

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Mrs. Martha R. Clark
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Lake Forest East Elementary School
(As it should appear in the official records)

School Mailing Address 124 West Front Street
(If address is P.O. Box, also include street address)

Frederica DE 19946-2083
City State Zip Code+4 (9 digits total)

County Kent State School Code Number* 150658

Telephone (302) 335-5261 Fax (302) 335-5273

Website/URL www.k12.de.us/lfeast/ E-mail mrclark@lf.k12.de.us

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

(Principal's Signature) Date _____

Name of Superintendent* Dr. Daniel D. Curry
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Lake Forest School District Tel. (302) 284-3020

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

(Superintendent's Signature) Date _____

Name of School Board Mr. Christopher W. Baker, President
President/Chairperson _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 4 Elementary schools
 0 Middle schools
 1 Junior high schools
 1 High schools
 0 Other
 6 TOTAL
2. District Per Pupil Expenditure: \$11,771.00
 Average State Per Pupil Expenditure: \$37,544.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 1 Number of years the principal has been in her/his position at this school.
 6 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	37	33	70	8			
1	36	35	71	9			
2	42	42	84	10			
3	26	38	64	11			
4	43	35	78	12			
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							367

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| 73 | % White |
| 20 | % Black or African American |
| 6 | % Hispanic or Latino |
| 1 | % Asian/Pacific Islander |
| 0 | % American Indian/Alaskan Native |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 16 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	22
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	35
(3)	Total of all transferred students [sum of rows (1) and (2)]	57
(4)	Total number of students in the school as of October 1	367
(5)	Total transferred students in row (3) divided by total students in row (4)	.16
(6)	Amount in row (5) multiplied by 100	16%

8. Limited English Proficient students in the school: 8 %
27 Total Number Limited English Proficient
 Number of languages represented: 4
 Specify languages: Spanish, Creole, Italian, Japanese

9. Students eligible for free/reduced-priced meals: 45 %
 Total number students who qualify: 166

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 federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 6 %
23 Total Number of Students Served

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> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 1 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 19 </u> Specific Learning Disability
<u> 3 </u> Emotional Disturbance	<u> </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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> 1 </u>	<u> 0 </u>
Classroom teachers	<u> 19 </u>	<u> 0 </u>
Special resource teachers/specialists	<u> 8 </u>	<u> 0 </u>
Paraprofessionals	<u> 2 </u>	<u> 6 </u>
Support staff	<u> 9 </u>	<u> 2 </u>
Total number	<u> 39 </u>	<u> 8 </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 20:1

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	95%	95%	95%	95%	94%
Daily teacher attendance	93%	92%	91%	91%	91%
Teacher turnover rate	4%	8%	3%	8%	9%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Lake Forest East Elementary School is a beautiful slate-roofed school built in 1931 and nestled in the small town of Frederica, Delaware. Our school houses approximately 380 students in grades kindergarten through four. Our student population is diverse in ethnicity as well as in socioeconomic standings. Approximately 20% of our students are able to walk to school from their home in Frederica, a town with a population of approximately 800 people.

East Elementary is a wonderful little school where staff members work together to provide a high quality education and caring atmosphere. Our mission is to provide a learning environment that will build self-esteem and confidence, enhance technological and economic awareness, set high expectations to maximize learning, and to form a community-wide commitment that will meet the diverse needs of our students and the challenges of a changing world. In each of the curricular areas and in each of our classrooms, kindergarten through 4th grade, students are actively engaged in instruction as they work on meeting the Delaware State Standards. At East, we emphasize the achievements of each of our students, as each is truly a cherished member of our family. We believe in and embrace the concept that every child is special and deserves a high quality education as well as a safe and caring atmosphere to learn. We have designed a classroom guidance program to include weekly classroom guidance lessons on topics such as bullying, friendship, etc. We also provide small group counseling (anger management group, divorce group, etc.) and individual counseling for our students.

Our entire staff is committed to student achievement as well as to meeting the social, emotional and academic needs our students. Our Delaware Student Testing Program scores have consistently risen in the past five years at all grade levels to indicate that our students are meeting the Delaware State Standards. In Delaware, third grade is an accountability year meaning that the test scores in that grade have significant impact on the school as a whole as well as on each individual child. We are very proud to report that at East Elementary, our third grade scores in Reading and Math in 2005 have increased to the point that 100% of our students met the standard in Reading and 98% of our third grade students met the standard in Math. We are also extremely proud of the fact that in the 2004-2005 school year, we reduced our achievement gap in Reading and Math to 0%.

