

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13DE2

School Type (Public Schools): Charter Title 1 Magnet Choice

Name of Principal: Mrs. Jennifer Nauman

Official School Name: Richard A. Shields Elementary School

School Mailing Address: 910 Shields Avenue
Lewes, DE 19958-5717

County: Sussex State School Code Number*: 17-712

Telephone: (302) 645-7748 E-mail: jennifer.nauman@cape.k12.de.us

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I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Robert Fulton Superintendent e-mail: robert.fulton@cape.k12.de.us

District Name: Cape Henlopen District Phone: (302) 645-6686

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Andrew Lewis

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, Director, National Blue Ribbon Schools (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, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

1. The school configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be 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 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. 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 4 Elementary schools (includes K-8)
2 Middle/Junior high schools
1 High schools
1 K-12 schools
8 Total schools in district
2. District per-pupil expenditure: 16064

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: 3
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	58	49	107
1	64	74	138
2	56	46	102
3	69	46	115
4	56	59	115
5	54	50	104
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			681

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
3 % Asian
11 % Black or African American
8 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
71 % White
6 % 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 2011-2012 school year: 12%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	43
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	31
(3)	Total of all transferred students [sum of rows (1) and (2)].	74
(4)	Total number of students in the school as of October 1, 2011	635
(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: 2%
Total number of ELL students in the school: 16
Number of non-English languages represented: 3
Specify non-English languages:

The three non-english languages represented at Shields are: Mandarin, Spanish, and Polish.

9. Percent of students eligible for free/reduced-priced meals: 53%
 Total number of students who qualify: 370

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.

As this information is confidential, I requested a total number of students who receive free and reduced lunch and divided it by our current number of students.

10. Percent of students receiving special education services: 11%
 Total number of students served: 63

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

<u>1</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>29</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>13</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>32</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>11</u>	<u>0</u>
Paraprofessionals	<u>12</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>20</u>	<u>4</u>
Total number	<u>77</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

21:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	95%	94%	95%	95%	99%
High school graduation rate	%	%	%	%	%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

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

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

“Great schools don’t happen by chance. Great schools happen by design.” ~United States Secretary of Education, Arne Duncan

Upon entering the doors at Richard A. Shields Elementary, you immediately begin to feel the learning, sharing, and positive culture that are being created here. You will see smiling staff members, eager and engaged students, and many parents volunteering their time. Our bulletin boards and hallways are adorned with student work and recognition. Our achievement banners can be found hanging in all of our hallways. In reference to Arne Duncan's quote, this atmosphere did not happen by chance, but has been grown for many years with great planning, phenomenal teachers, supportive parents and superb leadership. At Shields, we believe ALL students can learn and it is our job to help them do so.

Richard A. Shields is one of four elementary schools in the Cape Henlopen School District. It is located in the resort, beach town of Lewes, Delaware. The school is named for Mr. Shields, who was the Superintendent of Lewes School District for twenty years. The school opened in 1967 and has had two additions in the last forty-six years. The building has served a variety of grade levels from Kindergarten through sixth grade and is currently a K-5 Elementary School with our fifth grade students housed at the school directly across the street. We currently serve 714 students: 692 regular students are enrolled (eleven of these students have transferred into our school since October 1st) and twenty-two of our students are also serviced by the Sussex Consortium (SC) and have autism. These special needs students are mainstreamed in appropriate grade level classrooms throughout the school day and are considered SC students as they are supported by SC staff members. Mr. Shields believed that "the boys and girls of Lewes are entitled to the best," which is a belief we share today.

Our School Mission Statement is: The Richard A. Shields Elementary School staff will provide a clean, safe and nurturing environment that respects the diversity and individuality of all learners. We will enhance each child's potential through developmentally appropriate practices in an integrated curriculum that incorporates technology and the related arts. Positive relationships will be fostered among all members of the Shields community, further challenging students to become responsible citizens and independent life-long learners. We live up to this mission each and every day by setting high goals, believing that all children can learn, and using research-based curriculum and data to drive our instruction.

Shields Elementary School’s goals include having all students meet or exceed the state standards in all academic areas. In order to achieve this, the staff of Shields has worked tirelessly to create the finest educational environment for our students. At the forefront of our success, is a master schedule that is based on treasuring every minute of our instructional time. This systematic approach to address the students’ needs provides daily small group instruction in reading and/or math for every student in the school. As a result, struggling students receive remedial instruction and previewing and the on-grade level students are granted the opportunity to extend and refine their knowledge. Our highly-abled learners are enriched with Science, Technology, Engineering, and Math (STEM) kits and above grade level literature circles during this time as well. Furthermore, there is no “down-time” in the schedule. The students thrive in this culture that fosters each student’s individual needs. In addition to targeted instruction, the schedule provides every grade level with a common planning time and each grade level with ninety minutes to meet in Professional Learning Communities (PLCs) each week. This schedule has been the framework for the success at Shields.

