

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12DE1

School Type (Public Schools): Charter Title 1 Magnet Choice
(Check all that apply, if any)

Name of Principal: Dr. Kalia Reynolds

Official School Name: Harry O. Eisenberg Elementary School

School Mailing Address: 27 Landers Ln
 New Castle, DE 19720-2093

County: New Castle County State School Code Number*: 34-456

Telephone: (302) 429-4074 E-mail: kreynolds@colonial.k12.de.us

Fax: (302) 429-4081 Web site/URL: http://www.eisenbergelementary.com/

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*: Dr. Dorothy Linn Superintendent e-mail: dlinn@colonial.k12.de.us

District Name: Colonial School District District Phone: (302) 323-2700

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. Leo Magee

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)

**Non-Public 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

12DE1

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12DE1

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 8 Elementary schools (includes K-8)
 (per district designation): 3 Middle/Junior high schools
1 High schools
2 K-12 schools
14 Total schools in district
2. District per-pupil expenditure: 10148

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 0
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total | | | # of Males | # of Females | Grade Total |
|----------------------------------|------------|--------------|-------------|--|-----------|------------|--------------|-------------|
| PreK | 0 | 0 | 0 | | 6 | 0 | 0 | 0 |
| K | 38 | 44 | 82 | | 7 | 0 | 0 | 0 |
| 1 | 43 | 55 | 98 | | 8 | 0 | 0 | 0 |
| 2 | 57 | 51 | 108 | | 9 | 0 | 0 | 0 |
| 3 | 54 | 38 | 92 | | 10 | 0 | 0 | 0 |
| 4 | 52 | 45 | 97 | | 11 | 0 | 0 | 0 |
| 5 | 42 | 38 | 80 | | 12 | 0 | 0 | 0 |
| Total in Applying School: | | | | | | | | 557 |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
47 % Black or African American
33 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
18 % White
2 % 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 2010-2011 school year: 18%
 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, 2010 until the end of the school year. | 63 |
| (2) | Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year. | 40 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 103 |
| (4) | Total number of students in the school as of October 1, 2010 | 557 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.18 |
| (6) | Amount in row (5) multiplied by 100. | 18 |

8. Percent of English Language Learners in the school: 26%
 Total number of ELL students in the school: 147
 Number of non-English languages represented: 2
 Specify non-English languages:

Spanish and Swahili

9. Percent of students eligible for free/reduced-priced meals: 86%
 Total number of students who qualify: 471

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

This information is as of 2010-2011. Eisenberg is a Provision II school where all eat breakfast and lunch at no cost. As such, the school is not required to collect 2011-2012 forms.

10. Percent of students receiving special education services: 11%
 Total number of students served: 59

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>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>1</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>38</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>7</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>10</u> Developmentally Delayed |

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

| | Number of Staff | |
|---|-------------------------|-------------------------|
| | <u>Full-Time</u> | <u>Part-Time</u> |
| Administrator(s) | <u>2</u> | <u>0</u> |
| Classroom teachers | <u>27</u> | <u>0</u> |
| Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.) | <u>14</u> | <u>6</u> |
| Paraprofessionals | <u>0</u> | <u>0</u> |
| Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.) | <u>7</u> | <u>5</u> |
| Total number | <u>50</u> | <u>11</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: 23:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 97% | 97% | 97% | 97% | 96% |
| High school graduation rate | % | % | % | % | % |

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

| | |
|--|-----------------|
| Graduating class size: | _____ |
| Enrolled in a 4-year college or university | _____ % |
| Enrolled in a community college | _____ % |
| Enrolled in vocational training | _____ % |
| Found employment | _____ % |
| Military service | _____ % |
| Other | _____ % |
| Total | _____ 0% |

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

- No
- Yes

If yes, what was the year of the award?

“Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it’s the only thing that ever has.” Margaret Mead

Walking through the doors of Eisenberg Elementary School, you feel the positive energy. Colorful, inviting bulletin boards showcasing students’ work line the halls. Teachers are prepared and eager to start the day. Classrooms are buzzing with excitement as students get ready to learn. Support staff pick up students from classrooms for Response to Intervention (RTI) groups. Expectations for behaviors are posted and modeled. Positive teacher talk is heard throughout the building. Teachers and staff remind students that today is a new day and to make good choices.

The Eisenberg vision is “to be a community of learners who aspire to reach the highest level of academic achievement.” Our mission is “to embrace the shared responsibility model of collaboration, focus, and reflection for student and staff learning. We will continue to develop professional learning community goals, utilizing research-based teaching practices that are aligned with the State Standards. We believe that the development of positive relationships within our school community helps to ensure that all students are challenged academically, learning in a nurturing environment, while respecting diversity and different learning styles.” The mission and vision statements of our school have directly influenced the four milestones, traditions and community nature that have resulted in Eisenberg’s nomination as a Blue Ribbon school.

First, our administrative team transformed from providing leadership with a focus on day-to-day operations to becoming instructional leaders. Although we have a high risk, high poverty population, our leadership instilled in the faculty the belief that every child can learn and succeed to become “College and Career Ready.” We began focusing on learning and student achievement recognizing that engaged students will rise up and perform when quality instruction is offered and high expectations are established. Through constant supervision, collaboration and reflection provided through individual dialogues, team meetings and professional growth opportunities, the administrative team was able to refocus our energies resulting in improve student achievement.

Second, the development of well-functioning Professional Learning Communities (PLCs) focused on data driven decision-making has kept a constant emphasis on student achievement. Grade level teams analyze formative and summative assessment data, make instructional decisions for individual or groups of students, and collaboratively plan for instruction. Administrators monitor PLCs, providing feedback and focus and ensure, through frequent walkthroughs, that what is planned in PLCs is implemented with fidelity in the classroom.

Third, the implementation of research-based instructional strategies to better meet the needs of students and participating in ongoing, sustained professional development has improved instruction and student achievement. The use of Sheltered Instruction Observation Protocol, Learning Focused Solutions and RTI have each contributed to exemplary instruction (SIOP), highly engaged students and exemplary achievement results. Extra time after school, Saturday Academy and Summer School are programs created to target students needing additional support to meet the Standards. Community partnerships such as PAWS reading, Reading Assist tutoring, peer and adult mentors, and the Wilmington University Reading Tutoring Program increase learning opportunities.

Finally, involving all stakeholders in the education of the whole child and providing continuous opportunities for all families and the community to participate has been instrumental to our growth. An open door policy has encouraged parents and guardians to become an active part in their child’s life by

participating in Family Reading and Math Nights, Curriculum Days, and morning meetings. Family Fun Nights were created to strengthen the school community. *Girls on the Run* was established to increase physical activity, build positive self-esteem and confidence, and provide bullying and peer pressure strategies. High Flyer groups for students at risk behaviorally and socially were created and as a result, behavior referrals decreased. Programs like Drumming for Positive Behavior and Strumming for Success provide motivating activities while boosting musical awareness and self-esteem.

These initiatives were milestones in the restructuring of Eisenberg over the last four years and have become traditions of the building. They each are directly aligned back to our mission and vision and now are the culture of Eisenberg. Finally in 2010-2011, the school community reaped the benefits of our effort. Eisenberg's Delaware Comprehensive Assessment System (DCAS) scores substantiated our ranking as a high performing school. Planning, collaboration, data analysis, high expectations and taking ownership for all students resulted in our transformation.

