

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mr. Gregory Meece

Official School Name: Newark Charter School

School Mailing Address:
2001 Patriot Way
Newark, DE 19711-1809

County: New Castle State School Code Number*: 0588

Telephone: (302) 369-2001 Fax: (302) 368-3460

Web site/URL: http://www.ncs.charter.k12.de.us/ E-mail: gmeece@ncs.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.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Gregory Meece

District Name: Newark Charter School Tel: (302) 369-2001

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.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Steven Dressel

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.

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation)
- | | |
|----------|-------------------------------------|
| | 1 Elementary schools (includes K-8) |
| | Middle/Junior high schools |
| | High schools |
| | K-12 schools |
| 1 | TOTAL |

2. District Per Pupil Expenditure: 8900

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. 9 Number of years the principal has been in her/his position 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	0	0	6	92	70	162
K	41	39	80	7	81	80	161
1	63	70	133	8	83	77	160
2	69	63	132	9			0
3	65	69	134	10			0
4	83	79	162	11			0
5	68	94	162	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							1286

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
11 % Asian
14 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
72 % 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: 1 %

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.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1.	1286
(5)	Total transferred students in row (3) divided by total students in row (4).	0.005
(6)	Amount in row (5) multiplied by 100.	0.544

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 26

Number of languages represented: 9

Specify languages:

Chinese, Russian, Hindi, Fante, Spanish, Egyptian, Korean, French, Armenian

9. Students eligible for free/reduced-priced meals: 13 %

Total number students who qualify: 164

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: 7 %

Total Number of Students Served: 91

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>1</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>15</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>48</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>9</u> Multiple Disabilities	<u>2</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>5</u>	<u>0</u>
Classroom teachers	<u>67</u>	<u>1</u>
Special resource teachers/specialists	<u>9</u>	<u>1</u>
Paraprofessionals	<u>11</u>	<u>1</u>
Support staff	<u>14</u>	<u>2</u>
Total number	<u>106</u>	<u>5</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 21 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	98%	98%	97%	98%	97%
Daily teacher attendance	98%	95%	98%	97%	96%
Teacher turnover rate	1%	1%	2%	1%	2%
Student dropout rate	%	0%	0%	0%	0%

Please provide all explanations below.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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

PART III - SUMMARY

Newark Charter School (NCS) was constituted by parents and community members to promote high levels of student effort, achievement and decorum for children in grades K-8. Newark Charter School provides continuous, engaging and rigorous academic challenges grounded in a sequential core of common knowledge, delivered in a community of students, educators and involved parents who value scholarship and appropriate behavior. The guiding vision and philosophy of NCS is that all children can learn when they are challenged, supported, respected, and motivated.

To this end, Newark Charter adopted as the heart of its curriculum the *Core Knowledge Sequence* of specific content knowledge and aligned it with the Delaware content standards. Teachers collaborate continuously to plan and implement with fidelity a strong program where knowledge builds upon knowledge. Their yearlong planning involves much interdisciplinary teaching that helps students make important connections. With great success, NCS has been identified each year since 2003 by the state DOE as a Superior School. Students competing interscholastically have been recognized with first place honors in multiple venues, including Delaware Math League, Delaware Stock Market Game, Reader's Digest National Word Power Challenge, World/National Competitions of Odyssey of the Mind and Lego League, Charter Academic Challenge and Meaningful Economics Competition.

While many local school districts have cut music and arts programs, NCS has retained and nurtured those disciplines for our students. Efforts in multi-state band, orchestra, and chorus competitions have rewarded students with numerous trophies for outstanding performance. Physical wellness, world languages, facility with technology, and developmental counseling round out the NCS curriculum.

Perhaps NCS's greatest asset of all is the dedication of the staff to the vision and mission of Newark Charter School. NCS teachers diligently pursue collaborative relationships among one another and between parents and community as well. They seek out professional development that will enrich their capacity as instructors. They are self-reflective and welcome opportunities to problem-solve with administrators in quick response to the needs that arise. In the past two years, NCS has been awarded *Delaware Best in the Business* honors. The 2008-2009 first place award cited NCS as the 1st Place Winner for "top workplace environment and employee satisfaction."

The state student testing results are published by the Wilmington News Journal each summer. Over the years NCS has scored at the top in each area of accountability among all the schools in Delaware. What is more impressive, is that the longer a student is at NCS, the higher their test scores tend to be, and the more likely they are to earn a "Distinguished" score. In 2008-2009 NCS students ranked 1st, 2nd or 3rd in reading in all grades K-8. Grades 5, 6, 7 and 8 scored first in Delaware in both reading and math.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Delaware State Assessment data is included for grades 2-8 for the school years 2007-2008 and 2008-2009; it is likewise included for grades 5-8 for the school years 2004-2005, 2005-2006, 2006-2007. Newark Charter School first opened in 2001 as a middle school with grades 5-8, then added grades K-4 in 2007. All data herein is reported from the state assessment database, DSTP-OR, a secure website operated by the state of Delaware.