The staff at Lake Forest East Elementary School truly value staff development. We have the philosophy that everyone in our building is a learner. Our staff has participated in numerous staff development activities in order to increase student achievement as well as to meet the needs of our students. The entire staff participated in a two-year workshop series on Differentiated Instruction in order to better meet the needs of all students in their class. Our staff also participates in local, statewide and national development activities throughout the school year. Currently we have staff members participating in staff development in order to develop a positive behavior support program at East Elementary.

Parents are an integral part of our school at Lake Forest East Elementary School. The doors to our school are always open to them. We have many parents that volunteer in our classrooms helping teachers by cutting, pasting, making copies, etc. As a staff, we provide opportunities for our parents to learn about and see our curricular program in action by offering curricular nights. During these events, parents have the opportunity to learn more about and participate in some of the same instructional activities that their child participates in during class. At the conclusion of each school year, a parent survey is given to all parents of students at East. We use the results of these surveys to provide better opportunities for our parents. In fact, this year we offered a Math Curriculum Night as well as a parent workshop on Student Self-Esteem. Our parents asked for more information on both of these topics on the survey given out at the end of the 2004-2005 school year. Additionally, we have a very active Parent/Teacher Association at Lake Forest East Elementary School. Our PTA is a vital partner which commits time, funds, and energy to supplement the educational needs of both our staff and our students.

A strong staff that is committed to excellence, a caring atmosphere that values accomplishment and hard work plus a community which considers itself part of the educational team, is the formula that has spelled success for our students at Lake Forest East Elementary School.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In the state of Delaware, students participate in an assessment called the Delaware Student Testing Program (DSTP). DSTP is Delaware's initiative to measure how well our students are prepared relative to the Delaware Content Standards in English Language Arts, Mathematics, Science, and Social Studies. Second and third grade students take the Reading, Math and Writing DSTP and fourth grade students take the Reading, Writing, Math, Science and Social Studies DSTP. Students in grade three are scored using a rubric with levels 1 through 5. The levels are as follows: Level 1 (well below standard), level 2 (below standard), level 3 (meets the standard), level 4 (exceeds standard), and level 5 (distinguished). Grades two and four are scored in Reading, Writing and Math using the following: satisfactory, unsatisfactory and warning. Grade four uses the same rubric of 1-5 as detailed above for Science and Social Studies. More information can be found regarding Lake Forest East's DSTP scores at <http://dstp.doe.k12.de.us/DSTPMart/SUMSch.asp?sch=658>.

Grade Three: At Lake Forest East Elementary School we are very proud of our steady growth in DSTP scores. In Reading, the percentage of students for grade three who meet or went beyond meeting the standard showed a steady and substantial increase from 2003 (82%) through 2005 (100%). Additionally, we saw an increase of the number of students in 2005 that scored at performance levels 4 or 5 (43%). In Math, the percentage of students for grade three who meet or went beyond meeting the standard showed a steady and substantial increase from 2001 (76%) through 2005 (98%). In Writing, the percentage of students for grade three who meet or went beyond meeting the standard has also showed a steady and substantial increase from 2003 (59%) to 2005 (92%).

Summary of DSTP Results as Related to the Achievement Gap

- Reading: We are very proud of the fact that Lake Forest East did not show an achievement gap for third grade students in Reading in the spring of 2005. Our Title I program, after school tutoring program, as well as our transitional kindergarten and first grade programs have worked to catch those students who may be at-risk for success early in their educational career and have given them the extra instruction, attention and small group attention that they needed in order to improve their skills to be on grade level.
- Math: We are very proud of the fact that, again, Lake Forest East did not show an achievement gap for third grade students in Math in the spring of 2005. As noted earlier, the use of a hands-on math curriculum as well as our after school tutoring program have both worked to better prepare our students for the DSTP and lower our gap.
- Writing: Our third grade writing scores are consistently above the state average and our achievement gap has steadily decreased. In grades 2-4 we will be using the 6 +1 Traits Writing model that goes along with our new reading series.

2. Using Assessment Results:

The staff at Lake Forest East Elementary School use disaggregated as well as summative assessment results in many ways in order to improve school and student performance. In the summer, the Leadership team (one representative from each grade level, enrichment, special education, counseling, title 1, administrator, and at times a parent representative) examines the prior year's state testing data at all grade levels in our school. Not only do we look for year-to-year trends in each of academic areas – Reading, Math, Writing, Science and Social Studies, we also examine the disaggregated data looking at year-to-

year trends within each concept area of the academic areas (i.e. in Math we not only look at the holistic math scores for each grade level but also concept areas within Math such as measurement, problem solving, geometry, etc.). We also analyze test data by subgroups of students – low income, minority, gender, etc. A report available to us from the state is an Instructional Needs report. This report details, for each student scoring below standard, the areas within each concept (i.e. measurement for Math, word analysis for Reading, etc.) the student was unable to demonstrate mastery. After analyzing the disaggregated as well as holistic information, the Leadership team then works together to make recommendations on how to best address any needs that we uncover in order to improve test scores. This information is taken to staff meetings where, as a group, we again work to make decisions to improve our instructional program based on student need.

