

2006-2007 No Child Left Behind - Blue Ribbon Schools Program
U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary

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

Official School Name Etta J. Wilson Elementary School
(As it should appear in the official records)

School Mailing Address 14 Forge Road
(If address is P.O. Box, also include street address.)

Newark DE 19711-7619
City State Zip Code+4 (9 digits total)

County New Castle State School Code Number* 334

Telephone (302) 454-2180 x 300 Fax (302) 454-3489

Web site/URL http://www.christina.k12.de.us/ E-mail toccafondir@christina.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. Lillian Lowery
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Christina (302) 552-2600

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
President/Chairperson _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

(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

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 on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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.
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: __19__ Elementary schools
 __3__ Middle schools
 _____ Junior high schools
 __3__ High schools
 __4__ Other
- __29__ **TOTAL**

2. District Per Pupil Expenditure: ____\$4,388_____
 Average State Per Pupil Expenditure: ____\$9,959_____

SCHOOL

3. Category that best describes the area where the school is located:
- [] Urban or large central city
 [X] Suburban school with characteristics typical of an urban area
 [] Suburban
 [] Small city or town in a rural area
 [] Rural

4. __2__ Number of years the principal has been in her/his position at this school.
 __4__ 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	30	41	71	8			
1	49	58	107	9			
2	46	51	97	10			
3	55	45	100	11			
4	45	34	79	12			
5	33	27	60	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							514

10. Students receiving special education services: 12%
61 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> 1 </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 46 </u> Specific Learning Disability
<u> 1 </u> Emotional Disturbance	<u> 11 </u> Speech or Language Impairment
<u> 1 </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> 1 </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> </u>
Classroom teachers	<u> 28 </u>	<u> </u>
Special resource teachers/specialists	<u> 5 </u>	<u> </u>
Paraprofessionals	<u> 4 </u>	<u> </u>
Support staff	<u> 11 </u>	<u> 2 </u>
Total number	<u> 49 </u>	<u> 2 </u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

13.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	94%	96%	95%	96%	%
Daily teacher attendance	96%	95%	95%	97%	%
Teacher turnover rate	5%	9%	6%	11%	%

PART III - SUMMARY

Etta J. Wilson is a family school where our mission is to nourish the development of creative, cooperative, and knowledgeable learners using a variety of teaching strategies, learning components and community partnerships. The diligent efforts of the Etta J. Wilson community ensures that each child shows growth daily through the creation of a rich learning environment by teachers who are empowered to bring out their passion for learning to their students. The staff provides a sound standards-based curriculum that is driven by formative and summative data.

The Wilson School staff has several strategies to enhance student interest and learning. A team approach to planning and implementation of sound curricular practices is utilized. Resources are effectively used to provide accommodations and interventions based on individualized learning plans when necessary. Parent nights for bilingual families promote effective parental engagement. The wireless labs for language application using the Rosetta Stone Language programs and the literacy lab to enhance literature and writing skills all contribute to higher performing students. Professional development in the areas of writing enhancement and in differentiating instruction has been used to create flex groupings to meet special needs of students as identified in MAP (Measures of Academic Progress) and (DSTP (Delaware State Testing Program) assessments. All highly qualified teachers have played significant roles in increasing student achievement by implementing these strategies.

Currently, the Etta J. Wilson Elementary School is home to one-half of the Christina School District's K-5 bilingual (Spanish speaking) program. These students receive the same standards based curriculum, but with the assistance of a Spanish speaking instructor. Each student is held to the same standards as other students in the same grade. Classes are taught in English and only English texts are supplied.