Public access to the database is afforded at <http://dstp.doe.k12.de.us/DSTPmart9/>

"Meeting/exceeding the standard" in Delaware is achieved when a student scores a performance level of PL3, 4 or 5. Falling below standard are scores of PL2, and falling well below standard are scores of PL1. Scores of PL4 are considered above standard and scores of PL5 are distinguished. Students earning PL5s each year receive certificates from the state acknowledging their achievement.

Newark Charter first received the state rating of Superior School in its second year of operation, 2002-2003. Although scores were very good, in years subsequent we have seen a steady increase in average achievement scores across the grades. Annually, the scores of state charter and district schools are published and rankings are done. Since 2003, NCS has continued to climb in the rankings until in 2009 NCS ranked first or second place in the state in reading in 6 out of 7 grades tested. NCS ranked first in the state in math in 5 out of 6 grades tested. NCS likewise scored first, second, or third in the state in writing in all 6 of 6 grades assessed.

The increases that have occurred within the five years of scores reported in this application are consistent across the grades having data over those years (grade 5-8). Grade 5: grade level averages have increased +5 points in both math and reading. Grade 6: grade level averages have improved +3 points in math, and remain consistently between 98%-100% over the five years in reading. Grade 7: grade level averages have increased +7 points in math and +11 points in reading. Grade 8: grade level averages have increased +5 points in math and +3 points in reading. All grade level averages of students meeting and exceeding proficiency in math and reading fall into the mid and high 90%.

Students in the various subgroups fare very well. With state averages far below NCS averages in every content area assessed, our subgroup populations still score 20+ points higher overall than state averages of the total student population. A gratifying statistic is that following individual student longitudinal scores in math and reading from the NCS subgroups, those students show steady upwards increase in scores the longer they continue at the school, with higher scores achieved in grade 8 than in previous years. This is the complete opposite of students' scores across the state in those subjects. Reading and math scores in Delaware decrease as students go up through the elementary grades. Even scores in the newly added grades 2-4 showed increase from year one to year two in the DSTP.

One of the most pleasing trends noted from NCS data is that of the percentage of students over time who move up a performance level, especially in reaching "Distinguished" PL5 status. As example, in noting how many students earn PL5s in grade 6 science compared with grade 8 science, we see that the number of PL5s increases from 30% to 59% in 2009. Looking only at the cohort of students in grade 8, we see the number of PL5s they achieved each year in science increased as follows: 17% in 2003, 20% in 2004, 41% in 2005, 40% in 2006, 48% in 2007, 57% in 2008, and 59% in 2009.

It is an exciting thing to report out each year the academic successes of NCS students. In every way, staff uses this data to inform instructional practices and decisions. We are well aware of our responsibility to

every child to help them be as successful in learning as they can be and to equip them to be lifelong learners. It is a joy to see growth continue across the entire elementary experience as contrasted with the declines we know to be the rule in most schools.

2. Using Assessment Results:

NCS utilizes assessment data daily to inform instruction. We administer the NWEA's Measures of Academic Progress (MAP) as a progress monitoring resource three times per year to all students grades 2-8. Likewise the Delaware Student Testing Program assessments are given annually in grades 2-8. NCS administers the Terra Nova Standardized Achievement Test for purposes of establishing leveled instructional groups beginning in grade 4.

Teachers use the data for many purposes: grouping and planning for instruction, evaluation of instruction, Response to Intervention, consideration of acceleration or retention. Administrators use the data as well to evaluate effectiveness of programming and instruction, to make staffing decisions, to make program changes, additions, or deletions

Grades K-1 use data from the Dynamic Indicators of Basic Early Literacy Skill (DIBELS), as well as benchmark checklists, IRIs and commercial reading assessment systems (Houghton Mifflin) to inform instruction. There are no state assessments for those grades.

Data is distributed regularly to staff, who also have access via online passwords to reports, so that instruction may be informed in an ongoing manner. As teachers collaboratively plan, the assessment results are considered. Lead Teachers, Team Leaders and Department Leaders prepare comparative data charts for teachers to analyze longitudinal assessment information.

3. Communicating Assessment Results:

Normal summative assessment results are reported to parents continuously through the online resource of eSchool Plus, where parents have immediate access to their student's grades as they are posted. Communication frequently continues between parent and teacher via email and Schoolnotes.com pages. Interim reports and report cards each trimester or marking period (K-3 trimesters; 4-8 marking periods) provide recorded grade period evaluation against both competencies and standards. Honor Rolls are publicized through the weekly newsletters.

Regular standardized assessments mentioned above are reported both at parent request, if during the year, or in a final hard-copy in the final report card of the year, which is mailed to each student's home. Both MAP and DSTP results are sent to parents. Classroom teachers share during conferences and other parent communications the results of these and ongoing formative and summative evaluations concerning the students. Weekly folders that go to each home contain the work of completed student assessments for parents to look over.

NCS periodically publishes the summary results of standardized tests for various grades in weekly and quarterly newsletters and publications available to both the school and the greater Newark community. Our State Legislators receive press releases sharing the school's assessment data. Frequently, the NCS assessment results become material for articles in the local newspapers. This school year, an array of graphs and data charts are displayed in the lobbies of the school. Parents and visitors frequently discuss the data with staff members when they come to the school.