At Shields Elementary School, our philosophy that all students can learn not only resonates with the staff and students but is also supported by the school community. Our active PTO provides a vehicle for parents and community members to support many of our school's programs. Our PTO provides funding

for student activities, classroom supplies, and parental training/education. Parents and community members also partner with the school via classroom volunteer opportunities, the school's "PTO partner" program, school family nights, and numerous other school/community events. The Lewes Presbyterian Church in partnership with the 21st Century Grant program also provides an after school program for at-risk students from Shields.

With lots of planning, communication and hard work, Shields Elementary School has exceeded national and state expectations. Because of this, we have been named a National Distinguished Title I School Honoree and a State of Delaware "Superior School." In addition, Shields was named a "Superstar in Education" by the Delaware Chamber of Commerce and was named a Positive Behavior "Star School" by the Delaware Department of Education. Most recently, we were named a State of Delaware "Recognition School" for closing the achievement gap and continuing to exceed state standards. Shields Elementary School's success is and continues to be directly related to the dedication of the staff, students, parents, and community members. We work together to build a strong foundation for passionate and creative learners that enhance each child's potential.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Prior to 2011, students completed the Delaware State Testing Program (DSTP) a pencil and paper assessment in March of each year. Students were assessed on grade-level items, and scores were received several months after completion. For the 2010-2011 school year, districts throughout Delaware transitioned to a computer-adaptive Delaware Comprehensive Assessment System (DCAS). The purpose is to measure student performance three times during the year and receive immediate feedback. With DCAS, additional data is now instantly available. This 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 Spring assessment (January-May) consists of two opportunities to take the test and the higher score results determine the school's Annual Yearly Progress (AYP or AMO).

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, Shields uses the fall and spring I DCAS scores to inform instruction on specific benchmark skills and identify necessary interventions as the year progresses.

At Shields Elementary, we use our data dashboard with the title "Riding the Wave of Excellence" to post our DCAS data for the school year. While we have the state scores that will determine AYP, we set much higher goals for our school as we want all students to meet or exceed the standard.

In looking at Shields Elementary DSTP and DCAS data over the past five years across grade levels and subject areas, our school has fared very well. Overall, in 2007-2008 and in the most recent year's data we have our highest overall achievement with over 90% of all students meeting or exceeding the standard. The three years in between show “All student” scores with over 80% of the students meeting or exceeding the standard.

With the transition from DSTP in 2009-2010 to DCAS in 2010-2011, the only significant drop in scores was in our fifth grade scores in both reading and math despite the state “raising the bar” by elevating the raw scores and cut-offs for meeting the standard and changing the test. This dip in scores was much more severe state-wide than at Shields.

Our overall scores, which allowed us to become a “Superior” school and a Title One Distinguished Honoree, can be attributed to a number of factors: our on-going commitment to excellence, professional development opportunities and application of best practices and strong community and parental support. We analyze our data on an on-going basis with the intent to “drill-down” to specific student strengths and weaknesses. When the data reveals student needs, these needs are addressed through targeted instruction, flexible grouping, and special programs. Every effort is made to allocate available resources to most effectively meet the needs of the students we serve. To aid in this we look at students accountability and instructional scores for all groups of students. While sometimes students fall within the range of the same performance level (PL), their raw scores give a better indicator of where they are actually performing.

In disaggregating only the DCAS data, which are the school years 2010-2011 and 2011-2012 there is a

significant difference in our minority populations. In reference to Arne Duncan's quote, this increase did not happen by chance, but by design. Our Shields School Improvement Team worked diligently to understand the “child behind the numbers” especially in our minority populations to close the achievement gap. After the 2010-2011 Spring Scores were analyzed, we noticed that with the transition from a paper and pencil test to an online assessment where cut-scores were greatly raised, our “All Student” population fared well, but our sub-groups (Low SES, African American, and Special Education) decreased in both reading and math in all grade levels.

With a new administrator at the helm, the team formulated a plan to make gains in student achievement of our minority populations. We first made sure we knew exactly who our students were in all sub-groups and the students who counted in all three of those sub-groups. (In some cases, students were African American, received special education services, and were part of the free and reduced lunch program). Next, we allowed them extra time on the computer (many of the students in these sub groups do not have computer access at home) on an online program called Study Island where teachers could plan their instruction. We then pooled our resources to ensure these students worked with the reading/math specialist or both to improve skills. Classroom teachers and grade level teachers were made aware of who these students were, so they could target their needs during core instruction.

By making and executing a targeted plan, all our hard work paid off as ALL three of the sub groups at ALL grade levels in BOTH subject areas made significant gains. In third grade, these sub groups had an average of 24% more students meeting the standard. In fourth grade, the sub groups had an average of 26% more students meeting the standard with special education students in reading increasing by 45% more students meeting the standard. This group of special education students, were taught with a combination of a TAM and resource setting with a Nationally Board certified teacher who targeted their reading comprehension and fluency. In fifth grade, the sub groups had 37% more students meeting the standard in math and 34% more students meeting the standard in reading. Our African American students made the biggest gains with 47% more students meeting the standard. This population worked directly with our math specialist who even provided free tutoring over the summer.

