

# 2006-2007 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

**Cover Sheet** Type of School:  Elementary  Middle  High  K-12  Charter

Name of Principal Mrs. Susan P Zigler

Official School Name Joseph M. McVey Elementary School

School Mailing address 908 Janice Drive

Newark Delaware 19713- 4099  
City State Zip Code+4 (9 digits total)  
County New Castle

State School Number\* 326

Telephone (302) 454-2145 Fax (302) 454-3486

Website/URL www.christina.k12.de.us/

E-mail ziglers@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 Tel. ( 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: Mr. James R. Durr  
(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 \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

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

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

1. The school has some configuration that includes grades K-12. (Schools 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

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All data are the most recent year available.

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

- Number of schools in the district:
  - \_18\_ Elementary schools
  - \_ 3\_ Middle schools
  - \_ 0\_ Junior high schools
  - \_ 3\_ High schools
  - \_ 4\_ Other
  - \_28\_ TOTAL
- District Per Pupil Expenditure: \_\$4,388\_\_\_\_\_
 

Average State Per Pupil Expenditure: \_\$7,569\_\_\_\_\_

**SCHOOL** (To be completed by all schools)

- Category that best describes the area where the school is located:
  - Urban or large central city
  - Suburban school with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
- 11\_\_\_\_\_ Number of years the principal has been in her/his position at this school.
 

\_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
- 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	17	14	31	7			
K	48	49	97	8			
1	67	48	115	9			
2	61	42	103	10			
3	51	54	105	11			
4	58	47	105	12			
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>556</b>

*[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]*

6. Racial/ethnic composition of the school:
- 64 \_\_\_\_\_% White  
 24 \_\_\_\_\_% Black or African American  
 8 \_\_\_\_\_% Hispanic or Latino  
 4 \_\_\_\_\_% Asian/Pacific Islander  
 0 \_\_\_\_\_% American Indian/Alaskan Native  
**100% Total**

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

7. Student turnover, or mobility rate, during the past year:   20   %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	52
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	53
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	105
<b>(4)</b>	Total number of students in the school as of October 1	522
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.2
<b>(6)</b>	Amount in row (5) multiplied by 100	20

8. Limited English Proficient students in the school:   0   %  
  0   Total Number Limited English Proficient  
 Number of languages represented: \_\_\_\_\_  
 Specify languages:

9. Students eligible for free/reduced-priced meals:   43.9   %

Total number students who qualify:   229  

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.



## **PART III - Summary**

The mission of McVey Elementary School, a diverse, child-centered and technologically progressive community, is to prepare each student to become an independent, critical thinker, a successful life-long learner and a contributing citizen in a changing world by implementing a challenging curriculum using technology and a variety of instructional skills and strategies.

Our school motto; “I want to learn and be the BEST that I can be” is repeated every morning by a group of students during our morning announcements and Pledge of Allegiance. This personal reminder of our expectation is a positive way to start the day.

Most of our 576 students arrive by bus at approximately 8:00 am. They are encouraged to take part in the universal breakfast offered by our wonderful cafeteria staff. It’s a good way to start the day.

As you walk through the hallways, you will find students lined up for the school store run by our PTA. The open library is busy with students checking out and returning books and the music room has third grade chorus practice. In each classroom students are doing their morning work and preparing for a great day. Community and college tutors and mentors are signing in at the front desk to work with our students. Our wonderful nurse is taking care of a nose bleed, muddy pants or a parent with a question. Our chief custodian is cleaning up a spill in the cafeteria or delivering an extra roll of paper towels to a kindergarten classroom. The bustling atmosphere of our school is positive and warm .It’s a good place to be as a child or adult. Good things are going to happen at McVey today!

Our secretary is working with a new parent on a day care problem. Our speech therapist is greeting a new pre- k student and parent to go over some home activities. The gym teacher is outside in the front of the building making sure all of our walkers and car riders are coming safely into the building. A teacher and paraprofessional are outside in the back where the busses arrive, checking them off and taking care of the children as they enter the cafeteria for breakfast. It’s going to be a great day at McVey!

Our counselor, although part-time, has a full-time load of children and parents with emotional problems. She handles them with a smile. The teacher of the gifted and talented, another part-time person, has full-time lesson plans filled with science and math that have the students clamoring to come into to her tiny closet of a space .Every nook and cranny is filled with learning at McVey. Our computer lab is located in the old locker room. It works!

Our reading resource teachers are getting ready for small group instruction through out the day and our pre-k teachers are working diligently on language and fine motor with our 2, 3 and 4 year olds. Our TAM (Team Approach to Mastery) classes are providing small group and large group instruction to our regular and special education students and our many of our autistic students are being mainstreamed successfully into regular or TAM, or LRE classrooms. It’s going to be a great day at McVey!

Our 4 paraprofessionals are working in small groups or one-on –one throughout the building. One of our special education teachers provides extra support in our pre-k and TAM classrooms.

Our morning is off to a great start! McVey’s staff provides a warm, nurturing environment in which to grow and learn. Our teachers are ready with the day’s lesson plans prepared to help each child do their best. We have an excellent staff that goes the extra mile to do whatever it takes to provide a safe, clean, caring learning environment for our students .Our University of Delaware and Wilmington College student teachers have exceptional placements.