4. **Sharing Success:**

Newark Charter School is exceedingly proud of its student successes and strong academic record over the years. We use our success to encourage and model for other area charter schools the high standards possible. NCS administrators participate in statewide collaboratives such as the The Delaware Charter School Network, the DOE Curriculum Cadre, the Delaware Educational Support System and others sharing the practices and thinking that has built our vision and mission.

NCS opens its doors to welcome visitors into the classrooms to observe. We have hosted numerous educator groups from across the globe, brought to us by liaisons at the University of Delaware. We have provided consultants and trainers in various content areas. Our Dean of Instruction, as a Core Knowledge Foundation Consultant, shares NCS Best Practices with other schools on the east coast. NCS teachers have presented instructional workshops in the past five years at a national educators' conference. One teacher has developed for the state of Delaware two online technology professional development courses for teachers in the state. Another participates in the Delaware Writing Project, a collaborative professional development outgrowth of the University of Delaware and the Department of Education, facilitating workshops about student writing. A number of teachers participate with DOE on item writing and benchmarking for the state assessment each year.

NCS administrators are dedicated to sharing what has worked well for us. As such, they participate in statewide councils, committees and task force opportunities that ultimately assist DOE in spreading the ideas that work and should be spread abroad in education.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The NCS curriculum is a melding of the Delaware State Content Standards and the Core Knowledge Sequence of content topics. The school's founders desired a rigorous, somewhat classical curriculum and the Core Knowledge (CK) Sequence provided the instructional scope and sequence they sought. As much as possible CK scope and sequence are honored at each grade level, but there are grades and content areas where the disparity within the state standards require NCS to adjust the topics taught and align with the standards.

Skills and content are merged with higher order thought and problem-solving to create an active classroom. Content is well-integrated across domains, as exemplified in grade five with the Renaissance. While students address the Renaissance period in Europe in social studies, they study the literature of A Midsummer Night's Dream by Shakespeare, listen to and appreciate the music of Mendelsohn's Overture and Scherzo from "A Midsummer Night's Dream" opera, study the art techniques and media used by artists of the period like Botticelli's painting "The Birth of Venus" and Donatello's sculpture "Saint George." Finally, in line with these studies, students learn about the contributions of scientists like Galileo and Linnaeus to our understanding of the natural world. A culminating event is held in the evening for students to showcase their work : they perform skits they have written about the Renaissance, play Renaissance games, dress in costumes of the period, display art work modeled after Renaissance artists, perform dances and music of the times, and experience the "feel" of the Renaissance themselves along with parents and teachers attending.

Teachers utilize a wide range of best practices and pedagogical techniques to ensure that all students reach their potential. Technology enters every classroom every day to amplify and virtualize global experiences and learning. Common teacher planning and long-range planning provide scaffolding that holds everyone accountable to fully teaching the curriculum. Teachers are sensitive to the variety of learning styles and modalities the students bring to the classroom and work diligently to differentiate instruction. Teachers collaborate about student learning preferences during professional development and planning times.

Core Knowledge is a spiraling sequence of topics. The premise is that knowledge builds upon knowledge. Therefore much of the primary grades content seems advanced to those new to CK. Teachers and parents find the kindergarten children conversing about Columbus and his dealings with Isabella and Ferdinand of Spain or ably locating the seven continents on a world map. Later in third grade students will continue to develop understanding about why, when, and how other explorers sailed west from Europe and began settlements. By now they have learned to interpret maps using the keys/legends, identify the major oceans by name and position, and are filling out the maps of North and South America with the names and positions of modern political divisions like Canada, the U.S. and Mexico.

NCS begins world languages instruction in grade 2 with a half-year exploratory of conversational Spanish. Spanish instruction continues on through grade 8. A good many of our 8th graders are able to place into advanced levels in Spanish as they enter high school. To strengthen word use and vocabulary understanding, 5th grade students receive a one semester course in Latin, where root words and structural analysis is the focus. This is reinforced in 6th grade English Language Arts.

We are exceedingly pleased with the way in which our students can converse on a variety of topics and levels that derive completely from their learning experiences in the NCS classrooms. Parents continually point out interesting and savvy things their young children share that show their ability to negotiate knowledge and global thought in the various domains of content.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

NCS believes in a strong, language-rich classroom from the very beginning. To that end, all ELA and reading/writing instruction is based in literature, both classic and current. Students are taught to appreciate their power with words, and as such read, write and converse throughout their day.

Phonics are honored as a means to achieve "word power." Kindergarten and first grade utilize nationally valued phonics programs and practices. While we are learning the sounds of the language, students are encouraged to talk, draw and write about their experiences to reinforce that learning.

Elementary teachers utilize a literature-based approach that features guided reading instruction using leveled readers, fiction and non-fiction. They share rich traditional literature from many cultures as per the Core Knowledge recommendations. Read-alouds, shared reading, literature circle studies, and independent reading are likewise valued within the ELA instruction at NCS. Comprehension is the focus of all response work done.