While our assessment data has always allowed us to be ranked a “Superior School” our dedication to data-driven, targeted instruction has been the catalyst to high student achievement and to closing the achievement gap.

2. Using Assessment Results:

All decisions made at Shields Elementary School are based on a variety of assessment data and that data is used to drive instruction. Assessment data is reviewed throughout the year, but looking at student data begins prior to the school year even starting.

In the summer, our school improvement team analyzes our Spring DCAS data to determine trends, strengths, and weaknesses as a whole and then we drill down to individual students to determine what students will need as soon as they walk into our school in September. For example, this past summer we determined that while we had a great number of students meeting the standard (scoring a 3) in both reading and math, there were more students exceeding the standard (scoring a 4) in reading over math. By brainstorming ideas and using other data sources, the team determined that we needed to provide the students who were getting high level 3s in math with additional instruction for the next school year to push them to that "exceeds" level. As a result, the school math specialist works with these students on non-Math RTI days to extend their math thinking. We also gave a list of these students to their teachers so they could work with them in the classroom as well as during core instruction. We use this summer time data analysis to help in classroom placements for the upcoming year as well as to "hit the ground running" in meeting the students' instructional needs.

Throughout the school year, the teachers, specialists, and administration use Professional Learning Communities (PLCs) and Data Days to analyze our data to improve teaching and learning. We delve into

DCAS data, DIBELS, math screeners, STAR reading and Math, Gates-McGinitie, district-wide assessments, report card grades and curriculum-based assessments to systematically improve student achievement.

During weekly PLCs, the teachers along with our math and/or reading specialist and the Principal meet for ninety minutes. The first forty-five minute block is used for looking at grade-wide data, class-wide data, and individual student data. From this data, we determine student need. The students at Shields Elementary are seen as OUR students versus YOUR students, which sets the stage for shared responsibility where everyone takes ownership of learning and helps their colleagues improve as teachers. During the second forty-five minute block each week, the same group of educators, plan instruction and grouping based on the data that they have analyzed. They also look at individual students and target them for improvement.

Based on their findings and planning, core Instruction for the week in the individual classrooms and Response to Intervention (RTI) instruction is used to meet needs, scaffold learning, and improve student performance. RTI is provided every day for all students for 50 minutes. Three days a week we focus on reading and two days a week we focus on math. All students are grouped (these are flexible groups with students moving between groups based on need) with like students to focus instruction. Struggling students may work on gaining number sense in math and fluency in reading while highly-abled learners work in the STEM kits or in literature circles to continually challenge them. Then the process begins again for the next week.

After the first spring session of DCAS, the teams work together during a "Data Day" where they have more than the allotted PLC time to analyze data. The teams will use this information to target instruction for the next month prior to the second spring session of DCAS. They look at both strengths and weaknesses for the grade level and individual students. Furthermore, the teachers have an opportunity for vertical articulation where they meet with both the grade level that comes before and after them to look at data trends.

Shields works diligently to ensure parents, students, and the community are aware of our students' academic achievement. We make every effort to keep families apprised of their students' progress through report cards, interims, conferences, and phone calls, emails and letters sent home. General program information is shared on a regular basis, but additionally teachers communicate areas of concern to families as the need arises. In addition, Thursday Notes are sent home weekly and are designed to be informative, with implications and practical steps for moving forward communicated clearly.

Teachers are encouraged to have data conversations with their students. Each student meets with their teacher to set goals. They look at their current score and determine the score they want to reach. Together the teacher and the student formulate an action plan in order to achieve their goal.

Assessment results are shared with the community each year in the major local newspaper. Each school's state test scores are listed and schools are ranked accordingly. This information is the topic of much community discussion, and often leads to a deeper understanding of a school's programs, strengths, and areas of need. Furthermore, we make a yearly presentation to our Board of Education in a public forum.

Using data to improve teaching and learning has been a catalyst to high student achievement and closing the achievement gap at Shields Elementary.

3. Sharing Lessons Learned:

At Shields Elementary School, it is necessary, for our growth and to help others grow, to share the work that we do with other schools in our district, schools throughout the state, and with state agencies. On the district level, the Elementary Principals meet monthly to discuss curricular ideas, managerial aspects of the job, and to partake in Professional Development. During those monthly Professional Learning Communities (PLCs), we share what we are doing well at Shields. For example, last year at Shields we

began having students set their own DCAS goals based on their Fall session. The forms the students and teachers were using and our ideas regarding this were shared with the other Principals, who in turn used this in their schools as well.

Furthermore, our Principal is the Math Curriculum Council Chair for the district, so she is continually attending Professional Development and looking for the best math resources to help our students achieve in this area. The math specialist and principal found a program by Marilyn Burns called "Math Reads" for benchmark groups to use during Response to Intervention (RTI) time. These resources are shared with the principals in all the elementary schools in the district and our math specialists.