In addition to a comprehensive academic program, Wilson Elementary is a Positive Behavior Support (PBS) school, completely immersed in the application of social skills through a structured program that all staff follows consistently. Students receive instruction in each of the expectation areas (Be Respectful, Be Responsible, Follow Directions and Manage Yourself) and are completely aware of positive and negative consequences based on behavior. Each month, we celebrate positive behavior at school and on the bus. Wilson is also a No Place for Hate School, the first in the State of Delaware. Everyone works very hard to ensure all have a pleasant, safe, and challenging learning experience.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Reading

Many (89%) of the 5th grade students at Wilson met or exceeded the standard in reading as measured by the DSTP. In a comparison of the 14¹ schools in Christina that serve 5th grade students, Wilson students ranked seventh in terms of percentage of students meeting or exceeding the standard as measured by the Delaware Student Testing Program (DSTP). Second grade students at Wilson ranked 4th out of the Christina schools with 93% of the students meeting or exceeding the standard in reading. Wilson is performing above the district in percent of students meeting the standard for all grades.

At Wilson, students in all grades grew more than what is typically seen across the U.S. as measured by the MAP Assessment. Furthermore, Wilson Elementary School's growth index score at 4th and 5th grade met or exceeded over 95% of schools nationally. In 2nd and 3rd grades, Wilson Elementary School's growth index score met or exceeded over 90% of schools nationally.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is an assessment which uses short fluency measures used to monitor the development of pre-reading and early reading skills. For students starting the year on grade level, 75% made adequate progress, above the district average of 66%. It is expected that in an effective program at least 73% of these students would make adequate progress.

Mathematics

In a comparison of the schools in the Christina School District, that serve elementary students, Wilson 3rd and 5th grade students ranked first in terms of percentage of students (over 95%) meeting or exceeding the standard and are performing well above the state overall as measured by the Delaware Student Testing Program (DSTP). A similar pattern is observed in 2nd grade level.

At Wilson, students grew more than what is typically seen across the U.S. as measured by MAP. Furthermore, Wilson Elementary School's growth index scores in 2nd, 4th, and 5th grades met or exceeded those of about 95% of schools nationally. In addition, 3rd grade students grew more than what is typically seen across the U.S. compared to 3rd graders with similar prior knowledge in math. The growth index scores in 3rd grade met or exceeded those of about 90% of schools nationally.

State Web Site: <https://login.doe.k12.de.us/DDOESSO/>

2. Using Assessment Results: The staff at the Etta J. Wilson Elementary School has always based their goals and objectives on summative and formative assessments. We involve ourselves in a comprehensive planning process annually, called Pathways to Success (PEP), and previously called a school improvement plan. Through this plan the staff identifies strengths and weaknesses based on a variety of assessments (kindergarten assessments, grade-level assessments, MAP, DSTP, DIBELS), and other documentation from the educational diagnostician, psychologist and the speech and language therapist as well as the gifted and talented teacher. Each team then identifies, from disaggregated data, those key areas that need attention. We determine what elements can be changed and design strategies for improvement. Parents are also part of this formal PEP process and have a significant amount of input. Data and school climate surveys are analyzed for accomplishments, gaps and direction, and a course is set for improvement and eventual accomplishment of new directional goals.

3. Communicating Assessment Results: Individual reports of the Delaware State Testing Program results are mailed to the parents of each child. In addition, a parent night is held as part of a PTA night or as a separate night for explaining what the various scores mean. Individual conferences are also held by the teacher, administrator and/or counselor for those parents needing additional assistance in interpreting the data. MAP scores are provided for each parent during parent conferences and a completed information

¹ Only schools with at least 15 students in a given grade with aggregatable scores on the DSTP are included.

sheet, with scores in mathematics and reading is provided to each parent along with a goals sheet which explains what areas to work on during the summer months.

At the district level, school reports are provided on the district website and individual school scores are printed in the Wilmington News Journal and the Newark Weekly Post. In this way, the community can see how each of the elementary schools compares among others in the district, the county, the state and the nation.

4. **Sharing Success:** The Curriculum and Instruction Office provides time for school administrators to meet and to share strategies. At the Christina District Leadership Academy, “Building Blocks for Tomorrow”, administrators were given opportunities to broaden their knowledge base and to refine skills in many areas, including assessment interpretation, and use of assessment results. Personnel from Accountability and Assessment presented information in providing analysis and guidance in the use of data for informed decision making. This was presented in a small group situation so administrators from various schools could share data and strategies. This information is also shared in task force meetings and in strategic planning sessions. This assists individual schools and the district at large in sharing and comparing data results. In addition, the Community Assistance and Training Center (CTAC) Standard Bearer schools published a complete survey of all assessments and a culminating report, with charts, graphs and analyses, which was shared with other schools.