Commercial materials and programs are in place to provide framework and skill practice at each grade level K-4. Some of the materials used are the Houghton Mifflin reading series, ABeCeDarian, Reading A-Z and Sitton Spelling. Materials used in assessing reading progress are DIBELS, IRIs, teacher checklists, leveled reading assessments and MAP reading assessments.

In the middle grades (5-8), reading instruction continues to be literature-based using the novels, short stories, poetry, speeches, and other genres of literature recommended in the Core Knowledge Sequence. Students study the models and respond to the literature in multi-sensory activities allowing them to show their understanding and reasoning abilities. Students are encouraged to return to the text to support their ideas in writing and discussion. Reading skills are likewise developed in the content classes through non-fiction reading. At NCS, every teacher is a reading teacher.

3. Additional Curriculum Area:

The NCS motto of "Excellence in Academics and Decorum" was first tested out in the domain of mathematics programming. The Founders were seeking a middle school that would challenge their children and prepare them academically for rigorous secondary and higher education programs. At a time when the math programs available were widely varied in pedagogy and foci and outcomes were unsatisfactory, parents wanted a developmental, sequential, traditional model that would permit their children to compute and problem-solve well and be able to accelerate math learning in the elementary and middle grades.

In response to that, NCS determined that homogeneous math groupings and challenging curricula would serve the students well. Following acceptance through the lottery procedure, students are tested using the Terra Nova math, language and reading subtests prior to starting school and grouped for instruction. Students who test above grade level are placed, beginning at grade 5 in a 6th grade level math text and supported continually reinforcing those 4th grade skills such as automaticity of facts, fractions, decimals, multiplication, etc. The remainder of the ability groups are taught on grade level with variation in pacing being the difference between levels.

NCS added on its lower elementary grades more recently (2007). We follow a math regimen of substantial use of manipulatives, problem-solving, daily math work-outs, and challenge work in each grade. Critical math thinking is stressed in each classroom, with students talking about, drawing, showing and writing about how to solve multi-step math problems. Teachers K-3 group students within their classrooms for instruction according to ability, when appropriate. The groups are flexible. Now, at the end of grade three, students are

tested using the Terra Nova Achievement Test, and the leveling into homogeneous instructional groups begins in grade 4.

Once again, at the end of grade 6, all students are assessed using the Terra Nova math subtest. This allows for some regrouping to occur, sensitive to which students will successfully accept the challenge of more abstract mathematics and which others should remain with grade level instruction. Those who are talented in math, are at this point accelerated once again, so that students on the lightest levels are working either one or two years ahead of agemates. The outcomes have been excellent. The Delaware Student Testing Program has shown that each year in grades 5-8 our students are at the top of the state, and the percentages of students receiving the highest performance descriptor "Distinguished" increases. Last year our 4th-8th grade students were ranked first in Delaware in Mathematics on the DSTP. In the 2008-2009 school year, 59.87% of our 8th grade students scored the highest performance level of "Distinguished" (PL5), while 99.36 met or exceeded the standards for 8th grade math. Counselors from local high schools often report how well our students do in their entrance testing and math placement in 9th grade.

4. **Instructional Methods:**

Newark Charter School relishes the fact that our student body is more diverse than our surrounding community. Though often misunderstood, our lottery is blind to the demographics and abilities of those who would seek entrance. Consequently we comprise a full range of students representing a range of ethnicity, race, language groups, and ability. Approximately 7% of our students are identified as needing special education. The remainder of the student population mirrors the full range of abilities possible in a K-8 school.

NCS attempts to meet the needs of every student. Teachers are well-trained in recognizing learning styles, preferences and modalities. They have participated in a number of professional development activities in recent years focused on best practices, differentiation in planning and delivery of instruction, and using assessment data to plan for differentiation. In any given class there may be found in-class support instructors for math, reading, or special education. There are paraprofessionals on staff who work to provide individual accommodations for students who need them, whether specifically identified or simply needing help. NCS employs two reading specialists and a math specialist.

NCS utilizes technology to facilitate instruction. With computer stations in all classrooms, three class-sized computer labs, class sets of computers in both libraries, and five portable laptop labs, our students benefit from the instructional supports possible through technology. Across the grades, teachers offer options to students when doing project-oriented lessons and units. Students may respond to their learning using personal or cooperative groupings. They may likewise create visual support for their projects using the technology tools at their disposal, or rely more on the traditional means of reporting what they know to teachers.

ELL and special education students are served successfully at NCS through a combination of in-class and pull-out options. They fully participate in the curriculum of the school with accommodations in place to ensure success. Parents are frequently appraised of progress and of the many ways in which they can support their child's special learning circumstances. As example, sixth grade special education students with specific IEP goals in reading will have a reading group led, either in mainstream class or grouped in a separate classroom, but both will be led by the special education teacher who monitors and teaches. They may be using a Saddleback Classic version of Julius Caesar or The Prince and the Pauper, as their classmates read the Barron's or Puffin Books versions. Though the readability levels are different, both groups of students can and do enter in to conversations about the text that enhance their comprehension. The teachers will craft differentiated assessments to enable all students to share what they have learned. Our special education students successfully perform when they graduate and move on to high school.