What we do at Eisenberg isn't something that can merely be seen; it is our passion and dedication. Every day, we bring our best, creating a successful future for our students. Eisenberg exemplifies Margaret Meads' quote proving that a small group of thoughtful, committed people can change the world.

1. Assessment Results:

Commencing with the 2010-2011 school year, districts throughout Delaware transitioned to a computer-adaptive Delaware Comprehensive Assessment System (DCAS). The purpose was to measure student performance three times during the year. Prior to 2011, students completed the Delaware State Testing Program (DSTP) in March of each year. Students were assessed on grade-level items, and scores were received several months after completion. With DCAS, additional data is now instantly available. The test is adaptive, so students receive on and off-grade items. The fall testing administration (September-October) provides benchmark information for the student to help identify student needs. The winter assessment (December-January) provides a snapshot of student performance and is used comparatively to inform instruction, monitor student progress, and identify student needs. The spring assessment is the final assessment of the school year and is used for AMO determination.

With this transition came a significant increase in student cut scores for both the reading and math assessments. With the DSTP, there were five performance levels. A score of “1” or “2” indicated that the student did not meet proficiency, whereas a “3” and “4” indicated that the student met or exceeded proficiency. A score of a “5” was used to identify distinguished performance. With DCAS, students receive a performance level score on a scale of 1-4. Performance level scores depend on student responses to grade level items on the spring testing administration. A performance level score of a “1” and “2” indicate that the student is not meeting proficiency. A score of a “3” indicates the student meets the standard, with a “4” indicating that the student demonstrates “advanced” performance. In addition to district common and formative assessments, Eisenberg uses the fall and winter DCAS scores to inform instruction on specific benchmark skills and identify necessary interventions as the year progresses.

In math and reading, Eisenberg’s data reflects significant improvement following the transition from the DSTP to the DCAS. Although state cut scores increased in response to higher expectations established for DCAS, Eisenberg’s percentages still increase significantly. In 2011, the percentage of students who were considered proficient increased 15-20 points in math and reading, while third grade math increased by 24 points. There is an increase in the percentage proficient of low SES students since 2009 in all grades in reading and math. Third grade African-American students increased the percent proficient between 2010 and 2011. The data shows that there was a 52.1% and 37.9% point increase in third and fourth grade math performance between 2010 and 2011 among special education students. Third grade special education students increased reading proficiency from 9.1% to 53.3% in one year. The percentage of ELL students meeting math proficiency has increased across all grades since 2007, with fourth and fifth grades reflecting the greatest change from zero students in 2007 to 87.5% and 66.7%, respectively, by 2011. In both 2008 and 2009, a decline was identified in reading and math across most grades and several subgroups. However, by 2010 percentages increased in all subgroups. Additionally, the overall percentage of advanced students increased from 2010 to 2011. There was a 53% increase in the number of students who were advanced in third grade math in 2011 compared to 2007. Between 2010 and 2011, there was a 46 point increase in fifth grade reading. The ELL students showed the most growth at the advance level with 60% of third grade ELL students scoring advanced in 2011 compared to no students in 2010.

Prior to 2010, the data for both math and reading indicates gradual closing of the gap in performance for African American, White, and Hispanic students. While 2009 and 2010 data indicates isolated examples of decline across some subgroups, there was a rebound the following year in 2011, with some grades (i.e., Grade 5 Math) reflecting a 20 point increase over two years. Although there has been an overall pattern of improvement at Eisenberg, there are still achievement gaps among subgroups in certain grades in 2011. The third and fifth grade reading gap among special and regular education students was 37 and 50 points, respectively. In Math, the gap is evident at each grade. Between African-American and White students, there was a 20 and 28 point gap in fifth grade reading and math, respectively. However, the gap between

ELL and non-ELL performance is decreasing with a 10 point gap in third and fourth grade reading and 15 point gap in math proficiency. Third grade math and reading gaps have decreased within three points between African-American and White students. Among ELL and non-ELL students in third and fourth grade math, the gap has decreased 4 points each. In fourth and fifth grade reading, the gap between low-income students has also decreased 4 and 6 points, respectively.

Several initiatives are credited with helping increase student math and reading achievement. Professional Learning Communities have allowed teachers to meet collaboratively to analyze student data, plan instruction, and monitor student progress. In 2008, Eisenberg was the first school in the district to embrace SIOP (Sheltered Instruction Observation Protocol) and this continued training is focused on instructional strategies not only for English Language Learners, but for all students. Continued targeted interventions using Math and ELA curricular resources, district-led professional development examining special education achievement and service delivery model, and the embracing of Learning Focused Solutions encourages planning using academic data with a targeted planning focus on key benchmark skills.

2. Using Assessment Results:

Data-driven instruction begins long before the students walk through the classroom doors in the early fall at Eisenberg Elementary. Teachers start the year in grade level teams reviewing curriculum-based assessments, common assessments and benchmark tests. This allows staff to identify concepts and skills that students struggled with and were successful with the previous year and devise a plan on how to best approach those topics for student success.

Throughout the school year grade level Professional Learning Communities (PLC) including specialists, instructional coaches and administration meet to look at students' needs. Together, Eisenberg works hard to identify and target interventions to best match the student's need in the learning process. PLCs look at the number of students struggling with a concept or skill for re-teaching opportunities. Eisenberg's students are always seen as OUR students, not YOUR students. This framework of shared responsibility facilitates the successful atmosphere at Eisenberg as everyone takes ownership of all students' learning.

Benchmarks from Words Their Way, STAR Reading, DIBELS, and Harcourt StoryTown help teachers to identify flexible groupings as well as homogeneous groups in reading. As a result, teachers have the tools to differentiate small group instruction and centers in the classroom. Formative, summative, and common assessments are used throughout the year to monitor progress and inform instructional decisions. These assessments are also used to identify topics or units that need a deeper concentration during school-wide and grade-level curriculum days.

During curriculum days teachers create lessons, based on data, to pre-teach, reteach, or dive into something a little deeper for better understanding. Delaware Comprehensive Assessment System (DCAS) data is used in a variety of ways. Teachers examine this data so they know where their class stands throughout the year as well as their students' proximity to the next performance level on the next assessment. Students take ownership of their scores on the DCAS and know how many points they need to reach the next performance level. Teachers help students make color coded graphs and write goals with action plans. DCAS scores are used to define groups for our extra time program after school, Morning Academy, and Saturday School. More specifically, after reviewing last year's DCAS winter scores, we realized that there was a need for more math support in the third grade. We identified 30 students who were within thirty to fifty points of their next performance level and invited them to participate in Morning and Saturday Academy for extra support in mathematics.

Every few months we meet as a kindergarten to second grade team, and third through fifth grade team to share our data and successful strategies. These "data days" have allowed us to learn from each other and improve our practices. Our School Based Team, made up of teachers, coaches, specialists, family crisis therapist (FCT), educational diagnostician, guidance counselor and administrators, look at academic data

as well as attendance, teacher recommendations and behavior data to define Response to Intervention groups for tier two (targeted) and tier three (intense) interventions. These intervention groups, formed based on student needs, are focused on closing the gaps in the child's learning so they can be successful in tier one core instruction. This team also looks at the whole child to identify not only academic interventions but also attendance and behavior interventions such as peer groups, friendship groups, and mentoring. Our FCT and PE teacher look at behavior data to identify frequent flyers among our top referral students in each grade to form groups that work on self-esteem and problem solving as well as team building activities.