Staff members have opportunities to share Wilson’s success through many other venues. Sharing of Wilson School successes took place during the State Chamber of Commerce Sharing Forum with all schools in the State of Delaware present. Our teachers have provided all math instruction for new staff coming into the district. Wilson teachers have participated in state meetings to provide benchmark scoring for the DSTP. Wilson staff assisted the state in developing science and math curriculum and assessments. Our successes have been reported in newsletters and local newspaper articles.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: The Etta J. Wilson School curriculum reflects state and district standards. Our Pathways to Excellence Plan is focused on academic improvement for all students who attend this school. The staff of Wilson School has aligned the school curriculum to district level and state level standards in all curricular areas. Benchmarking and pacing guides provide the structure, while MAP and the DSTP provide the assessment. MAP further provides direction as it helps the individual learning teams decide key instructional areas that need addressing in reading and math.

Language Arts/Reading

The Christina School District expects “fidelity to the core curriculum,” and teachers have become adept at differentiating instruction to reach students of varying academic, socioeconomic and even linguistic backgrounds in order to facilitate mastery of required material (Houghton Mifflin 2001, 2005). Formative assessments such as DIBELS and MAP help in creating such flexible instructional groupings. Our reading/ELA curriculum is aligned with state grade-level expectations as well as state and national standards. The five components of the National Reading Panel Report are also specifically addressed. Interventions for struggling students include an After School Program and a morning mentoring program largely manned by Wilson’s dedicated parents!

Writing is especially valued at Wilson. In addition to daily classroom writing for a variety of purposes and audiences, every student attends a weekly class in the Literacy Lab. Here, literature is used to model writing assignments. Students advance in technological literacy too, as they complete assignments on computers. Teachers have received in service training in 6+1 Writing Traits, and three are graduates of the Delaware Writing Project. Rosetta Stone software is also available for Hispanic bilingual students to learn English.

Mathematics

Our math curriculum is based on the National Council of Teachers of Mathematics (NCTM) Standards and Principles. This focus provides a vision of what school mathematics should be, and our curriculum provides structure so that our committed faculty can turn that vision into reality. The content standards include number and operations, algebra, geometry, measurement and data analysis and probability. The content areas are developmentally appropriate for grades kindergarten through fifth grade. The process standards (problem solving, reasoning and proof, communication, connections and representation) highlight ways of acquiring and using content knowledge. Each of the process standards is connected to the others. Moreover, the learning of mathematical processes is deeply imbedded in the learning of content. The math curriculum is coherent across the grades, conceptually oriented, focused on active student involvement and developing students’ mathematical thinking and reasoning, emphasizes reasoning and includes a broad range of content. Many explorations are integrated with language arts and science understandings to demonstrate that mathematics is not an isolated subject area. Assessment is ongoing and reflects the mathematical content and goals.

Social Studies

The Social Studies Curriculum is linked with the national and state standards. The core ideas are: Civics, Economics, Geography and History. The standards are being met by offering children opportunities to learn in differential intelligences through exposure to different genres. Activities we select support the standards. A Social Studies initiative is in the process of developing grade level Social Studies units of instruction and providing these on line at the district web site. The Wilson Social Studies team leader has been part of the district unit revisions and was instrumental in bringing the Wilmington Trust Bank to Wilson School as part of the economics study. Children now own their own interest-bearing savings accounts and can do bank transactions at school.