5. Professional Development:

Teachers need to study instructional ideas in order to continue to grow. Newark Charter is committed in all ways to growing every staff member in an ongoing process. The Delaware teacher licensing regulations require teachers to acquire 90 hours of quality professional development over the five years of each continuing license renewal. To meet this end, many options are afforded to the NCS staff.

Tuition reimbursement is available to those who are pursuing degree programs or further expertise in their content areas. Guidance is given to teachers who are endeavoring to sort out their preferences for advanced study.

Annually, all teachers complete a professional development interest survey where they list the areas of development they would like to pursue. They are also asked to indicate if there are areas of development in which they feel accomplished and could lead or facilitate a study group. Using this information the NCS administration plans a series of book studies and study groups throughout the year, all approved by the Dean of Instruction. Resources are sought and collaborative planning occurs. As the year unfolds, a large number of teachers earn hours meeting with colleagues to discuss recent research and best practices and doing self-reflection.

Likewise, all-school programming is provided on professional development days scattered throughout the year. Areas of study in recent years have been assessment and grading, vertical articulation of curricular content, differentiation, training for new technology tools for teaching and best practices for delivering reading and writing instruction.

Following a two-day assessment symposium, teachers have continued to work on the delivery of assessment to students, their philosophy of grading, and the manner in which we report progress. These areas were informed by the work of national voices in the field like Rick Stiggins, Rick Wormeli and Ken O'Connor. The difficult ongoing effort made by the teachers has borne fruit in better reporting of student progress to parents, fewer complaints about grading and assessment, and students relating better to content and assessment than previously.

6. School Leadership:

The NCS School Director acts as Principal. In our school of 1286 students, there are just four other administrators: the Dean of Instruction, the Director of Learning Support, and two Assistant Principals, one in grades K-4 and one in grades 5-8. This administrative team works collaboratively to problem solve and communicate. The team meets one morning each week and whenever else as necessary.

The Assistant Principals run the daily operations of each of the two buildings that house our K-4 and 5-8 programs. They facilitate scheduling, buses, enforce the code of conduct and see to the smooth running of each building. The Assistant Principals model, encourage, and monitor teacher classroom management, as well as the climate of each building.

The Director of Learning Support oversees services and identification of all students needing assistance, whether in Tier I instruction in the mainstream, or in RTI groups or special education. He is available to assist teachers in problem-solving when student learning is not going as it should. He communicates with parents as needed to keep them involved and aware of their children's learning needs. He is responsible for IDEA compliance and securing all services stipulated in student IEPs and 504 Plans. He meets regularly with teachers in the Student Intervention Teams to specifically address student academic performance problems.

The Dean of Instruction has primary responsibility for curriculum and instruction across the grades, professional standards for all teachers, including ongoing professional development and mentoring programs,

communication with parents and staff about instructional concerns and new initiatives in education. She works closely with staff to ensure fidelity to the Core Knowledge curriculum topics and state content standards. Recently two 4th grade teachers consulted with the Dean concerning the instructional groupings of their two classes and concerns about student needs. She was able to collaborate with them, and enlist the special education teacher, reading specialist and assistant principal to problem-solve. Decisions were made to try cross-grouping between classes, utilize a variety of differentiated instructional strategies, and to reassign the reading specialist and special education paraprofessional to better support the learning of all students in both classes. Parents were informed of the minor changes and outcomes have been very positive.

The Director oversees all of the work of these four administrators. He further has responsibility for the finances of the school, public relationships with the community, fund raising, representing the school to the state DOE, and most importantly, keeping the vision of excellence alive in all the NCS stakeholders. He is the protector of the school charter and frequently advocates with DOE on behalf of charter schools in the state. The Director is involved in all areas of the school programming. For example, to add value to the curricular content studied in each grade, he poses a grade and content-specific question each morning during the opening announcements, that he calls the *Core Knowledge Question of the Day*. Today's question in the Elementary Building came from the science domain and had to do with who Anders Celsius was and what was his contribution to the world of science. After briefly discussing Celsius and stating that on his temperature scale he designated 100 degrees to be the boiling point of water, the Director asked students, "What did Celsius designate as the freezing point?" Students in their homerooms discussed the correct answer or referenced resources in the classrooms, then sent representatives to the Director's office to share out with him their answers. Students are rewarded with his interest in what they know and can share.

