



# PART I - ELIGIBILITY CERTIFICATION

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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

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district 7 Elementary schools (includes K-8)  
 (per district designation): 3 Middle/Junior high schools  
1 High schools  
1 K-12 schools  
12 Total schools in district
2. District per-pupil expenditure: 9768

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 7
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		<b>6</b>	0	0	0
K	0	0	0		<b>7</b>	0	0	0
1	58	44	102		<b>8</b>	0	0	0
2	55	38	93		<b>9</b>	0	0	0
3	51	57	108		<b>10</b>	0	0	0
4	47	52	99		<b>11</b>	0	0	0
5	58	68	126		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>528</b>

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
3 % Asian  
29 % Black or African American  
8 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
58 % White  
1 % 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: 12%  
 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.	26
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	30
(3)	Total of all transferred students [sum of rows (1) and (2)].	56
(4)	Total number of students in the school as of October 1, 2010	476
(5)	Total transferred students in row (3) divided by total students in row (4).	0.12
(6)	Amount in row (5) multiplied by 100.	12

8. Percent of English Language Learners in the school: 6%  
 Total number of ELL students in the school: 30  
 Number of non-English languages represented: 5  
 Specify non-English languages:

Star Hill Elementary houses the ELL program for all elementary schools in the district. Languages spoken: Gujarati, French Creole, Spanish, Portuguese, and Chinese

9. Percent of students eligible for free/reduced-priced meals: 36%  
 Total number of students who qualify: 187

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.

10. Percent of students receiving special education services: 14%  
 Total number of students served: 74

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>34</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>27</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>8</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>26</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>9</u>	<u>0</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>4</u>	<u>3</u>
Total number	<u>47</u>	<u>3</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: 20:1

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%	96%	97%	99%	93%
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?

## **PART III - SUMMARY**

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Star Hill Elementary School is one of seven elementary schools in the Caesar Rodney School District. We are proud of our 528 students in first through fifth grade as well as a supportive faculty and staff of 50; encompassing teachers in grades 1 - 5, specialists in reading, music, art, physical education, school counselor, school nurse, and paraprofessionals. At Star Hill, our tone is decency. This tone is evident as you walk through our halls and view student work celebrating student success and diversity. There is a true feeling of high expectations for both the students and the staff that no one will give less than their best and that everyone will ensure the opportunity for that to happen.

Star Hill Elementary School is a learning community that prides itself on its dedication to recognizing each student's ability to be a successful learner. Our students' and staff's dedication has been recognized recently through the Department of Education's State Title I Distinguished School Award, and the school has maintained a Superior School rating from the State of Delaware since 2003. Star Hill Elementary has always believed that maintaining solid instruction tailored to students' needs will result in academic growth. Our staff does an excellent job of implementing research based instructional strategies in their classrooms everyday in order to get each student to progress academically. This is accomplished through school wide building initiatives often championed by our teachers and supported by building administration.

When analyzing data, we never lose focus of the students behind the numbers. Our staff takes ownership of their students' achievement by using data to gain insight into not only the weaknesses and strengths of our students, but also our own instructional practices. We strongly believe that focusing on student needs in mastering the curriculum while constantly improving our own instructional methods will result in our students meeting the standard on any assessment given to them. Teachers work together to provide differentiated instruction to students in their own class, neighboring classes, and even students outside of their grade level. Student achievement is truly a team effort.

In addition, Star Hill has strong community ties; with parents, teachers, volunteers, and mentors, working together to help provide students with all the tools for success. We make the effort to help our families maintain a stable home environment so that our students come to school prepared to do the best that they can in the classroom. This is accomplished by working with professional mental health practitioners, organizations that provide food and clothing to families in need, and maintaining a mentoring program to provide students and families needed resources. In order for all children to be successful we understand that our reach must extend beyond the classroom and into the homes of our students.

### 1. Assessment Results:

The standardized assessment to measure our schools Adequate Yearly Progress (AYP) is the Delaware Comprehensive Assessment System (DCAS), formerly the Delaware Student Testing Program (DSTP). The major difference between the two assessments is that the DCAS is given three times per year; in the Fall, Winter, and Spring while the DSTP was given only once in the Spring. Our teachers are able to use the results and the benchmark reports from the Fall and Winter DCAS to help drive their instruction so that all students can meet or exceed the standard in Math and Reading in the Spring.