Science

The Etta J. Wilson science program is a prime example of how our mission statement is reflected in the learning process. At each grade level, students are engaged in thought-provoking, problem solving investigations. Our standards based program integrates the various disciplines in each unit allowing children to practice reading and math skills as they are gaining scientific knowledge. In a typical unit of study, students are exposed to an assortment of trade books used as read-alouds or as independent study. The investigations require students to predict, collect data and communicate results. Students maintain science journals further promoting literacy skills. Mathematical knowledge is integrated when students use measurement skills to find mass, length and volume. Culminating projects allow students to display their knowledge in various mediums. All science units espouse the scientific inquiry approach. Creativity and cooperation are nourished as students, working in pairs or teams, strive for scientific understanding. Our science program encourages parent and community connections. Experts are often called in to add their insights to a unit of study. Parent volunteers assist in the many hands-on investigations and science-related field trips. The grade level expectations, model units and assessment framework guide teachers in their planning and implementation and result in an exciting way to establish student knowledge and skills.

Expressive Arts

All students receive weekly instruction in music, art, library skills, literacy skills and physical education. These sessions are designed to build skills in each area. In addition these classes enhance and support the core curriculum while meeting state standards. Recognizing the need of our large bilingual population, Wilson School uses technology to provide instruction in Spanish for English speaking students and English for the non-English speaking students through the Rosetta Stone foreign language program.

2. **Reading:** The core of the language arts curriculum addresses the four state standards of: using written and oral English for various purposes and audiences; construct, examine and extend the meaning of literary, informative and technical texts through listening, reading and viewing; access, organize and evaluate information gained through listening, viewing and reading; and use literary knowledge accessed through print and visual media to connect self to society and to culture. Curriculum organized by Understanding by Design, focuses student learning towards Enduring Understandings and Essential Questions which are the same, yet appropriately defined for each level. Students engage in activities designed to teach the five basic components of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension on a daily basis. Teachers provide whole group, small group and independent instruction to meet the needs of the students. Differentiation is provided in flexible, small group settings. Students may also be grouped according to interest for independent reading activities. Other flexible groupings occur to accommodate particular learning styles (listening centers or computer programs). Writing is an integral part of the language arts instruction with multiple daily experiences provided for students to write for a variety of purposes and audiences. Reading and writing progress is monitored on a regular basis through teacher, district state and national assessment tools.

3. **Additional Curriculum Area SCIENCE:** The core of our science curriculum stems from the 1995 adoption of State Science Standards. Their goal was to prepare students to become productive citizens. In 2006 these standards were revised to better reflect current research, best practices, national standards and expert opinion. Educators from each level, government, community and business leaders all took part in this process. The eight standards encompass understandings and knowledge of physical science (Standards 2, 3), earth science (Standards 4, 5), life science (Standards 6, 7, 8) and the nature and application of science and technology (Standard 1). Each content standard is subdivided into strands with concepts that spiral up through the grade level clusters (K-3, 4-5, 6-8, 9-12).

The 2006 standards together with enduring understandings, essential question and grade level expectations form the basis of what students are expected to know. Each grade level, except kindergarten, has 4 units of instruction. The focus of each unit is for children to understand the Big Ideas of science through an integrated approach that increases in depth and rigor with each grade level. Teacher training

and distribution of science materials are important components to our science curriculum success. As a member of the State Science Consortium, our teachers receive extensive training on each unit and are provided the materials to conduct the many, engaging, hands-on scientific investigations. Having ample materials supplied is a huge advantage in our science instruction. Children experience the scientific process investigating the properties of matter, the life cycles of various animal species, the flow of energy (air, water, electrical), and observe and explore the materials that make up our Earth and Earth's immediate neighbors. Investigations may be implemented by teams, pairs or individuals whose sole purpose is to use their observations and data collection to gain knowledge and understanding that will lead to scientific literacy.

4. **Instructional Methods:** A variety of instructional methods are used at Wilson to improve student learning. Instruction may be delivered to a whole class, teams or to small groups of students. The intervention groupings are flexible and may be based on MAP data, student interest or learning style. Many students receive Direct Instruction, according to their individual needs. Technology is heavily utilized in our Rosetta Stone language lab, our reading/writing Literacy Lab, and our Fast Forward language acquisition program. Two to three computers are available in each classroom. Teachers use these for writing instruction, access to the internet for research projects and other creative endeavors (film making). Seventeen computers are available in the library. Our library is fully automated. Our instructor of gifted students meets in small groups with our highly performing students. For students needing additional academic support, our school offers a reading specialist, after school instruction, the HOST mentoring program, and summer school.