All five administrators participate in staff evaluations as per the Delaware Professional Assessment System regulations. Via announced and unannounced observations, walk-through observations and other informal measures, every staff member receives feedback and attention to their strengths and weaknesses in the classroom. Summative evaluations are accomplished collaboratively by the administrative team, informed by feedback from parent surveys, and bonuses are awarded at the end of the year, based upon the summative results.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2

Test: DSTP

Edition/Publication Year: 2009

Publisher: Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar			
SCHOOL SCORES					
Proficient	99	98			
Exceeding	81	79			
Number of students tested	132	130			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient	100	100			
Exceeding	100	92			
Number of students tested	14	12			
2. African American Students					
Proficient	94	93			
Exceeding	47	60			
Number of students tested	17	15			
3. Hispanic or Latino Students					
Proficient	0	0			
Exceeding	0	0			
Number of students tested	0	0			
4. Special Education Students					
Proficient	0	0			
Exceeding	0	0			
Number of students tested	0	0			
5. Limited English Proficient Students					
Proficient	0	0			
Exceeding	0	0			
Number of students tested	0	0			
6. Largest Other Subgroup					
Proficient	100	100			
Exceeding	82	88			
Number of students tested	17	17			

Notes:

Grades K-4 were added in SY 2007-2008. No data before that.

Subject: Reading
Edition/Publication Year: 2009

Grade: 2 Test: DSTP
Publisher: Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar			
SCHOOL SCORES					
Proficient	100	98			
Exceeding	61	62			
Number of students tested	127	126			
Percent of total students tested	96	97			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient	100	92			
Exceeding	36	66			
Number of students tested	14	12			
2. African American Students					
Proficient	100	100			
Exceeding	27	50			
Number of students tested	15	14			
3. Hispanic or Latino Students					
Proficient	0	0			
Exceeding	0	0			
Number of students tested	0	0			
4. Special Education Students					
Proficient	0	0			
Exceeding	0	0			
Number of students tested	0	0			
5. Limited English Proficient Students					
Proficient	0	0			
Exceeding	0	0			
Number of students tested	0	0			
6. Largest Other Subgroup					
Proficient	100	100			
Exceeding	73	76			
Number of students tested	15	17			

Notes:
Grades K-4 were added in SY 2007-2008. No data before that.

Subject: Mathematics
Edition/Publication Year: 2009

Grade: 3 Test: DSTP
Publisher: Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar			
SCHOOL SCORES					
Proficient	98	93			
Exceeding & Distinguished	69	59			
Number of students tested	132	128			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient	100	100			
Exceeding & Distinguished	100	92			
Number of students tested	12	13			
2. African American Students					
Proficient	86	69			
Exceeding & Distinguished	36	19			
Number of students tested	14	16			
3. Hispanic or Latino Students					
Proficient	0	0			
Exceeding & Distinguished	0	0			
Number of students tested	0	0			
4. Special Education Students					
Proficient	0	0			
Exceeding & Distinguished	0	0			
Number of students tested	0	0			
5. Limited English Proficient Students					
Proficient	0	0			
Exceeding & Distinguished	0	0			
Number of students tested	0	0			
6. Largest Other Subgroup					
Proficient	100	0			
Exceeding & Distinguished	94	0			
Number of students tested	17	0			

Notes:

2008: Gr.3 had a large number of students (8+) who would be identified by gr.4 for special education services.

Grades K-4 were added in SY 2007-2008. No data before that.

Subject: Reading
Edition/Publication Year: 2009

Grade: 3 Test: DSTP
Publisher: Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar			
SCHOOL SCORES					
Proficient	97	95			
Exceeding & Distinguished	63	56			
Number of students tested	125	126			
Percent of total students tested	95	98			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient	83	85			
Exceeding & Distinguished	25	46			
Number of students tested	12	13			
2. African American Students					
Proficient	79	88			
Exceeding & Distinguished	43	25			
Number of students tested	14	16			
3. Hispanic or Latino Students					
Proficient	0	0			
Exceeding & Distinguished	0	0			
Number of students tested	0	0			
4. Special Education Students					
Proficient	0	0			
Exceeding & Distinguished	0	0			
Number of students tested	0	0			
5. Limited English Proficient Students					
Proficient	0	0			
Exceeding & Distinguished	0	0			
Number of students tested	0	0			
6. Largest Other Subgroup					
Proficient	100	0			
Exceeding & Distinguished	100	0			
Number of students tested	17	0			

Notes:

Grades K-4 were added in SY 2007-2008. No data before that.

Subject: Mathematics
Edition/Publication Year: 2009

Grade: 4 Test: DSTP
Publisher: Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting Proficiency	100	100	97	99	97
Exceeding & Distinguished	65	58	49	52	34
Number of students tested	154	163	151	160	160
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meeting Proficiency	100	0	100	90	0
Exceeding & Distinguished	55	0	30	20	0
Number of students tested	11	0	10	10	0
2. African American Students					
Meeting Proficiency	100	100	88	100	80
Exceeding & Distinguished	82	0	25	18	10
Number of students tested	17	23	24	17	10
3. Hispanic or Latino Students					
Meeting Proficiency	0	0	0	0	0
Exceeding & Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Meeting Proficiency	0	0	0	0	0
Exceeding & Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
Meeting Proficiency	0	0	0	0	0
Exceeding & Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
Meeting Proficiency	100	100	100	0	100
Exceeding & Distinguished	89	90	79	0	58
Number of students tested	18	10	14	0	12

Notes:

Low income data not reported for 2004-2005.

