%	18%	11%	11%	18%	24%
% At or Meets(Performance Level 3)	67%	55%	66%	49%	64%	57%
% At or Below Standard (1 & 2)	2%	27%	23%	40%	18%	20%
Not Low Income mean scaled score	488	474	471	458	474	476
3. African American	20	15	25	20	13	15
% At or Exceeds (Perf. Levels 4 & 5)	0%	7%	0%	0%	Not	7%
% At or Meets(Performance Level 3)	75%	33%	40%	50%	Statistically	40%
% At or Below Standard (1 & 2)	25%	60%	60%	50%	Significant	53%
African American mean scaled score	455	442	446	438	“	436
4 .Hispanic	2	3	1	4	4	0
% At or Exceeds (Perf. Levels 4 & 5)	Not	Not	Not	Not	Not	Not
% At or Meets(Performance Level 3)	Statistically	Statistically	Statistically	Statistically	Statistically	Statistically
% At or Below Standard (1 & 2)	Significant	Significant	Significant	Significant	Significant	Significant
Hispanic mean scaled score	“	“	“	“	“	“
5 White	68	85	64	89	63	67
% At or Exceeds (Perf. Levels 4 & 5)	26%	13%	16%	13%	21%	19%
% At or Meets(Performance Level 3)	68%	59%	55%	47%	62%	49%
% At or Below Standard (1 & 2)	6%	28%	30%	39%	17%	31%
White mean scaled score	484	467	467	459	474	467
STATE SCORES						
Total						
% At or Exceeds (Perf. Levels 4 & 5)	21%	18%	18%	15%	13%	11%
% At or Meets(Performance Level 3)	55%	53%	50%	48%	49%	44%
% At or Below Standard (1 & 2)	25%	29%	33%	38%	38%	45%
State Mean Scaled Score	473	468	466	460	460	454
School Mean Scaled Score	477	463	462	456	470	461

Cut Scores- DSTP Math Grade 5 (lowest scaled score a student can earn and still be within the indicated performance level)				
Grade	Below	Meets	Exceeds	Distinguished
5	424	449	503	525

Long Neck Elementary Table 1e
Delaware State Testing Program- Writing-Grade 3
Criterion-Referenced Testing developed by state with Harcourt Education Measurement Systems

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	March	March	March	March	April	April
WRITING SCORES –Long Neck Gr. 3						
Total						
% At or Exceeds (Perf. Levels 4 & 5)	0%	0%	2%	0%	3%	3%
% At or Meets(Performance Level 3)	46%	41%	47%	26%	35%	54%
% At or Below Standard (1 & 2)	54%	59%	51%	76%	63%	42%
Number of Students Tested	90	90	97	102	76	90
Percent of total students tested	100%	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0	0
Percentage of students excluded	0%	0%	0%	0%	0%	0%
SUBGROUP SCORES						
1. Low income	43	45	38	51	31	45
% At or Exceeds (Perf. Levels 4 & 5)	0%	0%	3%	0%	0%	0%
% At or Meets(Performance Level 3)	33%	36%	39%	22%	26%	56%
% At or Below Standard (1 & 2)	67%	64%	58%	78%	74%	44%
Low income mean	6	6	7	6	6	7
2. Not Low Income	47	45	59	51	49	45
% At or Exceeds (Perf. Levels 4 & 5)	0%	0%	2%	0%	4%	7%
% At or Meets(Performance Level 3)	57%	47%	53%	25%	41%	53%
% At or Below Standard (1 & 2)	43%	53%	46%	75%	55%	40%
Not Low Income mean scaled score	6	6	7	6	6	7
STATE SCORES						
Total						
% At or Exceeds (Perf. Levels 4 & 5)	2%	1%	2%	0%	1%	2%
% At or Meets(Performance Level 3)	51%	38%	45%	32%	36%	47%
% At or Below Standard (1 & 2)	48%	61%	54%	67%	63%	51%
State Mean Scaled Score	6	6	6	6	6	6
School Mean Scaled Score	6	6	7	6	6	7