Wilson draws on a wide variety of community resources in enhancing instruction to improve learning. Field trips are planned to address the standards and to supplement classroom instruction. Many community resources are brought into the school, such as fire safety programs, Junior Achievement, and for career days. Parent nights are extremely important, because it gives our staff an opportunity to work with parents. During these sessions materials are provided and instruction given to show parents how to work with their children at home.

5. **Professional Development:** The professional development program at Wilson has focused on two areas: writing improvement and differentiated instruction. The Wilson School writing initiative deals with developing a program of writing instruction that is consistent throughout the students' stay here at Wilson Elementary School. An associate of Marcia Freeman's was brought in for an all day workshop to kick off this initiative. Most instructors had been exposed to Writing Across the Curriculum, and two staff members, along with the building principal, attended a regional workshop in order to bring back additional ideas and direction to the staff. Monthly meetings are held on the team level to discuss that level's writing instruction and additional guidance is provided from a series of instructional and philosophical tapes that are a continuation of the Marcia Freeman presentation.

Differentiated instruction is a district initiative. In addition to a five day workshop headed up by Cindy Strickland from the University of Virginia, the Wilson core team of 8 teachers provided training for the Wilson staff. District staff was also brought in to provide additional instruction in flexible grouping resulting in an additional six hours of instruction during the 2005-2006 school year. Breakout sessions held four times during the past school year also provided each staff member additional assistance in planning for differentiated instruction in mathematics and English/language arts. The impact on student learning was shown in the Delaware State Testing Program (DSTP) results with our culminating grade five scoring second in writing and math and sixth in reading when compared to all schools in the state of Delaware with fifth grade classes (81 schools).

In addition to these staff-wide initiatives, the dedicated teachers at Wilson participate in countless professional development opportunities on their own time. Currently Wilson has six National Board Certified Teachers, including the first ELL teacher to earn this certification in the state of Delaware.

PART VII - ASSESSMENT RESULTS

FORMAT FOR STATE CRITERION-REFERENCED TESTS

[Data Display Table for Reading - Wilson Elementary]

Subject_Reading_____ Grade_3___ Test___DSTP_____

Edition/Publication Year_2006___ Publisher_Harcourt_____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES*					
% Meets the Standard or better	91	81	76	90	82
% Exceeds the Standard plus Distinguished	51	27	29	49	37
Number of students tested	69	83	121	82	91
Percent of total students tested	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. Low Income					
% Meets the Standard or better	77	57	58	76	68
% Exceeds the Standard plus Distinguished	23	3	8	25	12
Number of students tested	22	35	48	25	34
2. African American					
% Meets the Standard or better	85	85	82	87	69
% Exceeds the Standard plus Distinguished	23	15	6	27	12
Number of students tested	13	20	17	15	26
3. Title I					
% Meets the Standard or better	91	81	76	86	71
% Exceeds the Standard plus Distinguished	51	27	29	43	10
Number of students tested	69	83	121	21	21
4. Hispanic*					
% Meets the Standard or better	-	45	44	-	-
% Exceeds the Standard plus Distinguished	-	0	7	-	-
Number of students tested	-	22	45	-	-

*Subgroup had fewer than ten students per grade in most years.

FORMAT FOR STATE CRITERION-REFERENCED TESTS

[Data Display Table for Mathematics – Wilson Elementary]

Subject_Mathematics___ Grade__3___ Test___DSTP_____

Edition/Publication Year_2006___ Publisher__Harcourt_____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES*					
% Meets the Standard or better	97	89	81	91	85
% Exceeds the Standard plus Distinguished	51	48	50	51	28
Number of students tested	76	89	134	93	97
Percent of total students tested	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. Low Income					
% Meets the Standard or better	96	74	71	90	68
% Exceeds the Standard plus Distinguished	44	13	27	23	16
Number of students tested	25	39	51	31	38
2. African American					
% Meets the Standard or better	85	86	94	88	58
% Exceeds the Standard plus Distinguished	38	25	24	31	8
Number of students tested	14	21	17	16	26
3. Title I					
% Meets the Standard or better	97	89	81	90	59
% Exceeds the Standard plus Distinguished	51	48	50	43	39
Number of students tested	76	89	134	21	22
4. Hispanic*					
% Meets the Standard or better	-	72	58	-	-
% Exceeds the Standard plus Distinguished	-	8	18	-	-
Number of students tested	-	25	57	-	-

*Subgroup had fewer than ten students per grade in most years.