Additionally, during grade-level (including enrichment and special education) meetings at the beginning of the year as well as throughout the year, testing information is analyzed. By using disaggregated state testing information as well as school-level assessment information (i.e. mock test results, end of unit testing results, etc.), we are consistently able to reevaluate our instructional program in order to best meet the needs of our students.

3. Communicating Assessment Results:

Assessment results are communicated in a variety of ways. Within the school, posters are displayed which show the progress of our 3rd grade test scores in Math, Reading and Writing from 2001 to present and include our goal for 2006. Posters are also displayed showing the progress of our 4th grade scores in Science and Social Studies in the same manner as described above. These posters are displayed outside of the main office where they are visible to everyone who visits and/or attends our school. We announced and celebrated our 3rd grade test scores from 2005 with our students. Not only were the scores announced to students, we also held a celebration in school for students and a skating party for the 4th grade students (last year's 3rd grade students) to celebrate their success. The entire staff from East Elementary School celebrated the success of our 2005 3rd grade scores as well. We had a dinner/dance celebration hosted by the administration at East in the fall of 2005. At Board Meetings for the Lake Forest District, student performance is discussed as well as clearly explained using graphs, charts and other visual aids. Our scores are also posted in local and statewide newspapers as well as on the statewide website for the entire community to see.

4. Sharing Success:

The successes at East Elementary School have been shared with other schools through meetings with other elementary school principals that happen each month. Successes, instructional strategies, etc. are discussed and shared at these monthly meetings. Staff members at Lake Forest East Elementary School are members of district-wide curriculum cadre groups in core curriculum areas (i.e. Reading, Writing, etc.). During these meetings, teaching staff share instructional strategies, successes, etc. Also, during the 2004-2005 school year East Elementary school hosted a series of Best Practices in Education workshops in which teachers at East Elementary as well as teachers from other schools in the district were in attendance and discussed, shared, analyzed and studied the current Best Practices in Reading Instruction. In planning for the future, it is our desire and goal to have more involvement in sharing our successes as well as the strategies that we use to achieve success with schools outside of our district. It is a goal of the administration that within the next school year, 2006-2007, staff members at East Elementary will be involved at presenting at local, statewide and national workshops.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum and Instruction:

Math Instruction at Lake Forest East Elementary School is very hands-on and developmentally appropriate for kindergarten through 4th grade students. Our teachers utilize the Math Investigations program which aligns with the Delaware State Standards in Math as well as NCTM (National Council of Teachers of Mathematics) standards. In this program, students are actively involved in constructing meaning of the math concepts that they are learning. Teachers also pull skill and drill types of activities to reinforce concepts from a variety of other sources that we, at East, have integrated into our math program. We consistently use standardized as well as informal types of assessments to evaluate our overall math program to ensure that all standards are appropriately taught and assimilated by our students. Also, free after-school tutoring in Math is offered to students that are struggling with grade-level expectations in Math. This year, in order to meet the needs of our more successful math students in third grade we are offering a Math Club after school. The students in this club participate in activities that extend the math concepts that are being taught in their classrooms. Math instruction for our Special Education students is individualized in accordance with each student's IEP. Our Special Education teachers use strategies similar to those being used in the regular education classes along with additional instructional materials and programs so that the needs of these students can best be met.

All teachers at Lake Forest East Elementary School participated in a year-long Best Practices in Reading Instruction workshop. The strategies studied and learned have been successfully integrated into the reading program for all kindergarten through 4th grade students. Regular Education classrooms use Best Practices strategies along with the Scott Foresman Reading series, novel studies, and Reading Counts (a program that encourages students to read trade books on their individual reading level). We are currently examining Readers Workshop and looking at how this strategy may be integrated to best meet the needs of our students. In addition, we offer free after-school tutoring in Reading as well as Title I services for those students struggling with grade-level expectations in Reading. This year, in order to meet the needs of our more successful reading students, we are offering a Literature Circle Club. The students in this club will read novels and participate in activities that extend the reading concepts being taught in their classes. Reading instruction for our Special Education students is individualized in accordance with each student's IEP. Our Special Education teachers use strategies similar to those being used in the regular education classes along with additional instructional materials and programs so that the needs of these students can best be met.