The DCAS is administered to students in 2nd through 5th grades with grades 3 through 5 counting towards our AYP. Students in grade 2 are given the Reading and Math DCAS one time in the Spring. Students in grades 3 thru 5 are administered the Reading and Math. Our 4th grade students take the Social Studies DCAS one time in the Spring while our fifth graders complete the Science DCAS during the same testing window. These two content areas do not count towards the school's AYP. The performance levels students can achieve in each of the aforementioned content areas are 1 - well below standard, 2 - below standard, 3 - meets standard, and 4 - exceeds standard. At the beginning of each year, our Success Plan Committee meets to establish goals for our school to achieve regarding student progress. Typically, we look at our standardized test results from the previous year and set goals above and beyond those outcomes. While AYP has been established and since revised in the No Child Left Behind legislation, our annual goals have exceeded those targets.

Our data from performance on the Reading and Math performance in grades 3 thru 5 show upward trends between the years 2007 and 2010. We attribute this to our focus on comprehension strategies for before, during, and after reading. We also have created our prioritized the needs of our students when developing the master schedule to ensure that we are maximizing the time that both the regular classroom teacher and reading specialists meet with those students who need additional support. We attribute the success of our students in Math to increasing the amount of differentiation being given to those students during instruction. We have mirrored our daily 90 minutes of Math instruction with our ELA block in the respect that our teachers meet with smaller groups of students to give them more individualized instruction.

After reviewing our DCAS results from 2010 - 2011, we can see performance gaps in a few areas in grades 3 thru 5 in both Reading and Math. According to the 3rd grade Math and Reading DCAS results, we have gaps between the performance of all students and those student identified as low s.e.s. In fourth grade, we see a gap in Reading performance between all students and students receiving ESL services. In fifth grade, we have a gap in Math performance between all students and both Hispanic and students receiving special education services. We can also see a gap in Reading performance between all students and students receiving special education services.

We continue to address the identified gaps in performance through analyzing the needs of our students in order to give them the instruction that best fits any areas of weakness that the student may have. We do this by discussing deficiencies and appropriate classroom interventions through our Response to Intervention process where grade level teams meet with instructional specialists and administrators to develop instructional plans for students identified in Tiers II and III. We also continue to look at student needs instead of classification. For example, if a student is identified as ESL, we don't simply rely on support given by the teacher assigned to the ESL program. Rather, we look at the student's deficiencies and make sure that we are applying the appropriate instructional interventions through proven strategies and/or assigning those students to a specialist who can provide additional support. We have also taken on the same outlook with our students receiving special education services by ensuring that we are addressing the students identified weaknesses through both the regular and special education teacher.

Additionally, if a child receiving special education services can benefit from meeting with a reading specialist, we make that child part of one of those teachers' intervention groups.

For students who are identified as low SES, we have made particular efforts to educate their parents about our instructional programs and have presented them with strategies that they can reinforce at home. We have done this by hosting literacy evenings throughout the school year to make those parents more aware of what type of instruction their child is experiencing during the school day and what they can do at home to further reinforce those strategies.

## **2. Using Assessment Results:**

Star Hill Elementary uses results from state standardized tests and also from our classroom based assessments in a variety of ways. One practice that we implemented three years ago was grouping students who required Title I services as indicated on the DIBELS assessment into two classroom sections instead of spreading them out into four or even five rooms. We did this to maximize the time that either our Achievement Liaison and Title I teacher could provide our students with intervention support in the area of reading. In addition to scheduling students in to particular classrooms based on their level of need, we use both classroom based assessment data and results from the Delaware Comprehensive Assessment System, formerly the Delaware Student Testing Program, to further differentiate instruction during the daily English Language Arts and Mathematics blocks. While our teachers provide instruction to their classroom of students as a whole, they are able to meet with at least three smaller groups of students and provide more individualized instruction. Depending on the need of the student, they may receive instruction in comprehension, word recognition, or improving fluency. Star Hill Elementary implemented monthly grade level meetings two years ago for those teachers to analyze their data and work with building administrators, Achievement Liaison and Title I Teacher to develop an instructional and professional development plan for the year. These monthly meetings now occur every week as they have transformed into Professional Learning Communities where the same stake holders come together and establish Smart Goals based on data they have collected on their students. Through collecting information from common assessments along with the DCAS, we are able to provide a more accurate picture of how their child is progressing toward mastering a particular content standard.