DSTP Student Performance Levels		
Level	Category	Description
5	Distinguished	Excellent Performance
4	Exceeds the Standard	Very Good Performance
3	Meets the Standard	Good Performance
2	Below the Standard	Needs Improvement
1	Well Below the Standard	Needs Significant Improvement

Cut Scores- DSTP Writing Grade 3 (lowest scaled score a student can earn and still be within the indicated performance level)				
Grade	Below	Meets	Exceeds	Distinguished
3	5	7	11	13

Long Neck Elementary Table 1f
Delaware State Testing Program-Writing -Grade 5
Criterion-Referenced Testing developed by state with Harcourt Education Measurement Systems

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	March	March	March	March	April	April
WRITING SCORES- Long Neck Gr. 5						
Total						
% At or Exceeds (Perf. Levels 4 & 5)	4%	3%	5%	0%	3%	7%
% At or Meets(Performance Level 3)	73%	59%	43%	61%	63%	50%
% At or Below Standard (1 & 2)	23%	38%	52%	39%	34%	43%
Number of Students Tested	95	106	93	117	76	74
Percent of total students tested	100%	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0	0
Percentage of students excluded	0%	0%	0%	0%	0%	0%
SUBGROUP SCORES						
1. Low income	46	57	40	44	33	28
% At or Exceeds (Perf. Levels 4 & 5)	7%	2%	2%	0%	0%	4%
% At or Meets(Performance Level 3)	63%	60%	30%	55%	67%	46%
% At or Below Standard (1 & 2)	30%	39%	68%	45%	33%	50%
Low income mean	8	7	7	8	8	8
2. Not Low Income	49	49	53	73	43	46
% At or Exceeds (Perf. Levels 4 & 5)	2%	4%	8%	0%	5%	9%
% At or Meets(Performance Level 3)	82%	59%	53%	64%	60%	52%
% At or Below Standard (1 & 2)	16%	37%	40%	36%	35%	39%
Not Low Income mean scaled score	8	8	8	8	8	8
STATE SCORES						
Total						
% At or Exceeds (Perf. Levels 4 & 5)	4%	4%	8%	4%	2%	5%
% At or Meets(Performance Level 3)	56%	56%	41%	47%	34%	46%
% At or Below Standard (1 & 2)	40%	40%	51%	49%	65%	49%
State Mean Scaled Score	7	7	7	7	7	8
School Mean Scaled Score	8	8	7	8	8	8

DSTP Student Performance Levels		
Level	Category	Description
5	Distinguished	Excellent Performance
4	Exceeds the Standard	Very Good Performance
3	Meets the Standard	Good Performance
2	Below the Standard	Needs Improvement
1	Well Below the Standard	Needs Significant Improvement

Cut Scores- DSTP Writing Grade 5 (lowest scaled score a student can earn and still be within the indicated performance level)				
Grade	Below	Meets	Exceeds	Distinguished
5	6	8	11	13

Cut Scores DSTP Table 3a

Grade 3 Reading

The scores in the Cut Scores tables refer to the cut points set forth by a committee under the guidance of Harcourt Educational Measurement. The specific grade level tables show how Long Neck Elementary School's scores compared to the State of Delaware. The levels in which the students performed can then be measured by using the Cut Scores tables.

Cut Scores – DSTP Reading Grade 3 (lowest scaled score a student can earn and still be within the indicated performance level)				
Well Below the Standard	Below	Meets	Exceeds	Distinguished
<386	387	411	465	482

Grade 3	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Long Neck Elementary	455	448	444	437	444	432
State	447	442	441	435	437	428

Grade 5 Reading

Cut Scores DSTP Reading Grade 5 (lowest scaled score a student can earn and still be within the indicated performance level)				
Well Below the Standard	Below	Meets	Exceeds	Distinguished
<426	427	451	508	529

Grade 5	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Long Neck Elementary	493	481	476	469	482	462
State	483	480	478	469	470	463

Cut Scores DSTP Table 3b

Grade 3 Math

The scores in the Cut Scores tables refer to the cut points set forth by a committee under the guidance of Harcourt Educational Measurement. The specific grade level tables show how Long Neck Elementary School's scores compared to the State of Delaware. The levels in which the students performed can then be measured by using the Cut Scores tables.