Parents are an integral part to our students' success. They are informed of the academic achievement of their child and the school through various methods during the course of the year. Teachers and specialists begin informing parents of progress with weekly reports and phone calls. Administration shares previous year's DCAS scores and accountability rating at open house which is followed by a more in depth look at the individual student DCAS scores, student goals and curriculum progress monitoring at parent/teacher conferences. Parent meetings are held on curriculum days as an opportunity for parents to become familiar with the school-wide achievement and the DCAS assessment. The entire Eisenberg staff, students and parents are informed and driven towards a common goal of student academic success.

3. Sharing Lessons Learned:

Sharing is one of the things Eisenberg does best. Whether we are at district-wide curriculum meetings, professional development or at leadership council meetings, we use this as a time to share the strategies that are working in our school. We've discussed Saturday School, Morning Academy, the 5 Talk Moves, and Test Taking Strategies, which have been adopted by other schools in the district.

Our school has an open door policy welcoming educators throughout the district to come and see what we do in our classrooms every day. Staff has been observed during daily instruction, Curriculum Day, Professional Learning Communities (PLC), and Data Day by peers and administrators from other buildings. During these observations, school administrators see firsthand how the work of a PLC translates to effective classroom practice. During debriefing sessions, strategies are discussed so teachers and administrators can collaborate and reflect on what is working. The school leadership shares successful strategies with other school leaders in the district during monthly administrative PLC meetings. Our district curriculum team often share what they observe at Eisenberg with the other schools in the district. Staff members were videotaped so that their teaching practices could be shared during district workshops.

Eisenberg's literacy and math coaches share steps we've taken to become a high performing school. They work closely with their peers throughout the district, demonstrating Eisenberg practices which aid the ground work for other schools to create similar models.

Our specialists have also been successful in sharing lessons and accomplishments with educators across the district and state. Our Physical Education teacher and Family Crisis Therapist presented GROUP information to Statewide Positive Behavior Support (PBS) teams at the Statewide PBS Celebration. How to use data to select students and specific strategies and activities used to help students work on social skill deficits were shared. Students were videotaped singing "Don't Laugh at Me" and that presentation was shown to the Statewide PBS Celebration teams as a lesson on bullying.

At Eisenberg, we believe together we can all achieve more if we work together, learn from each other, and share what is successful in the classroom. We strive to be a community of learners who work together and help each other reach those goals. The success we have is because of our shared purpose. It is our goal to continue to share with all who will listen.

4. Engaging Families and Communities:

Eisenberg staff work tirelessly to involve families and build a strong sense of community. Staff created Family Fun Nights to encourage a relaxed environment for staff, students and families to interact. Families are also encouraged to participate in music concerts, art shows, field days, and monthly assemblies.

Families need support in helping their children be successful in school. Family breakfast meetings serve as opportunities for staff to train parents to encourage and support reading. During curriculum days, parents move with their child to each class and experience different lessons in specific subjects. Reading and Math Nights are held for families to learn strategies for teaching at home. During the summer, the school is open to students and families with the goal of enhancing reading skills and practice important concepts. Gingerbread Town was created for kindergarten and first grade, involving staff and families in providing students with rich math and reading learning experiences. As a result of all of these efforts, parents have been more apt to listen, trust and feel more invested in their student's success.

Eisenberg believes regular communication with families is essential. We regularly communicate with families about student progress through online grade book, Friday reports, conferences, and positive phone calls home. Many teachers use websites and blogs to provide both curricular and extra-curricular updates.

Eisenberg serves students with emotional needs with a full time Family Crisis Therapist and Guidance Counselor. These professionals deliver tiered intervention by offering individual and small group assistance to students and extended services to families.

Community partnerships engage students in programs with the local Police Departments and Mounted Police, Deputy Attorney General, What in the World Career Fair, Safety Town, and College and Career Ready and William Penn High School mascot to encourage long term achievement goals. Eisenberg engages the Parent Information Center in providing families with academic support. Student needs are met with programs such as Lion's Club glasses and Dental Clinic. For families lacking food, the Delaware Food Bank offers the weekend Backpack Program and an on-site Food Pantry. The Healthy Fruit and Vegetable program teaches students about nutrition and provides healthy snacks for students. Winter coats are provided through the Operation Warm Program. Eisenberg staff adopts families to provide holiday meals and Christmas gifts. On two occasions families lost everything in fires and staff supplied the families with needed items during their temporary misplacement. Eisenberg is a true community school.

1. Curriculum:

The staff and students at Eisenberg Elementary are committed to the high learning expectations promoted by the Delaware Prioritized Standards. The school's staff carefully aligns units, lessons and assessments to these standards. The district curriculum used at Eisenberg has been proven effective in research and proven in data to ensure that students meet standards. Eisenberg teachers use strategies gleaned from professional development to gain expertise in teaching practices and deliver the curriculum with fidelity.

Curricular programs in the four core content areas are chosen so that student needs may be addressed in a comprehensive way. Only those programs which have opportunities for enrichment for on or above grade level students and opportunities for intervention for those below, are promoted. Students with disabilities and students whose second language is English are expected to be supported and held to the same high standards as students who are not included in those subgroups. In fact, all curricular programs that are used at Eisenberg provide teachers with additional strategies for supporting those students and additional materials/tools to help them meet with success.

For English/Language Arts the school strongly implements the Response to Intervention process, providing strong instruction in the core class for all students. Instruction is targeted to the five components of reading as identified by the National Reading Panel (2000). Additionally, every student is afforded the opportunity in the core for small group targeted instruction and practice in learning centers that are focused on student need. Students who need more specific interventions are provided support in small group instruction beyond the core program by certified reading specialists and are regularly monitored to determine their progress.

The Mathematics curriculum is delivered to help students develop problem solving skills and individual practice when needed. Teachers at Eisenberg are adept at providing all students opportunities to talk about math and use math. Student collaboration around problem solving and the use of math manipulatives and technology assist in building engagement, assuring mastery and supporting the needs of all learners.

All students at Eisenberg participate in a Science curriculum (supported by the state of Delaware) that is delivered with a focus on inquiry and guided discovery. In this type of atmosphere, teachers are able to guide students in activities and discussions and to help them use reading and writing to promote thinking. Students with disabilities, students whose second language is English and students who may have other learning challenges are thriving in Science at Eisenberg.

Teachers at Eisenberg use district and state developed exemplary model units to assist all students in understanding and meeting state determined benchmarks in the four strands of Social Studies: history, economics, civics, and geography. These units, developed by educators across the state, are vetted in order to achieve exemplar status. Eisenberg teachers deliver these instructional units and support the learning of all students.

Staff identifies instructional needs based upon student achievement data and areas in which to improve their professional practices in integrating current technologies into standard-based curriculum. Teachers have engaged in professional development activities to improve lesson development using interactive whiteboards, address different learning modalities and differentiated instruction using features of the interactive whiteboards, and to develop a repository/website for staff to share grade specific exemplar units and lessons within and across grade levels.