Subject: Reading
Edition/Publication Year: 2009

Grade: 4 Test: DSTP
Publisher: Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar			
SCHOOL SCORES					
Proficient	99	98			
Exceeding & Distinguished	76	77			
Number of students tested	158	160			
Percent of total students tested	98	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient	100	92			
Exceeding & Distinguished	53	58			
Number of students tested	19	12			
2. African American Students					
Proficient	100	100			
Exceeding & Distinguished	47	67			
Number of students tested	19	27			
3. Hispanic or Latino Students					
Proficient	0	0			
Exceeding & Distinguished	0	0			
Number of students tested	0	0			
4. Special Education Students					
Proficient	100	0			
Exceeding & Distinguished	17	0			
Number of students tested	10	0			
5. Limited English Proficient Students					
Proficient	0	0			
Exceeding & Distinguished	0	0			
Number of students tested	0	0			
6. Largest Other Subgroup					
Proficient	100	100			
Exceeding & Distinguished	89	100			
Number of students tested	18	14			

Notes:

Grades K-4 were added in SY 2007-2008. No data before that.

Subject: Mathematics
Edition/Publication Year: 2009

Grade: 5 Test: DSTP
Publisher: Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	98	99	97	99	94
Exceeding & Distinguished	58	63	58	55	51
Number of students tested	161	159	160	159	161
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient	94	95	100	90	0
Exceeding & Distinguished	59	55	33	40	0
Number of students tested	17	20	12	10	0
2. African American Students					
Proficient	93	95	93	100	76
Exceeding & Distinguished	37	30	36	32	28
Number of students tested	27	20	14	19	25
3. Hispanic or Latino Students					
Proficient	0	0	0	0	0
Exceeding & Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient	0	90	0	82	67
Exceeding & Distinguished	0	60	0	73	33
Number of students tested	0	10	0	11	12
5. Limited English Proficient Students					
Proficient	0	0	0	0	0
Exceeding & Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
Proficient	100	100	100	100	100
Exceeding & Distinguished	85	91	91	78	64
Number of students tested	13	23	11	18	11

Notes:

Low income data not available for 04-05 school year.

Subject: Reading
Edition/Publication Year: 2009

Grade: 5 Test: DSTP
Publisher: Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	98	98	99	97	93
Exceeding & Distinguished	73	72	70	64	54
Number of students tested	160	157	159	158	160
Percent of total students tested	100	99	99	99	99
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient	100	95	100	90	0
Exceeding & Distinguished	65	50	58	60	0
Number of students tested	19	20	12	10	0
2. African American Students					
Proficient	96	100	100	95	76
Exceeding & Distinguished	48	55	57	63	28
Number of students tested	27	20	14	19	25
3. Hispanic or Latino Students					
Proficient	0	0	0	0	0
Exceeding & Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient	0	0	0	90	82
Exceeding & Distinguished	0	0	0	50	27
Number of students tested	0	0	0	10	11
5. Limited English Proficient Students					
Proficient	0	0	0	0	0
Exceeding & Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
Proficient	100	100	100	100	100
Exceeding & Distinguished	100	78	100	89	64
Number of students tested	13	23	11	18	11

Notes:

Low income data not reported in 2004-2005.

Subject: Mathematics
Edition/Publication Year: 2009

Grade: 6 Test: DSTP
Publisher: Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	97	99	100	96	94
Exceeding & Distinguished	69	70	75	64	0
Number of students tested	159	161	162	160	164
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient	100	100	0	0	0
Exceeding & Distinguished	48	40	0	0	0
Number of students tested	21	10	0	0	0
2. African American Students					
Proficient	94	94	100	84	0
Exceeding & Distinguished	44	44	63	32	0
Number of students tested	18	16	19	25	0
3. Hispanic or Latino Students					
Proficient	0	0	0	0	0
Exceeding & Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient	0	0	0	73	0
Exceeding & Distinguished	0	0	0	27	0
Number of students tested	0	0	0	11	0
5. Limited English Proficient Students					
Proficient	0	0	0	0	0
Exceeding & Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
Proficient	100	100	100	100	0
Exceeding & Distinguished	90	91	100	80	0
Number of students tested	21	11	18	10	0

Notes:

Full reporting of group data for each non-accountability grade (gr.6,7) was not done in Delaware prior to the 05-06 school year. Therefore disaggregated data and the breakdown percentage of advanced students was not reported in 2004-2005. No low income data available for 2004-2005. Gr.6 & 7 were considered non-accountability years in 2004-2005; no distinctions were made for "Advanced" proficiency.

Subject: Reading
Edition/Publication Year: 2009

Grade: 6 Test: DSTP
Publisher: Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	98	100	99	99	99
Exceeding & Distinguished	80	72	77	63	0
Number of students tested	157	161	162	160	164
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient	100	100	0	0	0
Exceeding & Distinguished	71	70	0	0	0
Number of students tested	21	10	0	0	0
2. African American Students					
Proficient	100	100	100	96	0
Exceeding & Distinguished	78	50	63	36	0
Number of students tested	18	16	19	25	0
3. Hispanic or Latino Students					
Proficient	0	0	0	0	0
Exceeding & Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient	0	0	0	91	0
Exceeding & Distinguished	0	0	0	36	0
Number of students tested	0	0	0	11	0
5. Limited English Proficient Students					
Proficient	0	0	0	0	0
Exceeding & Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
Proficient	100	100	100	100	0
Exceeding & Distinguished	76	100	89	80	0
Number of students tested	21	11	18	10	0

Notes:

Full reporting of group data for each non-accountability grade (gr.6,7) was not done in Delaware prior to the 05-06 school year. Therefore disaggregated data and the breakdown percentage of advanced students were not reported in 2004-2005. Low income data not reported for 2004-2005.