## **3. Sharing Lessons Learned:**

Over the last seven years, we have shared our staff's work with before, during, and after reading strategies with administrators and Achievement Liaison Teachers from various schools within our District. We have also shared our work with implementing the Learning Focused Solutions approach to planning with other schools. We incorporated the aforementioned format to our current Science program by implementing student learning maps in order to focus more on the crucial pieces of the curriculum. Our teachers found that they were able to cut out the unimportant pieces of the instructional program and focus more on the essential questions in the curriculum. Our staff carried the student learning maps over to Social Studies by the beginning of the next school year, and we shared this work with other elementary schools within the District. The staff's work with LFS prepared them for a District wide expectation to implement the strategies in Social Studies and Science three years after our initial implementation. Our Achievement Liaison Teacher also attends monthly meetings with the ALT's from other schools to share our work with comprehension and word recognition strategies. Our most recent work with implementing phonics instruction into our Language Arts block for the intermediate grades has also been shared with the other elementary schools by our ALT.

## **4. Engaging Families and Communities:**

At various points throughout the year, we invite parents into the school to learn from both teachers and students what students are learning in our classrooms. Teachers from various grade levels work with our Title I and Achievement Liaison Teachers to give presentations on such topics as word study, Reader's Theatre, Fluency Stations, and computer math programs such as Dreambox and Ten Marks which

students can work on both in school and at home. We have also had students present this information to parents as well as to our Board of Education. At the beginning of each session, we provide dinner and/or literacy materials to parents which also gives us an opportunity to share what their students are doing in their classrooms and to create a mind set for the evening. Just this year, our Title I and Achievement Liaison teachers created a Family Book Club which included purchasing one of two novels to each of the 530 students in our building. The culminating activity for the club will be for families to join us for an evening of parents and their children participating in a multitude of activities related to the novels. Prior to any activity we host, we contact every parent by phone to inform them of the date and give a brief description of the event. By making this personal contact, we typically host quite a crowd.

## 1. Curriculum:

Students at Star Hill Elementary are provided equal access to the general education curriculum with accommodations and modifications provided as necessary. Special education students are mainstreamed to the greatest extent possible to ensure challenging and rigorous curriculum for all. Teachers plan, implement and assess in alignment with the Delaware standards in all content areas.

Primary instructional emphasis is placed on literacy instruction with the largest amount of instructional time allocated to this core content area. Students are engaged in a minimum of 120 minutes of English Language Arts instruction daily. Teachers follow a balanced literacy approach to include vocabulary (decoding/word study), fluency, and comprehension. Harcourt Trophies is utilized as our text, supported by small differentiated groups, incorporating leveled readers and programs such as Leveled Literacy Intervention, Reading Success from the Start, fluency, and comprehension centers. Teachers, the reading specialist, and literacy paraprofessionals have access to a multitude of support materials available in order to differentiate instruction for both ability level and text types including but not limited to: Benchmark Book Room, Reading A to Z, Read Naturally, Words Their Way, Time for Kids kits, Write Time for Kids, and Harcourt Intervention Kits.

Students are provided a minimum of ninety minutes daily of mathematics instruction focused on numeric, algebraic, and geometric reasoning delivered through Math Trailblazers, a challenging, comprehensive, K-5 mathematics curriculum with problem solving at its core. It is a balanced application of the Principles and Standards for School Mathematics structured so concepts and skills grow logically within each grade and from grade to grade. Students are regularly engaged in collaborative, hands on, labs that stretch their thinking and allow for exploration of multiple approaches to real world mathematical tasks.

Science and social studies share an important role in providing content knowledge for our students. Teachers utilize FOSS and STC science “kits” and newly created Delaware Recommended Curriculum (DRC) units for social studies in an effort to provide concept based, hands-on applications in both content areas. Social studies units fall into the strands of civics, economics, geography, and history. Science kits range in content from the exploration of Weather to Ecosystems. In both contents students are actively engaged in labs and simulations to help make connections and construct their own meaning around complex concepts.