In related arts subjects, Eisenberg students are supported by highly qualified teachers who lead them to meet state and national standards in their subjects (Music, Art, and Physical Education). In addition, the teachers of these subjects work closely with classroom teachers to coordinate instruction that emphasizes skills and content in the core classes.

2. Reading/English:

Eisenberg supports students entering school with language and skill deficits that require staff to build background knowledge and vocabulary through multi-sensory approaches like Discovery Education video clips, read-alouds and active discussion prior to reading and writing. A SIOP approach to teaching makes learning motivating and inviting for pupils while standards-based instruction via Harcourt StoryTown's comprehensive literacy series provide focused lessons both on and off-grade level.

Our staff welcomes and voluntarily attends building and district workshops to grow professionally. Our core instruction is explicit and split between whole group and small, flexible groups. Teachers model read- and think-alouds, echo reading, word recognition and recursive comprehension strategies to increase auditory vocabulary, fluency and metacognition. A gradual release model ensures success for all pupils in differentiated experiences. Words Their Way word study and leveled readers provide guided and independent application of phonics, spelling and focus skills. Think-pair-shares, journaling and flip books capture authentic summary statements and inferences as pupils actively engage in higher order thinking. Reading across the content area strategies create opportunities for active student discussion and make relevant text connections.

Pullout intervention occurs outside of the core for struggling students. Support is delivered by special education, ELL, and reading specialist teachers. Data collaboration takes place weekly between the grade level Professional Learning Communities (PLCs) and School Based Team. Using the Cognitive Model and backward mapping to diagnose student deficits, needs-based targeted groups are formed for tier two and three support. Teacher-guided and computer-based learning opportunities match student needs are implemented, including: Language Circles, Multisensory Small Group Instruction (Phono-graphix), Scott Foresman's Early Reading Intervention (ERI) program, StoryTown Primary/Intermediate Intensive Intervention Kit, Ready Readers, Quick Reads, Bonnie Kline stories, Read About, Questioning the Author (QAR), Soar to Success, and Sharon Walpole: How to Plan Differentiated Reading Instruction.

On- and above-level students benefit from supplemental instruction to enrich and extend instruction. Homogeneous groups within the homeroom or across the classrooms, via the walk-to intervention model, vary by grade level preference. Resources to increase vocabulary, fluency and comprehension include: Words Their Way word study, StoryTown Strategic Kits, Accelerated Reader, LeapFrog School House and Leap Mats, Lexia, StoryTown's Splash into Phonics, StoryTown's Comprehension Expedition, Read About and games/activities from the Florida Center for Reading Research.

3. Mathematics:

Eisenberg Elementary teachers utilize a problem-based, student-centered mathematics curriculum tool, Investigations in Number, Data, and Space as their primary resource for instruction. This curriculum resource aligns with the Delaware Content & Process Standards, the National Council for Teachers of Mathematics (NCTM) standards, and the newly adopted Common Core State Standards (CCSS). Teachers are especially focused on the Standards for Mathematical Practice that promotes rigorous learning and "doing" of mathematics through perseverance, reasoning, and communication.

Eisenberg shares a common vision for teaching and learning mathematics that supports student collaboration, discourse, and problem-solving focused on key mathematical concepts. Colonial adopted the Learning Focused Solutions (LFS) framework for organizing instruction. Grade level teams meet weekly in Professional Learning Communities (PLCs) to plan instructional units and lessons designed to

engage and meet all learners' needs. They develop strategies to: assess and activate prior knowledge, differentiate instruction based on needs, and summarize key learning throughout lessons.

Teachers use ongoing, embedded formative assessment to determine if students understand key concepts. These assessments provide an opportunity to analyze student work closely and determine needs. We then utilize resources, such as Center Stage, to help students in learning content. Depending on the students' abilities, the activities in these materials provide opportunities for review or preview concepts. A key part of this process is having two mathematics coaches to support teaching and learning. Math coaches work collaboratively in helping teachers understand and use formative assessments to inform instruction. The building coach works directly with individual teachers and PLCs in planning, modeling lessons, and providing meaningful feedback. She has built an excellent rapport with math teachers and is welcomed into classrooms daily. She also provides regular intervention to struggling students based on data analysis and teacher feedback. The primary materials for this intervention time, Do the Math, are well-received by the students and coaches. The district coach supports our teachers through monthly planning meetings for LFS Units, professional development for understanding our new standards, on-site coaching, and working closely with our building mathematics coach to support her role as a mentor and interventionist.

Our teachers are committed to helping all students achieve mathematical proficiency, and beyond, through their Extra Time program and upcoming Saturday school. These sessions provide an opportunity for students to learn, review, or preview concepts beyond the regular school day.

4. Additional Curriculum Area:

The social studies curriculum in Delaware is a challenging program that focuses on four strands of the social sciences – civics, economics, geography and history. The goal of the program is to build exemplary citizens while providing students with a rigorous curriculum that allows students to meet the expectations of the social studies standards. The Eisenberg mission is to create a collaborative environment where students are challenged academically, respect diversity and utilize research-based strategies enabling students to master difficult concepts. The rigor of the social studies program and the school's mission is directly aligned. The Delaware Department of Education is in process of developing model units of instruction in social studies that align with social studies benchmarks at all grade levels. Our staff has embraced the implementation of these model units while adapting them to fit the needs of our students. While many schools prefer to take a traditional approach to social studies instruction through a textbook, our staff is willing to use new units that better align with the standards. Most schools minimize social studies instruction, but our staff believes that social studies are as important as reading and mathematics instruction.

Teachers at Eisenberg work to bring social studies alive by using literacy strategies that actively engage students in their learning. We use reading strategies to make the reading text comprehensible to students and graphic organizers which make difficult concepts attainable for students.

Last year, we were instrumental in the development of the SWAP strategy, a method for students to use to respond to rigorous social studies questions and used in preparation for state testing in social studies. SWAP means: what do you see, what are the key words, what is the answer and how can you prove it? By following these four steps, students successfully respond to social studies questions. Our staff work closely with the district Curriculum and Instruction division to develop this strategy to increase achievement. The success of the strategy has resulted in expanding it to other content areas.

The Eisenberg staff has placed equal emphasis on social studies as the content areas and utilizes strategies that align with mission of the school.

5. Instructional Methods:

At Eisenberg, teachers provide differentiation in the core curriculum using Learning Focused strategies. Teachers also employ SIOP (Sheltered Instruction Observation Protocol) strategies, originally designed for ELL students. However, these research-based strategies are highly effective in meeting the diverse needs of all student subgroups. Benchmark assessments and progress monitoring tools are used to evaluate student progress and establish goals. On a daily and weekly basis, grade level teams meet in Professional Learning Communities (PLC) to discuss the students' strengths and challenges and plan for instruction accordingly.

Classroom teachers organize students into differentiated center groups based on reading ability. Students practice skills based on their own learning style, needs and level. Eisenberg is fortunate to have many additional resources available to ensure that high levels of student learning and achievement are met for our most challenging students. Our School Based Team meets frequently to review progress and evaluate existing interventions and/or plan for supplementary instruction. As a result, our students benefit from the concentrated instruction of five reading specialists, one math specialist, one full time and one part time ELL teacher, and four resource room instructors who deliver differentiated instruction based on the recommendations of the School Based Team. Additionally, students may also be referred for Extra Time, Morning Academy, and Saturday School. Monthly curriculum days offer opportunities for the whole school to focus on one subject for an entire day. These lessons target the re-teaching or enhancement of specific skills as determined by grade level teams.