We have also shared with other schools in the state. After last year's Spring DCAS, a principal from another school district inquired about what we are doing at Shields to close the achievement gap. He scheduled a visit, shadowed the administration for a 1/2 day and we shared our successes with him. Also, after implementing Study Island, we had a team from the Milford School District visit Shields and we modeled how we are using Study Island in the classroom and the benefits we found from the program.

Lastly, we have had the Lt. Governor, Matt Denn, and Secretary of Education, Mark Murphy, visit in the last few months and have shared with them our successes and challenges. In the summer, Shields, as a Recognition School for our state, is scheduled to speak about our successes to stakeholders in the state at the annual Policy and Practice Institute in Dover, Delaware. The Principal is also a member of the Delaware Association of School Administrators and is the program chair for Professional Development for the state. She also serves on the board of the Delaware Principal's Academy. We enjoy sharing our lessons learned with others in our state.

4. Engaging Families and Communities:

At Shields Elementary, family and community involvement is not simply a good idea; it is essential to our success. The boundary between school and community is often blurred, as one entity supports the other. A partnership with a local church has flourished into the Lewes After School Program that provides quality care and academic supports to our at-risk children at no cost. Other local community programs are supported through partnerships including the YMCA and the Boys and Girls Club. Community volunteers also work directly with our at-risk students through the H.O.S.T.S mentoring program.

The relationship with the community is reciprocal. Our students are actively engaged in community projects such as gathering non-perishable items for a local food bank, collecting supplies for victims of Hurricane Sandy, providing blankets and other supplies to the SPCA, and organizing a fundraiser for the Leukemia and Lymphoma Society. Community service and caring for others is an integral part of the educational process at Shields.

Parents are active members of the school community and serve in various capacities. The first, most obvious role is the involvement that parents play in the development of their own child's academic achievement. Two-way communication between teachers and parents regarding academics and behavior occurs on a daily basis through the use of the school agendas and parent communication sheets. Other tools, such as classroom websites, weekly notes, and classroom newsletters help keep parents in the loop about class, grade level, and school-wide activities. In addition, the staff utilizes email, phone calls, and conferences to address specific problem areas. Positive communication about attaining a particular developmental milestone is shared through "Good News" postcards, positive phone calls home, and "Peacemaker Awards". All of these strategies increase not only the number of interactions between school and parent, but provides an atmosphere that builds caring and respect between families and staff.

The second, less obvious role for parents is their direct involvement in planning and implementing school improvement strategies. Parent representatives are a vital part of our School Improvement Team and our Positive Behavior Support Team. Parents are active problem solvers, not just spectators. Their unique view not only adds to the richness of the decision-making process, but assists in garnering the support

necessary from our community as a whole for new, innovative programs.

Finally, parents play a vital role as continuous volunteers for our school. Our PTO has recruited local businesses to provide unique services to our school such as playground repair and beautification. Businesses and community members are also “PTO Partners” who financially support individual classrooms. Because of the PTO fundraising efforts, students are enriched with quality assemblies, field trip opportunities, book fairs, and teacher grants. The climate of the school is enriched by the many activities created and supported by our army of parent volunteers.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Students at Richard A. Shields Elementary School, are afforded an exemplary education using standards based, research proven, and best practice curriculum. This curriculum is delivered by the staff using the Learning Focused Strategies concept. Students are challenged and scaffolded as needed in all curricular areas in order to meet all of their learning needs. Special Education students have access to the general, core curriculum and are guided and supported by our special education teachers. Teachers receive Professional Development in both core and supplemental curriculum and have a part in writing/creating our district student learning maps that drive our everyday instruction.

Students are engaged in ninety to 120 minutes of English Language Arts instruction daily. Teachers follow a balanced literacy approach that includes vocabulary, fluency, and comprehension. Imagine It! is utilized as our text, supported by small differentiated groups and leveled readers. Imagine It! combines both award-winning, high-quality literature and comprehensive reading/writing instruction that results in not only successful readers and writers but students who have the capacity to explore new ideas, research answers to their questions, and contribute to learning beyond the classroom. Teachers and the reading specialist have access to a multitude of support materials available in order to differentiate instruction for both ability level and text types including: Soar to Success, Reading A to Z, Comprehension Connections, Words Their Way, and Paired Passages.

Students are provided sixty to ninety minutes daily of mathematics instruction focused on fundamental ideas of number and operations, geometry, data, measurement and early algebra delivered through Investigations, a challenging, comprehensive, K-5 mathematics curriculum with problem solving at its core. Investigations takes the time students need to develop a strong conceptual foundation and skills based on that foundation. Therefore, each curriculum unit focuses on an area of content, in depth, providing two to five weeks for students to develop and practice ideas across a variety of activities and contexts that build on each other. The units also address the learning needs of real students in a wide range of classrooms and communities.