Students participate in physical education, music, and art classes weekly. Related Arts teachers tailor their instruction to meet Delaware standards for their specialty area and work collaboratively with classroom teachers to allow for integration of skills for those students are more likely to grasp concepts outside of the traditional classroom setting. During related arts classes children are given additional opportunities to express themselves in multiple modalities while being enriched with necessary background knowledge in areas that will enhance their performance in all areas of the curriculum. The related arts classes also give students the experience of “showcasing” their talents outside of the core subjects through art shows, chorus concerts, and even express their competitive sportsmanship in yearly field day events.

In all subject areas there is an emphasis on the integration of technology to support learning. Teachers utilize document cameras to share student work and model, Smart Boards to engage students and capture learning as it occurs in the lesson, and lap tops to research, run support programs, and express themselves with multi-media resources.

## **2. Reading/English:**

During the 2009 - 2010 school year, McIlvaine Early Childhood Center opened its doors as the newest school in our district housing 21 full day kindergarten classrooms. Prior to that year, Star Hill Elementary housed a half day kindergarten program which was offered in the morning and afternoon. Students who were identified as "at risk" were given the opportunity to attend McIlvaine all day, but the majority of the kindergarten students in our District stayed at their home school attending half day programs. Our all day kindergarten program provides a solid foundation for Star Hillers through reading readiness skills utilizing concepts of print and acquiring phonemic awareness skills required to decode unknown text.

As students enter the first grade at Star Hill Elementary the emphasis continues to rest primarily on literacy with attention to vocabulary (phonics/decoding), fluency and comprehension. Students in grades one through five have a minimum of 120 minutes of English Language Arts daily with whole group and small groups. Rotations consist of time with the teacher and then two to three other stations. While working with the teacher students interact with text and focus on utilizing effective reading strategies. These groups are flexible and allow for students to move between levels of instruction as deemed necessary by regular progress monitoring. Students also rotate through teacher created literacy centers focused on the reinforcement and practice of a combination (depending on the grade level) of phonemic awareness, phonics/decoding, fluency, comprehension, and writing tasks.

Basic early literacy skills are monitored via the DIBELS Next. Students are benchmarked in the fall, winter and spring. Students not meeting "Core" are then progress monitored. Small groups are differentiated to provide students with the appropriate skills/strategies as well as materials to enhance their performance. Teachers organize their ELA block to include word recognition and fluency centers to provide the students with balanced reading instruction. Students who require additional support meet with the Achievement Liaison Teacher, Literacy Paraprofessional, or Title I Teacher. These students may receive additional instruction in comprehension, phonics, or fluency depending on their need.

Children demonstrating the weakest literacy skills are also provided additional time with the reading specialist, literacy paraprofessional, and/or the ALT to provide a "double dose" of reading instruction/intervention. These interventionists often take the place of one of the students' centers.

## **3. Mathematics:**

Delaware state standards and district curriculum are delivered through the use of the program Math Trailblazers. Math Trailblazers provides access to rigorous mathematics to all children. Teachers act as facilitators rather than lecturers. Content spirals throughout the year and grade levels. If a walkthrough were conducted in each grade level on the same day during math, the content would look very similar yet scaffold to meet the demands of the grade level curriculum and state standards.

A Universal Screening Tool (UST) is implemented three times per year and offers diagnostic measures of student understandings of the "big ideas" within in the numeric reasoning standard. Teachers administer the UST to their students and then score this tool with their grade-level colleagues. This enables teachers to uncover their students' thinking and become more skillful in their use of formative assessment in their classrooms.

Teachers focus on how they could improve their classroom instruction and the possibilities for interventions around students' strengths and weaknesses. Daily Practice Problems (DPPs) from the Math Trailblazers curriculum are used to progress monitor students. Teachers then track students' performance with the selected DPPs to document progress with the "big ideas" within the numeric reasoning standard.