Students and teachers have a variety of tools to assist them with differentiation, including adjusted lessons for varying ability groups. Technology plays an integral role. Students practice skills within Story Town curriculum using Splash into Phonics and Comprehension Expedition. Lexia offers students from kindergarten through fifth grade practice in decoding. As students work through the lessons, Lexia gauges their progress and advances them when they've mastered the skill. Accelerated Reader supports independent reading habits. Students set goals, read, and then take quizzes to earn progress points. Fast Math and Read About motivate students in similar ways. These programs provide teachers with detailed reports crucial in determining current success levels and addressing continued needs. Additional resources including Elmo document reader, Smart Board, Smart Exchange, and Discovery Education enable teachers to build background and plan rigorous lessons. Eisenberg is a school that recognizes student differences and strives to ensure that all students are learning.

6. Professional Development:

Eisenberg Elementary consistently adopts focused professional development initiatives to assist in meeting the needs of students. We are a community of learners, who teach and learn from one another. Instructional Coaches, classroom teachers, and district representatives frequently hold professional development workshops within the school. Our literacy coach holds sustained workshops about Common Core State Standards, best practices in reading and writing, implementation of Words Their Way and small group routines for needs-based instruction. Our math coach conducts workshops to facilitate the transition to new math standards and pedagogy. For example, 5 "talk moves" elicits motivating, productive curriculum talk from the students. Eisenberg piloted the SWAP strategy for analyzing and answering Social Studies questions. It is now used systemically across all subject areas and grades in Colonial. We were the first school to become trained in the SIOP (Sheltered Instruction Observation Protocol) model for lesson planning and implementation of high-quality instruction focused on academic language because our staff understands that effective lesson planning and high impact, research-based strategies improve student achievement.

Eisenberg was the first school in the district to implement Professional Learning Communities (PLC) as a means of keeping student learning at the forefront of all discussions. The DuFour model has led to greater student mastery through ongoing formative assessment, continuous progress monitoring of learning objectives and identified professional development needs. Teachers regularly participate in

training with a data coach on better use of disaggregated data for designing instruction and assessments. Our focus on data analysis improves instruction and student outcomes. The commitment to professional growth parallels Eisenberg's skyrocketing achievement scores.

Another goal of the professional learning communities is to improve professional practice by demonstrating effective use of technologies that support student learning with a standards-based curriculum. Our staff explores interactive technologies that have shown to have an impact on student learning, engage in training to acquire skills needed to be proficient in using these technologies in the classroom, and analyze student work and reflect on our individual professional practice to determine the effect. After weeks of practice and analysis, it was determined that interactive Smart Boards have an impact upon student achievement at Eisenberg.

Through continual reflection, we recognize where we need assistance and invite content area experts into our PLCs in order to refine instruction. By collaborating, sharing best practices and acquiring new knowledge, the staff at Eisenberg support all learners.

7. School Leadership:

The school leadership at Eisenberg has been pivotal to the academic success of our students. The philosophy of the administrative team has been two-fold. The first belief is that Eisenberg is a community of lifelong learners where all students can achieve with the right guidance and tools. The second belief is that high expectations for all staff, students and families are imperative to increase student achievement. These beliefs have been evident over the last few years by the feedback provided to teachers through walk-through observations to oversee implementation of curriculum and instruction, by monitoring of students through classroom visits and reviewing data of academic progress, and through periodic Parent Nights to expose parents to the curriculum and enabling them to become involved in the academic progress of their children.

The structure of the building has been deliberate in establishing a safe environment where input and discussion from all stakeholders is encouraged and valued. Everyone is free to generate ideas, share problems and provide solutions. All staff and families have a voice in what happens in the school and responsibility for the academic success of our students. Thus, the administrative staff is always approachable and an open door policy is omnipresent.

This structure results in an expectation of constant reflection on curriculum, instruction, assessments and the data derived from each. The Professional Learning Community (PLC) initiative in the building has facilitated this reflection to inform instruction and increase academic achievement. The PLCs have focused on presenting instruction aligned to the standards, incorporating critical thinking and problem solving skills in lessons, and making instruction relevant by using real life applications. Integrating the curriculum, establishing math and reading goals, and scheduling Curriculum Days on a regular basis have also contributed to student achievement and represent instructional leadership from the administrative staff.

The role of the principal has been to know the staff and bring out the best in them by challenging them just as the teachers challenge their students. The principal has been instrumental in building well-functioning PLCs that value respect for one another, collaboration, teamwork and flexibility. Administrative presence in the PLCs and the classroom make all staff members accountable and the principal provides support to achieve the school's goals through constructive feedback that pushes teachers to present exemplary instruction that constantly challenge students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3
 Test: DCAS-Delaware Comprehensive Assessment System/DSTP-Delaware State Testing Program

Edition/Publication Year: DCAS-2010/DSTP-1998-2010

Publisher: DCAS-American Institute of Research/DSTP-Pearson (Harcourt)

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| DCAS-Meets, Advanced/DSTP-Meets, Exceeds, Distinguished | 90 | 65 | 65 | 54 | 50 |
| DCAS-Advanced/DSTP-Distinguished | 55 | 0 | 0 | 3 | 3 |
| Number of students tested | 96 | 66 | 77 | 78 | 75 |
| 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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| DCAS-Meets, Advanced/DSTP-Meets, Exceeds, Distinguished | 89 | 64 | 56 | 48 | 43 |
| DCAS-Advanced/DSTP-Distinguished | 54 | 0 | 0 | 0 | 2 |
| Number of students tested | 89 | 55 | 48 | 62 | 59 |
| 2. African American Students | | | | | |
| DCAS-Meets, Advanced/DSTP-Meets, Exceeds, Distinguished | 86 | 59 | 57 | 47 | 38 |
| DCAS-Advanced/DSTP-Distinguished | 51 | 0 | 0 | 0 | 6 |
| Number of students tested | 55 | 49 | 42 | 49 | 31 |
| 3. Hispanic or Latino Students | | | | | |
| DCAS-Meets, Advanced/DSTP-Meets, Exceeds, Distinguished | 96 | | 67 | | 50 |
| DCAS-Advanced/DSTP-Distinguished | 70 | | 0 | | 0 |
| Number of students tested | 23 | 3 | 18 | 9 | 10 |
| 4. Special Education Students | | | | | |
| DCAS-Meets, Advanced/DSTP-Meets, Exceeds, Distinguished | 69 | 17 | 30 | 25 | 25 |
| DCAS-Advanced/DSTP-Distinguished | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 16 | 12 | 10 | 12 | 11 |
| 5. English Language Learner Students | | | | | |
| DCAS-Meets, Advanced/DSTP-Meets, Exceeds, Distinguished | 93 | | 69 | | |
| DCAS-Advanced/DSTP-Distinguished | 40 | | 0 | | |
| Number of students tested | 15 | 2 | 13 | 4 | 4 |
| 6. White Students | | | | | |
| DCAS-Meets, Advanced/DSTP-Meets, Exceeds, Distinguished | 94 | 79 | 80 | 63 | 61 |
| DCAS-Advanced/DSTP-Distinguished | 50 | 0 | 0 | 5 | 0 |
| Number of students tested | 16 | 14 | 15 | 19 | 33 |
| NOTES: With the DCAS, "advanced" is considered the highest performance level (PL-4). DCAS is the new testing program effective 2011. This test includes higher cut scores to meet higher student performance expectations established by the state. With the DSTP, there were five performance levels. "Advanced" performance (PL-5) is considered "Distinguished" in Delaware--the highest performance level of that particular test. DCAS is also assessed three times a year, with the spring test used for accountability purposes. | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3
 Test: Delaware Comprehensive Assessment System/Delaware State Testing Program