Science and social studies share an important role in providing content knowledge for our students. Cape Henlopen partners with other districts in the state's Science Coalition. All teachers have been trained in the Smithsonian Project science kits and newly created Delaware Recommended Curriculum (DRC) units for social studies in an effort to provide concept based, and 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, technology, library, 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. The related arts classes also give students the experience of “showcasing” their talents outside of the core subjects through art shows, chorus concerts, a Steele Drum band 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:

Our staff uses the foundational reading skills scope and sequence embedded in the Imagine It! Core reading program. The primary grades, K-2, focus on phonemic awareness, phonics, blending and segmentation of sounds and fluency of reading individual words, sentences, paragraphs and passages. The development of comprehension skills and strategies is included at every phase of decoding skill development using read-alouds as well as decodable books and guided reading books.

Skills and strategies are introduced during whole class instruction. Students practice with a variety of support in small groups. Students who need more intensive instruction receive individualized support in Response to Intervention groups. This support is in addition to Core instruction, not in place of Core instruction.

Various assessment tools are used to identify students and their individual needs. These assessments include classroom assessments and observations, Gates reading test, DIBELS benchmark and progress monitoring assessments, STAR reading tests, district assessments and DCAS. Students move to other groups as their skills improve and needs change.

The intermediate grades, 3-5, continue to perfect the foundational skills with word work embedded in Imagine It! Accuracy and comprehension become more important than decoding speed. Vocabulary becomes a part of advance phonics as students learn root words, base words, affixes and morphemes. Comprehension, close reading and extended thinking skills are emphasized. This includes synthesizing multiple sources and applying new knowledge to different situations.

Our staff uses data from various sources, such as DCAS, DIBELS, STAR, district assessments and classroom assessments and assignments to ascertain each student's strengths and weaknesses. In addition to whole class instruction, small groups are formed based on common weaknesses and/or strengths. Each group receives different levels and amounts of support as well as different levels of text, activities and questioning. Teachers confer with students to establish goals. As goals are achieved, new goals are set. Students who are performing at a high level pursue areas of interest where they would like to continue to excel.

In addition to homogeneous grouping, literature circles are used to enable students of different levels to work together. Students that are below level can interact with peers and observe what successful readers do. Those students at or above level can model and help those students when needed.

3. Mathematics:

Our school's vision for learning mathematics is one where students engage in meaningful mathematical experiences through the use of concrete materials and manipulatives, technology, and other resources. We want our teachers and students engaged in mathematics for understanding; therefore, we have moved away from teaching math as a set of isolated skills but rather present math by connecting its ideas and applications to the real world. The mathematics curriculum we chose to implement which best emulates this vision is Investigations. It is aimed at improving the teaching and learning of elementary mathematics.

There are six major goals of the program:

- Support students to make sense of mathematics and learn that they can be mathematical thinkers
- Focus on computational fluency with whole numbers as a major goal of the elementary grades

- Provide substantive work in important areas of mathematics—rational numbers, geometry, measurement, data, and early algebra—and connections among them
- Emphasize reasoning about mathematical ideas
- Communicate mathematics content and pedagogy to teachers
- Engage the range of learners in understanding mathematics

We believe it is crucial for students to develop a strong conceptual foundation and that it takes time for this to happen. Our curriculum units focus on one area of content, in depth, allowing two to five weeks for students to develop and practice ideas across a variety of activities and contexts that build on each other. We believe that all students have mathematical ideas and our curriculum supports all students in developing and expanding those ideas.

Our district has adopted RTI, a federally mandated process that allows schools to identify struggling reading and math students and provide intervention in targeted areas of growth. Our students are screened three times a year using a universal screener for number sense designed by our State Department of Education as the assessment tool. During PLCs, we collectively score these screeners, analyze the data, and determine students' instructional needs. Together the teachers, specialists, and administrators create the appropriate grouping of students and intensity of intervention. We also discuss the best instructional methods that will help each child reach his or her potential. Every six weeks during one of our PLCs, we track the data and look at the students' response to the instruction and determine the success of the intervention provided. The team decides what changes, if any, are necessary at this time. Highly-abled learners are challenged with Science Technology Engineering and Math (STEM) kits while the struggling learners are afforded small-group, intensive instruction to meet their needs. Benchmark or on-grade level students are pushed to strengthen their math skills during RTI time as well.

4. Additional Curriculum Area:

At Richard A. Shields Elementary School our mission is to provide a clean, safe, and nurturing environment that respects the diversity and individuality of all learners. We will enhance each child's potential through developmentally appropriate practices in an integrated curriculum that incorporates technology and the related arts. Positive relationships will be fostered among all members of the Shields community, further challenging students to become responsible citizens and independent life-long learners.

The visual and performing arts along with physical education at Shields, aims to enable the students to build on knowledge and skills in the process of exploration and hands on activities. Specifically in the visual arts we provide students with a variety of art experiences in the media used, concepts, history and diversity. At Shields the visual arts are an outlet that encourages confidence, creativity and individuality. We provide an educational environment, which enables each student to achieve personal goals, and skills that will last a lifetime. We aspire to enhance multiple perspectives and cultural understanding by introducing the students to various forms of art from across the world.