The teachers implement prescribed targeted interventions with students who struggle with the Daily Practice Problems. These interventions are specific to each DPP and are based on teaching strategies that help students learn best. These interventions are implemented in various forms: large group, small group,

individual, or sometimes whole class.

The teachers meet with the district math resource teacher monthly to discuss trends in students' performance with the DPPs, discuss interventions that they have tried, and the success of these interventions. Teachers also plan for future lessons to help differentiate their instruction to help meet the needs of their students.

#### **4. Additional Curriculum Area:**

Delaware tests all fifth grade students in the areas of math, reading, and science. Over a five year period, some of the highest test results realized at Star Hill were in science. In the 2007 testing cycle, 98% of the students met the standard. Following testing sessions weren't far behind as subsequent years saw scores of 93, 97, and 96% of the fourth grade students meeting or exceeding the standard in science.

A text book is not used to address the Delaware state standards for science at Star Hill Elementary. Science concepts are taught exclusively through the Smithsonian FOSS kits. The current recommended curriculum includes such topics as science investigation, properties of materials, space, and life systems. The instructional kits are designed for students to use the scientific method as a means to conducting investigations related to eight content standards in the Delaware Recommended Curriculum. Everything from data sheets to Dixie cups are included with the kit to facilitate student investigations. Teachers take a "science alive" approach planning hands on, minds on activities rather than worksheets to facilitate natural curiosity in our students. Approximately fifty minutes a day are dedicated to science instruction and investigations. While assessments of learning are included in the instructional program, the teachers gain feedback from their students through direct observation of the various investigations included in each kit.

#### **5. Instructional Methods:**

A concentrated effort to rely on data based decision making has provided students at Star Hill Elementary with targeted instruction. Students' progress is monitored through a variety of classroom based assessments including cold reads as well as DIBELS, DCAS, and the Gates MacGinitie.

All classrooms are heterogeneously populated with primary responsibility for differentiation placed on the classroom teacher. A variety of leveled literature is available to teachers to supplement instruction in all content areas through the Harcourt series as well as the Benchmark Education's Bookroom stocked with multiple copies housed in the library. Grade level planning periods allow for collaboration among same grade teachers to address student needs as a team. Extended planning time is provided monthly to allow for data analysis and depth of discussion.

Our teachers act as diagnosticians and facilitators of learning. Small group instruction is observed in classrooms during both reading and math. Teachers focus on extending meaning and Bloom's higher level questioning. Technology is used to engage and support student learning.

A district initiative involving Rick Stiggins' Assessment for Learning has increased student involvement in their own assessment as well as provided a stronger teacher created assessment system that allows for multiple student attempts at mastery without penalty. Students are able to recognize "of" and "for" learning exercises and articulate their learning targets within each of the subject areas.

Star Hill Elementary values the support of all members of the staff. Reading specialists and paraprofessionals are provided sustained professional development in intervention strategies and programs to support regular classroom teachers.

## **6. Professional Development:**

Teachers at Star Hill Elementary are continuously engaged in professional growth through formal and informal opportunities provided both at the school and district level. It is vital that professional development is catered to the individual professionals in the same manner we would provide support for our students.

Training is offered in the summer by the district in all core content areas. The district also utilizes the train the trainer model when providing district wide trainings to allow the building administrator to train along with a group of teachers from his/her building. Star Hill teachers participate in monthly faculty meetings focused on instructional strategies supported by outside reading through book groups.

All building and district instructional expectations are supported with sustained professional development provided by district resource teachers, building teacher leaders, and outside consultants. Teachers and administrators are afforded the opportunity to attend regional conferences and workshops to stay current with best practices. The building principal has attended trainings on Learning Focused Solutions for planning and instruction. This strategy has been implemented at Star Hill Elementary since 2008.

The building principal, achievement liaison teacher, and reading specialist meet regularly with classroom teachers to review data and align professional development based on student achievement. Principal evaluations and walkthroughs provide teachers feedback on the implementation of building initiatives.