Edition/Publication Year: DCAS-2010/DSTP-1998-2010

Publisher: DCAS: American Institute of Research/ DSTP-Pearson (Harcourt)

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| DCAS-Meets and Advanced/DSTP-Meets, Exceeds, Distinguished | 84 | 66 | 67 | 66 | 52 |
| DCAS-Advanced/DSTP-Distinguished | 55 | 3 | 3 | 6 | 0 |
| Number of students tested | 96 | 65 | 69 | 68 | 66 |
| 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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| DCAS-Meets and Advanced/DSTP-Meets, Exceeds, Distinguished | 84 | 69 | 57 | 62 | 47 |
| DCAS-Advanced/DSTP-Distinguished | 52 | 2 | 5 | 2 | 0 |
| Number of students tested | 88 | 54 | 42 | 52 | 51 |
| 2. African American Students | | | | | |
| DCAS-Meets and Advanced/DSTP-Meets, Exceeds, Distinguished | 83 | 65 | 54 | 55 | 48 |
| DCAS-Advanced/DSTP-Distinguished | 48 | 4 | 3 | 5 | 0 |
| Number of students tested | 54 | 48 | 39 | 42 | 27 |
| 3. Hispanic or Latino Students | | | | | |
| DCAS-Meets and Advanced/DSTP-Meets, Exceeds, Distinguished | 92 | | 80 | | |
| DCAS-Advanced/DSTP-Distinguished | 63 | | 7 | | |
| Number of students tested | 24 | 3 | 15 | 9 | 9 |
| 4. Special Education Students | | | | | |
| DCAS-Meets and Advanced/DSTP-Meets, Exceeds, Distinguished | 53 | 9 | | | |
| DCAS-Advanced/DSTP-Distinguished | 33 | 0 | | | |
| Number of students tested | 15 | 11 | 2 | 2 | 2 |
| 5. English Language Learner Students | | | | | |
| DCAS-Meets and Advanced/DSTP-Meets, Exceeds, Distinguished | 93 | | 80 | | |
| DCAS-Advanced/DSTP-Distinguished | 60 | | 0 | | |
| Number of students tested | 15 | 1 | 10 | 4 | 3 |
| 6. White Students | | | | | |
| DCAS-Meets and Advanced/DSTP-Meets, Exceeds, Distinguished | 81 | 64 | 85 | 75 | 55 |
| DCAS-Advanced/DSTP-Distinguished | 69 | 0 | 0 | 0 | 0 |
| Number of students tested | 16 | 14 | 13 | 16 | 29 |
| <p>NOTES: DCAS, "advanced" is considered the highest performance level (PL-4). DCAS is the new testing program effective 2011. This test includes higher cut scores to meet higher student performance expectations established by the state. With the DSTP, there were five performance levels. "Advanced" performance (PL-5) is considered "Distinguished" in Delaware--the highest performance level of that particular test. DCAS is also assessed three times a year, with the spring test used for accountability purposes.</p> | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4
 Test: DCAS-Delaware Comprehensive Assessment System/DSTP-Delaware State testing Program

Edition/Publication Year: DCAS-2010/DSTP-1998-2010

Publisher: DCAS-American Institute of Research/DSTP-Pearson (Harcourt)

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| DCAS-"Meets and Advanced"/DSTP-"Meets, Exceeds, Distinguished" | 84 | 75 | 52 | 64 | 63 |
| DCAS-"Advanced"/DSTP-"Distinguished" | 24 | 6 | 7 | 3 | 5 |
| Number of students tested | 83 | 80 | 89 | 78 | 78 |
| 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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| DCAS-"Meets and Advanced"/DSTP-"Meets, Exceeds, Distinguished" | 85 | 73 | 49 | 59 | 59 |
| DCAS-"Advanced"/DSTP-"Distinguished" | 25 | 3 | 4 | 3 | 4 |
| Number of students tested | 73 | 67 | 55 | 58 | 54 |
| 2. African American Students | | | | | |
| DCAS-"Meets and Advanced"/DSTP-"Meets, Exceeds, Distinguished" | 78 | 64 | 49 | 66 | 67 |
| DCAS-"Advanced"/DSTP-"Distinguished" | 17 | 6 | 2 | 4 | 5 |
| Number of students tested | 46 | 36 | 59 | 53 | 39 |
| 3. Hispanic or Latino Students | | | | | |
| DCAS-"Meets and Advanced"/DSTP-"Meets, Exceeds, Distinguished" | 91 | 86 | 38 | | 69 |
| DCAS-"Advanced"/DSTP-"Distinguished" | 35 | 4 | 13 | | 8 |
| Number of students tested | 23 | 28 | 14 | 6 | 13 |
| 4. Special Education Students | | | | | |
| DCAS-"Meets and Advanced"/DSTP-"Meets, Exceeds, Distinguished" | 46 | 8 | 0 | | 7 |
| DCAS-"Advanced"/DSTP-"Distinguished" | 15 | 0 | 0 | | 0 |
| Number of students tested | 13 | 12 | 16 | 6 | 14 |
| 5. English Language Learner Students | | | | | |
| DCAS-"Meets and Advanced"/DSTP-"Meets, Exceeds, Distinguished" | 88 | 73 | | | |
| DCAS-"Advanced"/DSTP-"Distinguished" | 25 | 0 | | | |
| Number of students tested | 16 | 11 | 9 | 3 | 4 |
| 6. White Students | | | | | |
| DCAS-"Meets and Advanced"/DSTP-"Meets, Exceeds, Distinguished" | 93 | 80 | 73 | 71 | 56 |
| DCAS-"Advanced"/DSTP-"Distinguished" | 29 | 13 | 13 | 0 | 4 |
| Number of students tested | 14 | 15 | 15 | 17 | 25 |
| NOTES: DCAS, "advanced" is considered the highest performance level (PL-4). DCAS is the new testing program effective 2011. This test includes higher cut scores to meet higher student performance expectations established by the state. With the DSTP, there were five performance levels. "Advanced" performance is considered "Distinguished" in Delaware--the highest performance level of that particular test (PL-5). DCAS is also assessed three times a year, with the spring test used for accountability purposes. | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Delaware Comprehensive Assessment
4 System/Delaware State Testing Program