FORMAT FOR STATE CRITERION-REFERENCED TESTS

[Data Display Table for Reading – Wilson Elementary]

Subject_Mathematics___ Grade_5___ Test___DSTP_____

Edition/Publication Year_2006___ Publisher_Harcourt_____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES*					
% Meets the Standard or better	89				
% Exceeds the Standard plus Distinguished	53				
Number of students tested	47				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Low Income*					
% Meets the Standard or better	-				
% Exceeds the Standard plus Distinguished	-				
Number of students tested	-				
2. African American*					
% Meets the Standard or better	-				
% Exceeds the Standard plus Distinguished	-				
Number of students tested	-				
3. Title I					
% Meets the Standard or better	89				
% Exceeds the Standard plus Distinguished	53				
Number of students tested	47				
4. Hispanic*					
% Meets the Standard or better	-				
% Exceeds the Standard plus Distinguished	-				
Number of students tested	-				

The 2005-2006 school year was the first year that Wilson Elementary had 5th grade students.

*Subgroup had fewer than ten students per grade in most years.

FORMAT FOR STATE CRITERION-REFERENCED TESTS

[Data Display Table for Mathematics – Wilson Elementary]

Subject_Mathematics___ Grade_5___ Test___DSTP_____

Edition/Publication Year_2006___ Publisher_Harcourt_____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES*					
% Meets the Standard or better	96				
% Exceeds the Standard plus Distinguished	46				
Number of students tested	48				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Low Income*					
% Meets the Standard or better	-				
% Exceeds the Standard plus Distinguished	-				
Number of students tested	-				
2. African American*					
% Meets the Standard or better	-				
% Exceeds the Standard plus Distinguished	-				
Number of students tested	-				
3. Title I					
% Meets the Standard or better	96				
% Exceeds the Standard plus Distinguished	46				
Number of students tested	48				
4. Hispanic*					
% Meets the Standard or better	-				
% Exceeds the Standard plus Distinguished	-				
Number of students tested	-				

The 2005-2006 school year was the first year that Wilson Elementary had 5th grade students.

At Wilson Elementary school, summative assessments are administered in both reading and mathematics. The summative assessment we use is the state test, the Delaware Student Testing Program (DSTP), which is administered in the spring of each year.

The Delaware Student Testing Program (DSTP) has five levels of performance standards for tested grades 3 through 10 in Reading, Mathematics and Writing: Well Below the Standard, Below the Standard, Meets the Standard, Exceeds the Standard and Distinguished. For the grade 2 DSTP, there are only three possible performance levels: Below the Standard, Meets the Standard, and Exceeds the Standard. The performance level that demonstrates meeting the standard is PL3 and is determined by a different cut-off score at each grade level. For more information about the Delaware Student Testing Program, click www.doe.k12.de.us/AAB.

Many of the students at Wilson met or exceeded the standard in reading and math. For example, 93% of the 2nd grade, 91% of the 3rd grade, 82% of the 4th grade, and 89% of the 5th grade students met or exceeded the standard in reading. In math, 98% of the 2nd grade, 97% of the 3rd grade, 84% of the 4th grade, and 96% of the 5th grade students met or exceeded the standard. In both reading and math across all grade levels, Wilson exceeds the district and the state in percent of students meeting the standard. In addition, our MAP data indicates that not only do our students make substantial progress in math and reading from fall to spring, they end the school year above the national average.

In terms of the percent of low-income students meeting or exceeding the standard, 2nd grade Wilson students showed little or no performance gap between low-income students and not low-income students in mathematics.