## **7. School Leadership:**

Our District allows its schools to develop their own Success Plans based on our students' needs and provide resources to support those plans. While the support may be instructional materials, the majority of it is in the form of professional development which can be presented at the building level. Four years ago, our Instructional Division created the Achievement Liaison Teacher position which allowed schools to place some of their best teachers into the role of developing professional development for the different grade levels in the building based on their current students' needs. The ALT works with the building principals and the instructional staff to provide professional development both during the school day and on regularly scheduled professional development days when students are not in session. Three years ago, Star Hill Elementary scheduled monthly meetings for each of its grade levels where those teachers could meet with the building administrators and the ALT during an extra planning period where they received professional development based on areas on which their students needed to improve. These areas were identified from the state and classroom based assessment results. During the last year, this practice has evolved into weekly Professional Learning Community meetings. The role of the building administrators is to support the PLC process and use the data provided from standardized and classroom based assessments in order to improve instruction. It is our belief that our instruction must constantly improve in order to gain one full year of growth in our students from one year of instruction.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: DSTP/DCAS

Edition/Publication Year: 2006-2010 and 2011 Publisher: Harcourt/AIR

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets Proficiency/Advanced	89	97	97	93	93
Advanced	41	58	61	41	41
Number of students tested	87	113	95	95	103
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Proficiency/Advanced	79	93	93	77	93
Advanced	0	43	40	27	25
Number of students tested	34	40	30	22	31
<b>2. African American Students</b>					
Meets Proficiency/Advanced	84	93	89	83	91
Advanced	23	42	32	20	17
Number of students tested	31	41	28	30	35
<b>3. Hispanic or Latino Students</b>					
Meets Proficiency/Advanced					
Advanced					
Number of students tested	4	4	4	3	2
<b>4. Special Education Students</b>					
Meets Proficiency/Advanced	92	100		100	92
Advanced	17	10		34	15
Number of students tested	12	10	5	15	13
<b>5. English Language Learner Students</b>					
Meets Proficiency/Advanced					
Advanced					
Number of students tested	1	3	3	3	2
<b>6. Asian</b>					
Meets Proficiency/Advanced					
Advanced					
Number of students tested	2	4	5		1
<b>NOTES:</b>					
The DSTP was administered up until the year 2010-2011 when Delaware introduced a new state test (DCAS). There were five performance levels with the DSTP. DCAS has four performance levels. The DCAS spring window opens in February and end in June. We are only able to report SES data by % meet standard and % below standard. We do not have meet and advanced data available to us.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: DSTP/DCAS

Edition/Publication Year: 2006-2010 and 2011 Publisher: Harcourt/AIR

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets Proficiency/Advanced	84	94	94	89	91
Advanced	60	56	62	49	35
Number of students tested	87	112	90	81	91
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Proficiency/Advanced	74	91	93	72	80
Advanced	0	38	41	11	20
Number of students tested	34	40	27	18	24
<b>2. African American Students</b>					
Meets Proficiency/Advanced	79	90	84	74	83
Advanced	35	45	42	9	24
Number of students tested	31	40	24	23	29
<b>3. Hispanic or Latino Students</b>					
Meets Proficiency/Advanced					
Advanced					
Number of students tested	4	4	4	3	
<b>4. Special Education Students</b>					
Meets Proficiency/Advanced	92				
Advanced	35				
Number of students tested	31	9		1	1
<b>5. English Language Learner Students</b>					
Meets Proficiency/Advanced					
Advanced					
Number of students tested	1	3	3	3	1
<b>6. Asian</b>					
Meets Proficiency/Advanced					
Advanced					
Number of students tested	2	4	5		1
<b>NOTES:</b>					
<p>The DSTP was administered up until the year 2010-2011 when Delaware introduced a new state test (DCAS). There were five performance levels with the DSTP. DCAS has four performance levels. The DCAS testing window is open for spring administration from February until June. We are only able to report SES data by % meet standard and % below standard. We do not have meet and advanced data available to us.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: DSTP/DCAS