Gr.6 & 7 were considered non-accountability years in 2004-2005; no distinctions were made for "Advanced" proficiency

Subject: Mathematics
Edition/Publication Year: 2009

Grade: 7 Test: DSTP
Publisher: Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	93	97	96	93	86
Exceeding & Distinguished	63	67	67	60	0
Number of students tested	160	161	166	161	162
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient	91	0	0	80	0
Exceeding & Distinguished	36	0	0	30	0
Number of students tested	11	0	0	10	0
2. African American Students					
Proficient	88	94	100	96	0
Exceeding & Distinguished	31	44	100	50	0
Number of students tested	16	18	23	24	0
3. Hispanic or Latino Students					
Proficient	0	0	0	0	0
Exceeding & Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient	0	0	0	0	0
Exceeding & Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
Proficient	0	0	0	0	0
Exceeding & Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
Proficient	100	100	100	100	0
Exceeding & Distinguished	90	95	80	93	0
Number of students tested	10	19	10	14	0

Notes:

Full reporting of group data for each non-accountability grade was not done in Delaware prior to the 05-06 school year. Therefore disaggregated data and the breakdown percentage of advanced students was not reported in 2004-2005. No low income data available for 2004-2005. Gr.6 & 7 were considered non-accountability years in 2004-2005; no distinctions were made for "Advanced" proficiency.

Subject: Reading
Edition/Publication Year: 2009

Grade: 7
Test: DSTP
Publisher: Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	99	99	99	98	88
Exceeding & Distinguished	71	71	63	56	0
Number of students tested	157	158	166	161	162
Percent of total students tested	98	98	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient	100	0	0	100	0
Exceeding & Distinguished	63	0	0	20	0
Number of students tested	11	0	0	10	0
2. African American Students					
Proficient	100	100	100	100	0
Exceeding & Distinguished	50	67	57	46	0
Number of students tested	14	18	23	24	0
3. Hispanic or Latino Students					
Proficient	0	0	0	0	0
Exceeding & Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient	0	0	0	0	0
Exceeding & Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
Proficient	0	0	0	0	0
Exceeding & Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
Proficient	100	100	100	100	0
Exceeding & Distinguished	100	95	80	79	0
Number of students tested	10	19	10	14	0

Notes:

Full reporting of group data for each non-accountability grade (gr. 6,7) was not done in Delaware prior to the 05-06 school year. Therefore disaggregated data and the breakdown percentage of advanced students was not reported in 2004-2005. Low income data not reported for 2004-2005. Gr.6 & 7 were considered non-accountability years in 2004-2005; no distinctions were made for "Advanced" proficiency.

Subject: Mathematics
Edition/Publication Year: 2009

Grade: 8 Test: DSTP
Publisher: Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	99	98	95	96	94
Exceeding & Distinguished	80	82	71	66	69
Number of students tested	157	163	151	160	159
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient	100	0	90	90	0
Exceeding & Distinguished	73	0	50	50	0
Number of students tested	11	0	10	10	0
2. African American Students					
Proficient	100	91	96	88	90
Exceeding & Distinguished	65	61	46	41	50
Number of students tested	17	23	24	17	10
3. Hispanic or Latino Students					
Proficient	0	0	0	0	0
Exceeding & Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient	0	0	0	0	0
Exceeding & Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
Proficient	0	0	0	0	0
Exceeding & Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
Proficient	100	100	100	0	100
Exceeding & Distinguished	94	100	93	0	83
Number of students tested	18	10	14	0	12

Notes:

No low income data available for 2004-2005.

Subject: Reading
Edition/Publication Year: 2009

Grade: 8 Test: DSTP
Publisher: Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting Proficiency	100	100	97	99	97
Exceeding & Distinguished	65	58	49	52	34
Number of students tested	154	163	151	160	160
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meeting Proficiency	100	0	100	90	0
Exceeding & Distinguished	55	0	30	20	0
Number of students tested	11	0	10	10	0
2. African American Students					
Meeting Proficiency	100	100	88	100	80
Exceeding & Distinguished	82	0	25	18	10
Number of students tested	17	23	24	17	10
3. Hispanic or Latino Students					
Meeting Proficiency	0	0	0	0	0
Exceeding & Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Meeting Proficiency	0	0	0	0	0
Exceeding & Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
Meeting Proficiency	0	0	0	0	0
Exceeding & Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
Meeting Proficiency	100	100	100	0	100
Exceeding & Distinguished	89	90	79	0	58
Number of students tested	18	10	14	0	12

Notes:

Low income data not reported for 2004-2005.