Cut Scores – DSTP Math Grade 3 (lowest scaled score a student can earn and still be within the indicated performance level)				
Well Below the Standard	Below	Meets	Exceeds	Distinguished
<381	382	407	464	499

Grade 3	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Long Neck Elementary	443	439	433	436	435	426
State	439	435	434	430	431	421

Grade 5 Math

Cut Scores DSTP Math Grade 5 (lowest scaled score a student can earn and still be within the indicated performance level)				
Well Below the Standard	Below	Meets	Exceeds	Distinguished
<423	424	449	503	525

Grade 5	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Long Neck Elementary	477	463	462	456	470	461
State	473	468	466	460	460	454

Delaware State Assessment Program
Off-Grade Testing

This overview applies to:	Table 4a	Reading – Grades 2 and 4	page 24
	Table 4b	Math – Grades 2 and 4	page 25

Grade: 2 and 4 (off-grade testing years) Test: Stanford Achievement Test

Edition/publication year: 1996 Publisher: Harcourt Educational Measurement Systems

The SAT-9 in grades 2 and 4 were district assessments prior to 2002. The State of Delaware expanded the Delaware State Testing Program to these “off-grades” in the 2001-2002 testing year. Both the district and the state used the Stanford Achievement Test (SAT-9) for off-grade testing. The reading comprehension subtest and the math problem-solving subtest are a portion of our current DSTP testing program. For its first year (2001-2002), there was no summary or disaggregated data prepared by the state.

Long Neck Elementary School – Table 4a

SAT-9 Reading Comprehension Grades 2 and 4

<u>Grade 2</u>	2003-2004	2002-2003	2001-2002
Testing Month	March	March	March
Reading Comprehension			
Mean NCE Score	65	60	56
Number of Students Tested	91	86	91
Percent of total students tested	100%	100%	100%

<u>Grade 4</u>	2003-2004	2002-2003	2001-2002
Testing Month	March	March	March
Reading Comprehension			
Mean NCE Score	56	58	52
Number of Students Tested	93	91	110
Percent of total students tested	100%	100%	100%

Long Neck Elementary School – Table 4b

SAT-9 Math Comprehension Grades 2 and 4

<u>Grade 2</u>	2003-2004	2002-2003	2001-2002
Testing Month	March	March	March
Math			
Mean NCE Score	68	64	58
Number of Students Tested	91	86	91
Percent of total students tested	100%	100%	100%

<u>Grade 4</u>	2003-2004	2002-2003	2001-2002
Testing Month	March	March	March
Math			
Mean NCE Score	61	64	64
Number of Students Tested	95	93	110
Percent of total students tested	100%	100%	100%

Long Neck Elementary School

Special Education Students

Kindergarten – Total Reading NCE Distribution

	<u>>50</u>	<u><49</u>
2002-2003 (9)	67%	33%
2001-2002 (6)	33%	67%
2000-2001 (5)	20%	80%

Long Neck Elementary School

Special Education Students

Grade 1 – Reading Comprehension NCE Distribution

	<u>>50</u>	<u><49</u>
2002-2003 (10)	100%	0%
2001-2002 (7)	29%	71%
2000-2001 (5)	20%	80%

Grade 1 – Mathematics NCE Distribution

	<u>>50</u>	<u><49</u>
2002-2003 (9)	29%	71%
2001-2002 (7)	71%	29%
2000-2001 (5)	20%	80%

Long Neck Elementary School

Special Education Students

Grade 2 – Reading Performance Levels

	<u>S</u>	<u>U-W</u>
2002-2003 (6)	100%	0%
2001-2002 (8)	88%	12%
2000-2001 (5)	N/A	N/A