Edition/Publication Year: DCAS-2010/DSTP-
1998-2010

Publisher: DCAS-American Institute of
Research/DSTP-Pearson (Harcourt)

| | 2010- 2011 | 2009- 2010 | 2008- 2009 | 2007- 2008 | 2006-2007 |
|--|---------------|---------------|---------------|---------------|-----------|
| Testing Month | May | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| DCAS-Meets and Advanced/DSTP-Meets, Exceeds, Distinguished | 84 | 73 | 61 | 80 | 75 |
| DCAS-Advanced/DSTP-Distinguished | 40 | 4 | 7 | 1 | 14 |
| Number of students tested | 82 | 77 | 76 | 73 | 64 |
| 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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| DCAS-Meets and Advanced/DSTP-Meets, Exceeds, Distinguished | 83 | 70 | 57 | 76 | 74 |
| DCAS-Advanced/DSTP-Distinguished | 40 | 3 | 7 | 2 | 14 |
| Number of students tested | 72 | 64 | 46 | 54 | 42 |
| 2. African American Students | | | | | |
| DCAS-Meets and Advanced/DSTP-Meets, Exceeds, Distinguished | 80 | 68 | 50 | 78 | 71 |
| DCAS-Advanced/DSTP-Distinguished | 41 | 6 | 2 | 2 | 11 |
| Number of students tested | 46 | 34 | 50 | 50 | 35 |
| 3. Hispanic or Latino Students | | | | | |
| DCAS-Meets and Advanced/DSTP-Meets, Exceeds, Distinguished | 96 | 68 | 75 | | 90 |
| DCAS-Advanced/DSTP-Distinguished | 41 | 4 | 17 | | 40 |
| Number of students tested | 22 | 28 | 12 | 6 | 10 |
| 4. Special Education Students | | | | | |
| DCAS-Meets and Advanced/DSTP-Meets, Exceeds, Distinguished | 75 | | | | |
| DCAS-Advanced/DSTP-Distinguished | 25 | | | | |
| Number of students tested | 12 | 9 | 3 | 1 | |
| 5. English Language Learner Students | | | | | |
| DCAS-Meets and Advanced/DSTP-Meets, Exceeds, Distinguished | 93 | 46 | | | |
| DCAS-Advanced/DSTP-Distinguished | 40 | 0 | | | |
| Number of students tested | 15 | 11 | 7 | 3 | |
| 6. White Students | | | | | |
| DCAS-Meets and Advanced/DSTP-Meets, Exceeds, Distinguished | 79 | 93 | 85 | 87 | 74 |
| DCAS-Advanced/DSTP-Distinguished | 36 | 0 | 8 | 0 | 5 |
| Number of students tested | 14 | 14 | 13 | 15 | 19 |
| <p>NOTES: DCAS, "advanced" is considered the highest performance level (PL-4). DCAS is the new testing program effective 2011. This test includes higher cut scores to meet higher student performance expectations established by the state. With the DSTP, there were five performance levels. "Advanced" performance (PL-5) is considered "Distinguished" in Delaware--the highest performance level of that particular test. DCAS is also assessed three times a year, with the spring test used for accountability purposes. In 2006-07, there were no special education or ELL students who completed the grade 4 reading test.</p> | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: DCAS-Delaware Comprehensive Assessment System/DSTP-Delaware State Testing Program

Edition/Publication Year: DCAS-2010/DSTP-1998-2010

Publisher: DCAS-American Institute of Research/DSTP-Pearson (Harcourt)

| | 2010 2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|--------------|-----------|-----------|-----------|-----------|
| Testing Month | May | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| DCAS-"Meets" and "Advanced/DSTP-"Meets, Exceeds, Distinguished" | 80 | 64 | 56 | 55 | 57 |
| DCAS-"Advanced"/DSTP-"Distinguished" | 35 | 5 | 0 | 4 | 1 |
| Number of students tested | 81 | 98 | 78 | 78 | 70 |
| 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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| DCAS-"Meets" and "Advanced/DSTP-"Meets, Exceeds, Distinguished" | 78 | 62 | 48 | 49 | 56 |
| DCAS-"Advanced"/DSTP-"Distinguished" | 33 | 5 | 0 | 2 | 2 |
| Number of students tested | 72 | 81 | 46 | 51 | 50 |
| 2. African American Students | | | | | |
| DCAS-"Meets" and "Advanced/DSTP-"Meets, Exceeds, Distinguished" | 66 | 61 | 47 | 54 | 59 |
| DCAS-"Advanced"/DSTP-"Distinguished" | 26 | 3 | 0 | 4 | 3 |
| Number of students tested | 35 | 59 | 55 | 52 | 34 |
| 3. Hispanic or Latino Students | | | | | |
| DCAS-"Meets" and "Advanced/DSTP-"Meets, Exceeds, Distinguished" | 90 | 67 | 60 | 42 | 71 |
| DCAS-"Advanced"/DSTP-"Distinguished" | 35 | 4 | 0 | 8 | 0 |
| Number of students tested | 29 | 24 | 10 | 12 | 17 |
| 4. Special Education Students | | | | | |
| DCAS-"Meets" and "Advanced/DSTP-"Meets, Exceeds, Distinguished" | 36 | 0 | | | 27 |
| DCAS-"Advanced"/DSTP-"Distinguished" | 0 | 0 | | | 0 |
| Number of students tested | 11 | 17 | 7 | 8 | 11 |
| 5. English Language Learner Students | | | | | |
| DCAS-"Meets" and "Advanced/DSTP-"Meets, Exceeds, Distinguished" | | 40 | | | |
| DCAS-"Advanced"/DSTP-"Distinguished" | | 0 | | | |
| Number of students tested | 9 | 10 | 6 | 4 | 2 |
| 6. White Students | | | | | |
| DCAS-"Meets" and "Advanced/DSTP-"Meets, Exceeds, Distinguished" | 94 | 73 | 92 | 77 | 42 |
| DCAS-"Advanced"/DSTP-"Distinguished" | 56 | 13 | 0 | 0 | 0 |

| | | | | | |
|---------------------------|----|----|----|----|----|
| Number of students tested | 16 | 15 | 13 | 13 | 19 |
|---------------------------|----|----|----|----|----|

NOTES: DCAS, "advanced" is considered the highest performance level (PL-4). DCAS is the new testing program effective 2011. This test includes higher cut scores to meet higher student performance expectations established by the state. With the DSTP, there were five performance levels. "Advanced" performance is considered "Distinguished" in Delaware--the highest performance level of that particular test (PL-5). DCAS is also assessed three times a year, with the spring test used for accountability purposes.