Edition/Publication Year: 2006-2010 and 2011 Publisher: Harcourt/AIR

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets Proficiency/Advanced	86	86	88	89	83
Advanced	36	54	39	36	45
Number of students tested	109	116	92	110	88
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Proficiency/Advanced	83	80	84	83	66
Advanced	0	42	21	26	14
Number of students tested	40	45	24	30	27
<b>2. African American Students</b>					
Meets Proficiency/Advanced	80	68	77	71	65
Advanced	26	28	22	17	17
Number of students tested	35	35	31	35	29
<b>3. Hispanic or Latino Students</b>					
Meets Proficiency/Advanced					
Advanced					
Number of students tested	5	7	2	4	4
<b>4. Special Education Students</b>					
Meets Proficiency/Advanced	87	36	88	87	45
Advanced	0	0	12	6	9
Number of students tested	15	14	17	16	11
<b>5. English Language Learner Students</b>					
Meets Proficiency/Advanced					
Advanced					
Number of students tested	4	1		3	
<b>6. Asian</b>					
Meets Proficiency/Advanced				100	
Advanced				1	
Number of students tested	4	5	1	100	1
<b>NOTES:</b>					
<p>The DSTP was administered up until the year 2010-2011 when Delaware introduced a new state test (DCAS). There were five performance levels with the DSTP. DCAS has four performance levels. The DCAS window opens in February and closes in June. We are only able to report SES data by % meet standard and % below standard. We do not have meet and advanced data available to us.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: DSTP/DCAS

Edition/Publication Year: 2006-2010 and 2011 Publisher: Harcourt/AIR

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets Proficiency/Advanced	90	89	92	87	82
Advanced	56	49	37	34	42
Number of students tested	109	109	75	95	81
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Proficiency/Advanced	85	79	71	82	59
Advanced		27	18	27	17
Number of students tested	40	44	17	22	24
<b>2. African American Students</b>					
Meets Proficiency/Advanced	83	78	78	79	73
Advanced	43	26	14	15	27
Number of students tested	35	31	22	28	26
<b>3. Hispanic or Latino Students</b>					
Meets Proficiency/Advanced					
Advanced					
Number of students tested	5	7	2	2	4
<b>4. Special Education Students</b>					
Meets Proficiency/Advanced	73		67		
Advanced	33				
Number of students tested	15	7	17	1	4
<b>5. English Language Learner Students</b>					
Meets Proficiency/Advanced					
Advanced					
Number of students tested	4	1		2	
<b>6. Asian</b>					
Meets Proficiency/Advanced					
Advanced					
Number of students tested	4	5	1	1	1
<b>NOTES:</b>					
<p>The DSTP was administered up until the year 2010-2011 when Delaware introduced a new state test (DCAS). There were five performance levels with the DSTP. DCAS has four performance levels. The DCAS spring window opens in February and continues until June. We are only able to report SES data by % meet standard and % below standard. We do not have meet and advanced data available to us.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: DSTP/DCAS

Edition/Publication Year: 2006-2010 and 2011 Publisher: Harcourt/AIR

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets Proficiency/Advanced	88	90	96	93	93
Advanced	45	42	40	36	28
Number of students tested	111	120	116	92	77
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Proficiency/Advanced	78	88	94	83	87
Advanced	0	33	26	13	5
Number of students tested	46	47	31	23	22
<b>2. African American Students</b>					
Meets Proficiency/Advanced	84	91	98	81	92
Advanced	26	33	21	15	12
Number of students tested	31	40	39	35	25
<b>3. Hispanic or Latino Students</b>					
Meets Proficiency/Advanced					
Advanced					
Number of students tested	8	5	5	4	4
<b>4. Special Education Students</b>					
Meets Proficiency/Advanced	61	74	94	91	80
Advanced	23	21	19	0	0
Number of students tested	13	34	16	11	10
<b>5. English Language Learner Students</b>					
Meets Proficiency/Advanced					
Advanced					
Number of students tested	3	2	3		
<b>6. Asian</b>					
Meets Proficiency/Advanced					
Advanced					
Number of students tested	7	1	1	2	
<b>NOTES:</b>					
<p>The DSTP was administered up until the year 2010-2011 when Delaware introduced a new state test (DCAS). There were five performance levels with the DSTP. DCAS has four performance levels. The DCAS window opens in February and closes in June. We are only able to report SES data by % meet standard and % below standard. We do not have meet and advanced data available to us.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: DSTP/DCAS