Grade 2 – Reading Comprehension NCE Distribution

	<u>>50</u>	<u><49</u>
2002-2003 (6)	100%	0%
2001-2002 (8)	63%	37%
2000-2001 (5)	20%	80%

Grade 2 – Mathematics Performance Levels

	<u>S</u>	<u>U-W</u>
2002-2003 (6)	83%	17%
2001-2002 (8)	75%	25%
2000-2001 (5)	N/A	N/A

Grade 2 – Mathematics Comprehension NCE Distribution

	<u>>50</u>	<u><49</u>
2002-2003 (6)	83%	17%
2001-2002 (8)	50%	50%
2000-2001 (5)	0%	100%

Long Neck Elementary School

Special Education Students

Grade 3 – Reading Performance Levels

	<u>3-5</u>	<u>1-2</u>
2002-2003 (9)	100%	0%
2001-2002 (11)	36%	64%
2000-2001 (14)	29%	71%

Grade 3 – Reading Comprehension NCE Distribution

	<u>>50</u>	<u><49</u>
2002-2003 (9)	56%	44%
2001-2002 (11)	27%	73%
2000-2001 (14)	29%	71%

Grade 3 – Mathematics Performance Levels

	<u>3-5</u>	<u>1-2</u>
2002-2003 (9)	89%	11%
2001-2002 (11)	55%	45%
2000-2001 (14)	21%	79%

Grade 3 – Mathematics NCE Distribution

	<u>>50</u>	<u><49</u>
2002-2003 (9)	89%	11%
2001-2002 (11)	18%	82%
2000-2001 (14)	8%	92%

Long Neck Elementary School

Special Education Students

Grade 4 – Reading Performance Levels

	<u>S</u>	<u>U-W</u>
2002-2003 (9)	100%	0%
2001-2002 (14)	21%	89%
2000-2001 (14)	100%	0%

Grade 4 – Reading Comprehension NCE Distribution

	<u>>50</u>	<u><49</u>
2002-2003 (9)	100%	0%
2001-2002 (14)	14%	86%
2000-2001 (16)	13%	87%

Grade 4 – Mathematics Performance Levels

	<u>S</u>	<u>U-W</u>
2002-2003 (9)	56%	44%
2001-2002 (14)	50%	50%
2000-2001 (14)	N/A	N/A

Grade 4 – Mathematics NCE Distribution

	<u>>50</u>	<u><49</u>
2002-2003 (9)	78%	22%
2001-2002 (14)	50%	50%
2000-2001 (14)	29%	71%

Long Neck Elementary School

Special Education Students

Grade 5 – Reading Performance Levels

	<u>3-5</u>	<u>1-2</u>
2002-2003 (19)	47%	53%
2001-2002 (14)	43%	57%
2000-2001 (17)	17%	83%

Grade 5 – Reading Comprehension NCE Distribution

	<u>>50</u>	<u><49</u>
2002-2003 (19)	36%	64%
2001-2002 (14)	14%	86%
2000-2001 (17)	17%	83%

Grade 5 – Mathematics Performance Levels

	<u>3-5</u>	<u>1-2</u>
2002-2003 (19)	11%	89%
2001-2002 (14)	7%	93%
2000-2001 (17)	0%	100%

Grade 5 – Mathematics NCE Distribution

	<u>>50</u>	<u><49</u>
2002-2003 (19)	21%	79%
2001-2002 (14)	7%	93%
2000-2001 (17)	12%	88%

Grade K-1 Assessments: (state-wide as part of DSTP)

K-1 Work Sampling Assessment

Pearson Early Learning Company in conjunction with the Delaware Department of Education

Edition- 3/01

Replaced Metropolitan Achievement Test This is year 2.

Also,

Grade A+- Group Diagnostic Reading Assessment (school level)

K pre and post form

By AGS

This is the second year. This test replaces K
Metropolitan.