12DE1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: DCAS-Delaware Comprehensive Assessment System/DSTP-Delaware State 5 Testing Program

Edition/Publication Year: DCAS-2010/DSTP-1998-2010

Publisher: DCAS-American Institute of Research/DSTP-Pearson (Harcourt)

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| DCAS-Meets, Advanced/DSTP-Meets, Exceeds, Distinguished | 84 | 72 | 68 | 88 | 75 |
| DCAS-Advanced/DSTP-Distinguished | 48 | 2 | 1 | 4 | 7 |
| Number of students tested | 79 | 98 | 75 | 72 | 60 |
| 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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| DCAS-Meets, Advanced/DSTP-Meets, Exceeds, Distinguished | 83 | 69 | 68 | 89 | 78 |
| DCAS-Advanced/DSTP-Distinguished | 44 | 1 | 2 | 2 | 5 |
| Number of students tested | 70 | 81 | 44 | 46 | 41 |
| 2. African American Students | | | | | |
| DCAS-Meets, Advanced/DSTP-Meets, Exceeds, Distinguished | 74 | 68 | 60 | 85 | 70 |
| DCAS-Advanced/DSTP-Distinguished | 32 | 2 | 0 | 2 | 7 |
| Number of students tested | 34 | 59 | 53 | 48 | 30 |
| 3. Hispanic or Latino Students | | | | | |
| DCAS-Meets, Advanced/DSTP-Meets, Exceeds, Distinguished | 89 | 75 | | 91 | 93 |
| DCAS-Advanced/DSTP-Distinguished | 43 | 4 | | 9 | 7 |
| Number of students tested | 28 | 24 | 9 | 11 | 14 |
| 4. Special Education Students | | | | | |
| DCAS-Meets, Advanced/DSTP-Meets, Exceeds, Distinguished | 40 | 18 | | | |
| DCAS-Advanced/DSTP-Distinguished | 10 | 0 | | | |
| Number of students tested | 10 | 17 | 4 | 2 | 1 |
| 5. English Language Learner Students | | | | | |
| DCAS-Meets, Advanced/DSTP-Meets, Exceeds, Distinguished | | 50 | | | |
| DCAS-Advanced/DSTP-Distinguished | | 0 | | | |
| Number of students tested | 8 | 10 | 5 | 4 | 1 |
| 6. White Students | | | | | |
| DCAS-Meets, Advanced/DSTP-Meets, Exceeds, Distinguished | 94 | 87 | 100 | 92 | 69 |
| DCAS-Advanced/DSTP-Distinguished | 88 | 0 | 0 | 8 | 6 |
| Number of students tested | 16 | 15 | 13 | 12 | 16 |

NOTE: DCAS, "advanced" is considered the highest performance level (PL-4). DCAS is new testing program effective 2011. This test includes higher cut scores to meet higher student perf. expectations established by state. With DSTP, there were 5 performance levels. "Advanced" performance (PL-5) is considered "Distinguished" in Delaware--the highest performance level of that particular test. DCAS is also assessed 3x/yr, with spring test used for accountability purposes.

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Weighted Average

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | | | | | |
| SCHOOL SCORES | | | | | |
| DCAS-Meets and Advanced/DSTP-Meets, Exceeds, Distinguished | 84 | 67 | 57 | 57 | 56 |
| DCAS-Advanced/DSTP-Distinguished | 38 | 3 | 2 | 3 | 3 |
| Number of students tested | 260 | 244 | 244 | 234 | 223 |
| 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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| DCAS-Meets and Advanced/DSTP-Meets, Exceeds, Distinguished | 84 | 66 | 50 | 52 | 52 |
| DCAS-Advanced/DSTP-Distinguished | 38 | 2 | 1 | 1 | 2 |
| Number of students tested | 234 | 203 | 149 | 171 | 163 |
| 2. African American Students | | | | | |
| DCAS-Meets and Advanced/DSTP-Meets, Exceeds, Distinguished | 78 | 61 | 50 | 55 | 55 |
| DCAS-Advanced/DSTP-Distinguished | 33 | 2 | 0 | 2 | 4 |
| Number of students tested | 136 | 144 | 156 | 154 | 104 |
| 3. Hispanic or Latino Students | | | | | |
| DCAS-Meets and Advanced/DSTP-Meets, Exceeds, Distinguished | 92 | 78 | 55 | 52 | 65 |
| DCAS-Advanced/DSTP-Distinguished | 45 | 3 | 4 | 7 | 2 |
| Number of students tested | 75 | 55 | 42 | 27 | 40 |
| 4. Special Education Students | | | | | |
| DCAS-Meets and Advanced/DSTP-Meets, Exceeds, Distinguished | 52 | 7 | 15 | 34 | 18 |
| DCAS-Advanced/DSTP-Distinguished | 4 | 0 | 0 | 0 | 0 |
| Number of students tested | 40 | 41 | 33 | 26 | 36 |
| 5. English Language Learner Students | | | | | |
| DCAS-Meets and Advanced/DSTP-Meets, Exceeds, Distinguished | 85 | 56 | 54 | 45 | 10 |
| DCAS-Advanced/DSTP-Distinguished | 27 | 0 | 2 | 0 | 0 |
| Number of students tested | 40 | 23 | 28 | 11 | 10 |
| 6. | | | | | |
| DCAS-Meets and Advanced/DSTP-Meets, Exceeds, Distinguished | 93 | 77 | 81 | 69 | 54 |
| DCAS-Advanced/DSTP-Distinguished | 45 | 8 | 4 | 1 | 1 |
| Number of students tested | 46 | 44 | 43 | 49 | 77 |
| NOTES: | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | | | | | |
| SCHOOL SCORES | | | | | |
| DCAS-Meets and Advanced/DSTP-Meets, Exceeds, Distinguished | 84 | 70 | 65 | 78 | 67 |
| DCAS-Advanced/DSTP-Distinguished | 48 | 2 | 3 | 3 | 6 |
| Number of students tested | 257 | 240 | 220 | 213 | 190 |
| 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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| DCAS-Meets and Advanced/DSTP-Meets, Exceeds, Distinguished | 83 | 69 | 60 | 75 | 64 |
| DCAS-Advanced/DSTP-Distinguished | 45 | 1 | 4 | 2 | 5 |
| Number of students tested | 230 | 199 | 132 | 152 | 134 |
| 2. African American Students | | | | | |
| DCAS-Meets and Advanced/DSTP-Meets, Exceeds, Distinguished | 79 | 66 | 54 | 73 | 63 |
| DCAS-Advanced/DSTP-Distinguished | 41 | 3 | 1 | 2 | 6 |
| Number of students tested | 134 | 141 | 142 | 140 | 92 |
| 3. Hispanic or Latino Students | | | | | |
| DCAS-Meets and Advanced/DSTP-Meets, Exceeds, Distinguished | 92 | 72 | 75 | 88 | 78 |
| DCAS-Advanced/DSTP-Distinguished | 48 | 3 | 11 | 11 | 15 |
| Number of students tested | 74 | 55 | 36 | 26 | 33 |
| 4. Special Education Students | | | | | |
| DCAS-Meets and Advanced/DSTP-Meets, Exceeds, Distinguished | 56 | 16 | 33 | | |
| DCAS-Advanced/DSTP-Distinguished | 24 | 0 | 0 | | |
| Number of students tested | 37 | 37 | 9 | 5 | 3 |
| 5. English Language Learner Students | | | | | |
| DCAS-Meets and Advanced/DSTP-Meets, Exceeds, Distinguished | 86 | 50 | 63 | 81 | |
| DCAS-Advanced/DSTP-Distinguished | 44 | 0 | 4 | 9 | |
| Number of students tested | 38 | 22 | 22 | 11 | 4 |
| 6. | | | | | |
| DCAS-Meets and Advanced/DSTP-Meets, Exceeds, Distinguished | 84 | 81 | 90 | 83 | 64 |
| DCAS-Advanced/DSTP-Distinguished | 65 | 0 | 2 | 2 | 2 |
| Number of students tested | 46 | 43 | 39 | 43 | 64 |
| NOTES: | | | | | |