These concepts and ideas carry over in the performing arts with the exploration of music and instruments in many cultures. Students participate in singing and choreographed concerts, as well as band and steel drum. There is a clear link between the achievement in core subjects and the arts. At Shields we strive to collaborate with classroom teachers to link prior knowledge from the core subjects. Creative experiences and expression are a part of daily life in many different subjects in school as well as in the community.

The Shields Physical Education experience molds students to become healthy learners through activity that focuses on teamwork and cooperation. We want our students to learn not only how to be healthy at school, but to take home with them the knowledge of healthy activity, healthy habits, and good nutrition.

Through the Delaware State Approved Fitness Gram Testing, as well as our annual Jump Rope for Heart program, our students learn how to set fitness and nutrition goals that we hope can teach them the path to a healthy future. We believe and it has been proven that healthier students overlap into the classroom and are the higher academic students with the highest test scores. The visual and performing arts, as well as physical education, help and guide our students to become well rounded, inventive and responsible citizens in today's society.

5. Instructional Methods:

In order to have all students succeed at Shields Elementary, we have adopted research-based, data-driven instructional methods to target learners at their current academic level and challenge them to reach their fullest potential.

In 2009, the district adopted Learning Focused Strategies, a model that provides a planning framework that focuses on learning. By using LFS, our school focused on a Continuous School Improvement Model designed to use exemplary practices to increase learning and achievement. We also focus on the Planning Model that provides frameworks and tools for organizing, planning, assessing and designing instruction.

Using the concepts of the Essential Question to begin each lesson, collaborative, acquisition lesson planning, summarizing strategies, and extended thinking this framework adds consistently between grade levels and method of delivery of our rigorous curriculum and content standards.

Differentiated instruction allows all students to access the same classroom curriculum by providing entry points, learning tasks, and outcomes that are tailored to students' needs and is essential for student success. In language arts, teachers use the guided reading method of whole group instruction, small, differentiated groups or centers, and whole group wrap-up to deliver literacy instruction. In math, teachers incorporate math games into their curriculum. This allows the teacher time to observe and interact with individuals at work or with a small group for differentiated math instruction. It is also a time for teachers to collect valuable information about students' understandings and misconceptions.

Also, Response to Intervention (RTI) is used to meet students needs. During the 2007-2008 school year RTI was mandated for all elementary schools in Delaware. At Shields, we used this initiative as an opportunity to individualize instruction for our struggling learners and to address needs for all of our students. We have a fifty minute Intervention/Enrichment block daily for each grade level. During this time, all available personnel (reading and math specialists, para-professionals, volunteers/mentors, and special educators are "pushed" into that grade level in order to provide smaller groups for the students.

Struggling students received Tier 2 and 3 support while our highly-abled learners are challenged with Science Technology Engineering and Math (STEM) kits. All of these groups are "fluid." Students are progressed monitored and moved to groups that fit their individual needs.

Technology is essential in meeting our student's diverse needs. All classrooms have Smartboards and document cameras. Teachers have been successfully using this technology to enhance the learning of their students. Highly effective for whole group instruction, active discussion and questioning - students are kept actively involved both visually and kinesthetically to promote learning. Information or lessons can be saved and used again for review and discussion at a later time.

6. Professional Development:

At Shields Elementary, we are a community of learners who focus on life-long learning and continuous improvement. Professional Development is essential in growing our passion for learning and continuing to improve ourselves and student achievement. Our PD is focused on our grade level or school-wide needs and supports our grade-level and school goals. All building and district instructional expectations are supported with sustained professional development provided by district resource teachers, building teacher leaders, and outside consultants.

As colleagues who teach and learn from one another, our Professional Development is shared and conducted by our own teachers and staff members. Our district technology specialist conducts PD on iPads, Smartboards, and creating 21st Century classrooms. During Professional Learning Communities, our reading specialist has trained all of our staff in Common Core Reading Standards. To follow-up, all of the district reading specialist will provide subsequent trainings on the different modules (text-complexity, vocabulary, close reading, etc.) of the Common Core. Furthermore, our math specialist has also provided PD to our staff to the Mathematical Practices and the three major shifts in Common Core. She has also trained our staff in the mental math strategy and discourse called Number Talks. Her colleagues in conjunction with math leaders in the state also conducted subsequent training on Math Practices for the entire district.

We also employ a train-the-trainer model where one or more staff members are given necessary Professional Development and then train the remainder of the staff. Teachers and administrators are afforded the opportunity to attend regional conferences and workshops to stay current with best practices. Upon returning, the expectation is for teachers to share the information learned and support implementation for their grade level teams and/or the entire school community.

Our district is now using a national approach to school improvement known as Professional Learning Communities (PLC) where teachers form teams within a school to focus on student learning. The professional learning community is seen as a powerful staff development approach and a strategy for school change and improvement. Moreover, the staff works with a Data Coach to better use our disaggregated data in order to design instruction for the students. SMART goals and norms are all used so we work in a focused and data-driven manner.