Edition/Publication Year: 2006-2010 and 2011 Publisher: Harcourt/AIR

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets Proficiency/Advanced	89	89	99	92	90
Advanced	57	39	52	52	37
Number of students tested	111	110	102	84	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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Proficiency/Advanced	80	78	96	94	76
Advanced	0	25	21	22	18
Number of students tested	45	40	24	18	17
<b>2. African American Students</b>					
Meets Proficiency/Advanced	90	79	97	81	71
Advanced	45	16	34	35	19
Number of students tested	31	38	30	28	21
<b>3. Hispanic or Latino Students</b>					
Meets Proficiency/Advanced					
Advanced					
Number of students tested	8	5	4	4	4
<b>4. Special Education Students</b>					
Meets Proficiency/Advanced		71			
Advanced		13			
Number of students tested	5	24	2	3	3
<b>5. English Language Learner Students</b>					
Meets Proficiency/Advanced					
Advanced					
Number of students tested	3	1	2		
<b>6. Asian</b>					
Meets Proficiency/Advanced					
Advanced					
Number of students tested	7		1	2	
<b>NOTES:</b>					
<p>The DSTP was administered up until the year 2010-2011 when Delaware introduced a new state test (DCAS). There were five performance levels with the DSTP. DCAS has four performance levels. The spring DCAS window opens in February and closes in June. We are only able to report SES data by % meet standard and % below standard. We do not have meet and advanced data available to us.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets Proficiency/Advanced	87	90	93	91	89
Advanced	40	51	46	37	38
Number of students tested	307	349	303	297	268
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Proficiency/Advanced	79	86	90	81	82
Advanced	0	39	29	22	15
Number of students tested	120	132	85	75	80
<b>2. African American Students</b>					
Meets Proficiency/Advanced	82	84	88	78	82
Advanced	25	34	24	17	15
Number of students tested	97	116	98	100	89
<b>3. Hispanic or Latino Students</b>					
Meets Proficiency/Advanced	58	87	90	90	100
Advanced	29	31	36	45	30
Number of students tested	17	16	11	11	10
<b>4. Special Education Students</b>					
Meets Proficiency/Advanced	80	69	92	92	73
Advanced	12	14	13	14	8
Number of students tested	40	58	38	42	34
<b>5. English Language Learner Students</b>					
Meets Proficiency/Advanced					
Advanced					
Number of students tested	8	6	6	6	2
<b>6. Asian</b>					
Meets Proficiency/Advanced	92	80		100	
Advanced	69	70		1	
Number of students tested	13	10	7	102	2
<b>NOTES:</b>					
<p>The DSTP was administered up until the year 2010-2011 when Delaware introduced a new state test (DCAS). There were five performance levels with the DSTP. DCAS has four performance levels. The DCAS spring window opens in February and end in June. We are only able to report SES data by % meet standard and % below standard. We do not have meet and advanced data available to us.</p>					

# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets Proficiency/Advanced	87	90	95	89	87
Advanced	57	48	51	44	37
Number of students tested	307	331	267	260	242
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Proficiency/Advanced	79	82	88	82	71
Advanced	0	29	28	20	18
Number of students tested	119	124	68	58	65
<b>2. African American Students</b>					
Meets Proficiency/Advanced	83	82	87	78	76
Advanced	41	29	30	20	23
Number of students tested	97	109	76	79	76
<b>3. Hispanic or Latino Students</b>					
Meets Proficiency/Advanced	88	81	90		
Advanced	53	43	30		
Number of students tested	17	16	10	9	8
<b>4. Special Education Students</b>					
Meets Proficiency/Advanced	87	75	70		
Advanced	36	12	0		
Number of students tested	51	40	19	5	8
<b>5. English Language Learner Students</b>					
Meets Proficiency/Advanced					
Advanced					
Number of students tested	8	5	5	5	1
<b>6. Asian</b>					
Meets Proficiency/Advanced	100				
Advanced	76				
Number of students tested	13	9	7	3	2
<b>NOTES:</b>					
<p>The DSTP was administered up until the year 2010-2011 when Delaware introduced a new state test (DCAS). There were five performance levels with the DSTP. DCAS has four performance levels. The DCAS testing window is open for spring administration from February until June. We are only able to report SES data by % meet standard and % below standard. We do not have meet and advanced data available to us.</p>					