Science Instruction at Lake Forest East Elementary school is extremely hands-on and aligned with Delaware State Standards. Our teachers utilize Smithsonian Science kits to teach science concepts. All teachers have been trained to use these kits. In our Social Studies classes, teachers use a variety of instructional materials and strategies. Teachers have access to the Scott Foresman Social Studies curriculum as well as a variety of other resources. Although test data shows that our scores on standardized Social Studies assessments are rising, we are looking at a variety of instructional materials and strategies to improve our current program to best meet the Delaware State Standards.

Students at East Elementary attend Enrichment classes: Art, Music, Computer, PE and Library one time each week. Each month, classroom teachers communicate via an informational sheet, what concepts and/or curricular areas are being covered in each subject. As much as possible, Enrichment teachers attempt to correlate and integrate their instruction with the instruction in the classroom. The instruction in each of our Enrichment classes is very hands-on, active and aligned to the Delaware State Standards.

2. Elementary Reading:

As stated in section V. 1, all teachers at Lake Forest East Elementary School participated in a year-long Best Practices in Reading Instruction workshop. We participated in this workshop in order to learn what

current research dictates are the Best Practices to teach Reading to elementary school children and how to best use each of these practices in our classrooms. The strategies studied and learned during the 2004-2005 school year have been successfully integrated into the reading program for all kindergarten through 4th grade students. Regular Education classrooms use Best Practices strategies along with the Scott Foresman Reading series which has been adopted by the Lake Forest School District, novel studies, and Reading Counts (a program that encourages students to read trade books on their individual reading level). We are currently examining Readers Workshop and looking at how this strategy may be integrated to best meet the needs of our students. In addition, we offer free after-school tutoring in Reading as well as Title I services for those students struggling with grade-level expectations in Reading. This year, in order to meet the needs of our more successful reading students, we are offering a Literature Circle Club. The students in this club will read novels and participate in activities that extend the reading concepts being taught in their classes. Reading instruction for our Special Education students is individualized in accordance with each student's IEP. Our Special Education teachers use strategies similar to those being used in the regular education classes along with additional instructional materials and programs so that the needs of these students can best be met.

3. Mathematics, Science, Art, Etc.:

Math, science, art and other curricular areas of instruction at Lake Forest East Elementary School are very hands-on and developmentally appropriate for kindergarten through 4th grade students. Our teachers utilize the Math Investigations program which aligns with the Delaware State Standards in Math as well as NCTM standards. In this program, students are actively involved in constructing meaning of the math concepts that they are learning. Teachers also pull skill and drill types of activities to reinforce concepts from a variety of other sources that we, at East, have integrated into our math program.

Science Instruction at Lake Forest East Elementary school is extremely hands-on and is also aligned with Delaware State Standards. Our teachers utilize Smithsonian Science kits to teach science concepts. The "kits" include numerous hands-on activities that allow students to "see" science concepts in action. All teachers at East Elementary have been trained to use these kits. In our Social Studies classes, teachers use a variety of instructional materials and strategies. Teachers have access to the Scott Foresman Social Studies curriculum as well as a variety of other resources. Although test data shows that our scores on standardized Social Studies assessments are rising, we are looking at a variety of instructional materials and strategies to improve our current program to best meet the Delaware State Standards.

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4. Instructional Methods:

On any given day and in any classroom, an observer will see students actively involved in their instruction at Lake Forest East Elementary School. As mentioned earlier, the instructional program in our kindergarten through 4th grade classrooms in all instructional areas is aligned with the Delaware State Standards. The staff at East Elementary learned a great deal in both the year-long Best Practices in Reading Instruction workshop series as well as the two year-long Differentiated Instruction workshop series that were attended by staff. We have incorporated a variety of strategies learned in these two workshops into our curricular program school wide and into all of our classrooms. For instance, a variety of graphic organizers are used in Math, Reading, Writing and other curricular areas. The use of KWL (what do we Know, what do we Want to learn, what did we Learn) charts is also a very effective instructional method that is used in all of our classrooms. Hands-on activities designed around the concepts being taught in all curricular domains as well as "skill and drill activities" are used in order to

meet the needs of all types of learners at East Elementary School. A variety of assessment strategies are used including traditional “tests”, projects, rubrics, etc.