The staff and administration of Shields believes in this systematic approach to Professional Development. We know (by school achievement results) that this focus allows our staff to improve student learning by increasing teacher effectiveness.

7. School Leadership:

At Shields Elementary, the leadership philosophy is based on partnership, collaboration and cooperation with the school staff and with families to ensure continued professional and student growth. Staff input, gathered through personal interaction and/or teacher surveys, is integral in decision making and planning for each school year. Likewise, input from families is sought via the promotion of open communication, PTO meetings and parent surveys. The principal in her third year at Shields and the Assistant Principal is in his sixth year at Shields.

The school administration consists of a principal and an assistant principal. Together they have created a culture of learning with an emphasis on student learning and high, rigorous expectations. In their role as instructional leaders, they work with the School Improvement Team, which includes of a representative of each grade level and specialist area as well as two parent representatives. Team Leaders act as liaisons for matters involving communication of policies and procedures within the school. They work with administration to insure that grade level student data is reviewed, student needs are considered in the allocation of instructional support and resources, and that decisions are in the best interest of the student population. By using this distributive leadership method, all stakeholders are heard and are a part of the decision making process.

In order to ensure that all staff members are following our best practices, both administrators evaluate the teachers using our state-wide evaluation system (DPAS II). Shields administration feels that it is important to conduct these observations as early in the year as possible in order to make any necessary changes. Furthermore, the principal and assistant principal monitor learning during 5X5 walk-throughs. Using their iPads, both administrators "walk -through" every teacher's classroom at least one time per week and give immediate feedback to what they observed. At Shields, we feel that it is important to "inspect what we expect" from our faculty.

During all Professional Development, the administration works side-by-side with the staff to model behaviors that foster a professional learning environment. The principal attends all weekly PLCs for each grade level and is active participant in learning and also used for curricular knowledge. The administration is open to ideas and strategies to best meet the needs of the students. Focusing our administrative efforts on instruction and student achievement has helped Shields improve each and every year.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: DSTP/DCAS

Edition/Publication Year: 2007/08, 2008/09, 2009/10, 2010/11; 2011/12 Publisher: Harcourt/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Meets Plus Exceeds	95	85	88	87	95
Exceeds	58	42	47	40	63
Number of students tested	109	99	85	97	91
Percent of total students tested	99	99	100	100	99
Number of students alternatively assessed	0	0	0	1	2
Percent of students alternatively assessed	0	0	0	1	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Plus Exceeds	94	79	82	69	87
Exceeds	45	23	30	25	33
Number of students tested	49	47	33	36	30
2. African American Students					
Meets Plus Exceeds	84	Masked	Masked	57	79
Exceeds	38	Masked	Masked	14	29
Number of students tested	13	9	8	21	14
3. Hispanic or Latino Students					
Meets Plus Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	9	4	3	3
4. Special Education Students					
Meets Plus Exceeds	93	72	78	65	87
Exceeds	43	27	28	25	27
Number of students tested	14	11	18	20	15
5. English Language Learner Students					
Meets Plus Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	6	1	1	1
6.					
Meets Plus Exceeds					
Exceeds					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The state changed assessments in the Fall of 2010 from DSTP to DCAS.					

13DE2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: DSTP/DCAS

Edition/Publication Year: 2007/08, 2008/09, 2009/10, 2010/11; 2011/12 Publisher: Harcourt/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Meets Plus Exceeds	96	85	88	81	94
Exceeds	78	67	39	34	57
Number of students tested	109	97	85	82	78
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed	0	0	0	1	2
Percent of students alternatively assessed	0	0	0	1	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Plus Exceeds	92	76	81	71	85
Exceeds	74	51	16	25	45
Number of students tested	50	35	32	28	20
2. African American Students					
Meets Plus Exceeds	92	Masked	Masked	61	Masked
Exceeds	77	Masked	Masked	11	Masked
Number of students tested	13	9	8	18	9
3. Hispanic or Latino Students					
Meets Plus Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	7	4	2	2
4. Special Education Students					
Meets Plus Exceeds	86	54	76	Masked	Masked
Exceeds	50	36	12	Masked	Masked
Number of students tested	14	11	17	6	2
5. English Language Learner Students					
Meets Plus Exceeds	Masked	Masked	Masked		
Exceeds	Masked	Masked	Masked		
Number of students tested	5	4	2		
6.					
Meets Plus Exceeds					
Exceeds					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
The state changed assessments in the Fall of 2010 from DSTP to DCAS. In 2007-09 there were no students assessed with ELL services.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: DSTP/DCAS

Edition/Publication Year: 2007/08, 2008/09, 2009/10, 2010/11; 2011/12 Publisher: Harcourt/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Meets Plus Exceeds	95	87	89	90	90
Exceeds	55	39	51	52	61
Number of students tested	110	97	104	92	82
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Plus Exceeds	89	78	83	87	70
Exceeds	35	30	26	32	30
Number of students tested	52	30	35	30	20
2. African American Students					
Meets Plus Exceeds	100	Masked	73	77	71
Exceeds	17	Masked	23	23	36
Number of students tested	12	7	22	13	14
3. Hispanic or Latino Students					
Meets Plus Exceeds	100	Masked	Masked	Masked	Masked
Exceeds	20	Masked	Masked	Masked	Masked
Number of students tested	10	8	7	3	2
4. Special Education Students					
Meets Plus Exceeds	92	54	76	72	Masked
Exceeds	67	0	33	33	Masked
Number of students tested	12	13	18	18	8
5. English Language Learner Students					
Meets Plus Exceeds	Masked	Masked		Masked	
Exceeds	Masked	Masked		Masked	
Number of students tested	6	1		1	
6.					
Meets Plus Exceeds					
Exceeds					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
The state changed assessments in the Fall of 2010 from DSTP to DCAS. In 2009-10 and 2007-08 there were no students assessed with ELL services.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: DSTP/DCAS

Edition/Publication Year: 2007/08, 2008/09, 2009/10, 2010/11; 2011/12 Publisher: Harcourt/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Meets Plus Exceeds	95	81	80	94	87
Exceeds	61	45	32	52	45
Number of students tested	108	94	103	79	76
Percent of total students tested	98	96	100	100	100
Number of students alternatively assessed				1	
Percent of students alternatively assessed				2	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Plus Exceeds	88	72	66	91	67
Exceeds	44	34	22	23	33
Number of students tested	50	47	35	22	18
2. African American Students					
Meets Plus Exceeds	75	Masked	64	90	75
Exceeds	33	Masked	18	27	17
Number of students tested	12	7	22	11	12
3. Hispanic or Latino Students					
Meets Plus Exceeds	90	Masked	Masked	Masked	Masked
Exceeds	30	Masked	Masked	Masked	Masked
Number of students tested	10	8	7	2	2
4. Special Education Students					
Meets Plus Exceeds	91	46	60	Masked	Masked
Exceeds	33	23	10	Masked	Masked
Number of students tested	12	13	20	5	3
5. English Language Learner Students					
Meets Plus Exceeds	Masked	Masked			
Exceeds	Masked	Masked			
Number of students tested	5	1			
6.					
Meets Plus Exceeds					
Exceeds					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
The state changed assessments in the Fall of 2010 from DSTP to DCAS. In 2007-10 there were no students assessed with ELL services.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: DSTP/DCAS

Edition/Publication Year: 2007/08, 2008/09, 2009/10, 2010/11; 2011/12 Publisher: Harcourt/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Meets Plus Exceeds	96	74	90	89	89
Exceeds	34	30	38	37	42
Number of students tested	95	108	93	73	81
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Plus Exceeds	89	69	79		74
Exceeds	21	20	10		18
Number of students tested	52	51	29		23
2. African American Students					
Meets Plus Exceeds	Masked	41	83	Masked	Masked
Exceeds	Masked	8	8	Masked	Masked
Number of students tested	8	12	12	8	4
3. Hispanic or Latino Students					
Meets Plus Exceeds	Masked	92	Masked	Masked	Masked
Exceeds	Masked	15	Masked	Masked	Masked
Number of students tested	8	13	3	2	3
4. Special Education Students					
Meets Plus Exceeds	100	55	60	Masked	50
Exceeds	15	17	0	Masked	0
Number of students tested	13	24	20	5	12
5. English Language Learner Students					
Meets Plus Exceeds	Masked	Masked			Masked
Exceeds	Masked	Masked			Masked
Number of students tested	6	2			1
6.					
Meets Plus Exceeds					
Exceeds					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
The state changed assessments in the Fall of 2010 from DSTP to DCAS. In 2008-10 there were no students assessed with ELL services.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: DSTP/DCAS

Edition/Publication Year: 2007/08, 2008/09, 2009/10, 2010/11; 2011/12 Publisher: Harcourt/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Meets Plus Exceeds	93	69	91	96	97
Exceeds	66	34	68	70	72
Number of students tested	95	103	90	70	75
Percent of total students tested	99	95	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Plus Exceeds	90	63	85	85	95
Exceeds	57	22	37	23	61
Number of students tested	52	46	27	13	16
2. African American Students					
Meets Plus Exceeds	Masked	67	92	Masked	100
Exceeds	Masked	17	50	Masked	60
Number of students tested	8	12	12	7	10
3. Hispanic or Latino Students					
Meets Plus Exceeds	Masked	69	Masked	Masked	Masked
Exceeds	Masked	31	Masked	Masked	Masked
Number of students tested	8	13	3	2	3
4. Special Education Students					
Meets Plus Exceeds	92	50	59	Masked	Masked
Exceeds	46	8	6	Masked	Masked
Number of students tested	13	24	17	2	2
5. English Language Learner Students					
Meets Plus Exceeds		Masked			Masked
Exceeds		Masked			Masked
Number of students tested		2			1
6.					
Meets Plus Exceeds					
Exceeds					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
The state changed assessments in the Fall of 2010 from DSTP to DCAS. In 2008-10 and 2011-12 there were no students assessed with ELL services.					