5. Professional Development:

Staff members at Lake Forest East Elementary School participated in a workshop series on Best Practices in Reading Instruction throughout the 2004-2005 school year. All instructional staff also participated in a workshop series on Differentiated Instruction during the 2003-2005 school years. The series on Differentiated Instruction began with a team of teachers from East attending a week-long training in Florida on Differentiated Instruction and then coming back to Delaware to lead the two-year long workshop series. These two workshops have led to better instruction in our classrooms thus improved student achievement. Professional development about accountability – what is it, what does it mean, and how does it work – has also been on-going as well as professional development on Reading and interpreting the results of our DSTP scores. With this knowledge, our staff has a much clearer understanding of the accountability system as well as the testing program in Delaware. This has led to better preparation for the DSTP as well as instruction that is clearly aligned to the Delaware State Standards. Staff members at East are also encouraged to and take advantage of grade-level workshops on Best Practices, curricular workshops (i.e. 6 +1 Traits of Writing, effective grouping strategies, etc.), and other professional development activities that will aid them on improving student achievement.

PART VII - ASSESSMENT RESULTS

State Criterion-Referenced Tests

Subject Reading Grade 3 Test Delaware Student Testing Program (DSTP)

Publisher Harcourt Assessment

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March	March	March
% At or Above Meets State Standards	100%	90%	82%	86%	76%
% At Exceeds State Standards	29%	20%	10%	16%	16%
% At Distinguished	14%	17%	15%	8%	1%
Number of Students tested	60	69	74	83	92
Percent of total students tested	97%	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. Economically Disadvantaged					
% At or Above Meets State Standards	100%	84%	80%	77%	Not avail.
% At Exceeds State Standards	33%	17%	4%	3%	Not avail.
% At Distinguished	4%	0%	4%	3%	Not avail.
Number of Students Tested	24	24	25	31	Not avail.
2. Caucasian					
% At or Above Meets State Standards	100%	94%	84%	89%	77%
% At Exceeds State Standards	32%	22%	11%	16%	14%
% At Distinguished	16%	22%	16%	11%	0%
Number of Students Tested	50	50	57	64	66
3. African American					
% At or Above Meets State Standards	100%	69%	66%	76%	74%
% At Exceeds State Standards	22%	13%	0%	12%	22%
% At Distinguished	0%	6%	8%	0%	4%
Number of Students Tested	9	16	12	17	23

State Criterion-Referenced Tests

Subject Math Grade 3 Test Delaware Student Testing Program (DSTP)

Publisher Harcourt Assessment

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March	March	March
% At or Above Meets State Standards	98%	94%	92%	82%	76%
% At Exceeds State Standards	34%	38%	30%	27%	13%
% At Distinguished	13%	15%	14%	6%	3%
Number of Students tested	62	68	74	83	92
Percent of total students tested	100%	98%	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. Economically Disadvantaged					
% At or Above Meets State Standards	96%	91%	88%	74%	Not Avail.
% At Exceeds State Standards	25%	26%	20%	6%	Not Avail.
% At Distinguished	13%	4%	4%	6%	Not Avail.
Number of Students Tested	24	23	25	31	Not Avail.
2. Caucasian					
% At or Above Meets State Standards	98%	98%	93%	88%	74%
% At Exceeds State Standards	39%	48%	33%	31%	9%
% At Distinguished	14%	16%	14%	8%	3%
Number of Students Tested	51	50	57	64	66
3. African American					
% At or Above Meets State Standards	100%	80%	92%	65%	74%
% At Exceeds State Standards	11%	13%	0%	6%	17%
% At Distinguished	11%	13%	0%	0%	0%
Number of Students Tested	9	15	12	17	23

State Criterion-Referenced Tests

Subject Writing Grade 3 Test Delaware Student Testing Program (DSTP)

Publisher Harcourt Assessment

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March	March	March
% At or Above Meets State Standards	92%	80%	59%	70%	37%
% At Exceeds State Standards	0%	1%	0%	2%	0%
% At Distinguished	0%	0%	0%	0%	0%
Number of Students tested	61	69	74	83	92
Percent of total students tested	98%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%

SUBGROUP SCORES

1. Economically Disadvantaged					
% At or Above Meets State Standards	92%	79%	56%	61%	Not Avail.
% At Exceeds State Standards	0%	0%	0%	3%	Not Avail.
% At Distinguished	0%	0%	0%	0%	Not Avail.
Number of Students Tested	24	24	25	31	Not Avail.
2. Caucasian					
% At or Above Meets State Standards	96%	88%	65%	77%	32%
% At Exceeds State Standards	0%	2%	0%	3%	0%
% At Distinguished	0%	0%	0%	0%	0%
Number of Students Tested	51	50	57	64	66
3. African American					
% At or Above Meets State Standards	78%	56%	33%	47%	48%
% At Exceeds State Standards	0%	0%	0%	0%	0%
% At Distinguished	0%	0%	0%	0%	0%
Number of Students Tested	9	16	12	17	23