As the principal, I have the best job in the morning. I greet our students as they come in the door and get over 500 hundred hugs! It’s another a great day at McVey!

## **PART IV INDICATORS OF ACADEMIC SUCCESS**

**1. Assessment Results:** At McVey, student data determines the use of all programs and efforts so that the alignment to outcomes is clear. It begins with the students' assessments. We use all current data from the classroom teacher's assessments, DSTP scores, DIBELS, writing prompts, STAR reading scores, and Measures of Academic Progress (MAP) scores. We are very proud of our Delaware Student Testing Program (DSTP) scores. It has taken a lot of work but we have made steady progress. Our consistency within our grade levels in reading, math and writing has helped a great deal. No one group makes great gains nor declines greatly. Compared to the district and state scores, we score above their averages most of the time. We share this information with the staff and applaud them. We are constantly looking at ways to improve our instruction. We share our assessments with parents during PTA meetings and conferences. In the 2005-06 DSTP, 86% of our 3<sup>rd</sup> grade students achieved a 3 (Meets the Standard) or better in Reading; 84% achieved a 3 or better in Math and 64% achieved a 3 or better in Writing. The district writing score was 65% and the state score was 61%. Writing continues to be a main focus for us in our Pathways to Excellence Plan. Comparatively, in Reading the district score was 84% and the state score was 84%; the district Math was 80% and state Math was 79%. Our 4<sup>th</sup> grade Science and Social Studies DSTP scores have been steadily climbing since 2002 until this year. We began in 2002 and 2003 at 94% of our 3<sup>rd</sup> grade students meeting or above the standard in Science 95% in 2004, 98% in 2005 and 94% in 2006. Our Social Studies DSTP scores for third grade students meeting or above the standard were 65% in 2002, 67% in 2003, 79% in 2004, 80% in 2005 and 75% in 2006. We're not exactly sure why our scores declined this year. We attribute some of it to a major shift in staffing by the district. Our Hispanic population has increased this year. We will be monitoring their progress on the DSTP and other assessments to make sure they receiving the support they might need. All of our sub groups have made gains in Science since 2003. There was a slight drop in Social Studies from 2004(66%) 2005(65%) for our African American 3<sup>rd</sup> grade students. I don't know why. We will continue to look at our data to help us plan interventions, as needed

**2. Using Assessment Results:** Our Literacy Team uses this information to create a matrix of our students who need interventions and the interventions we can offer. Our Literacy Team meets with the teachers of our at-risk student to discuss the possible interventions.

The interventions we can offer are; reading resource with small group work, one-on-one tutoring with a college student or community volunteer or flexible grouping with another teacher. Discussing the data at grade level meetings translates into more focused lessons in the areas in which a majority of our students are at risk.

Teacher collaboration and sharing is an integral part of the success of our program. Professional development on how to use the data is a key component. Testing is useless unless we use it to improve things for our children. As we see the needs of our children we try to make sure our teachers have the tools to help them. Using the assessment pieces and teacher in-put, we have provided teacher training in such areas as fluency, explicit phonics, reading comprehension, and writing. Training the teachers to use the MAP (Measures of Academic Progress) and DIBELS data to determine the needs of their students was critical. This information makes all of our intervention groups fluid and provides the students with the support they need. Communication between teachers is extremely important. Everyone needs to share information regarding our at risk students. Parents need to be included in the information sharing , too.

**3. Communicating Assessment Results:** We have an open door policy at McVey. We encourage our parents to be active participants in their children's education. As a team, we can offer their children the best education possible. We communicate to our parents through the monthly news letter, classroom newsletters, phone calls, conferences and PTA meetings Interim reports are mailed home to alert parents of commendations or academic warnings. Evening conferences are held to increase parent participation. Our staff makes every effort to keep open communication with parents. Some of our staff members have made home visits when necessary. Our community is made aware of our school's progress through the

newspaper, district communicator, displays in our adoptive, local store and our newly- installed, prominently- displayed school sign! We want our parents to feel welcome in our school. We know how important their perception is of our school. We want them to know we are working hard to provide the best education for their children, but we need their support to succeed. We have held evening workshops (Partners in Learning) for K-3 parents in math, reading and writing to help them understand what their child is doing in school. They bring their children and participate in three 20-minute activities taught by our teachers. They finish with a snack, fill out a survey and are given the manipulatives to do the activities at home. It's very successful. The parents, students and teachers enjoy it! Communication is something we are always striving to improve with our parents and the community.

**4. Sharing Success:** We have shared our successes with other schools through our teachers. The teachers are the ones making great things happen in the classroom. Who, better than they, should share it with other teachers? In order to share it, we really have to look at what we do. That, in itself, can be an eye-opening experience. Teachers differentiate and instruct their students to insure success. They revamp and revise to meet their needs. They share, cut and paste, purchase and make things to benefit their students but rarely do they toot their own horns. They don't dissect it. They just do it. When they do look at their interventions and lessons closely, they realize how much they differentiate. They give each student what they need. Sharing success with others starts with looking at it closely. Once they see what an impact they can have, they want to share it with others. We share in grade level meetings and across grade levels. We share with other schools through professional development days. Our Reading Specialists have provided workshops for other schools in fluency, explicit phonics and writing.. Many of our staff members have provided workshops in technology and data analysis with other schools. We are happy to share and are always looking for others who are improving in our areas of need.

## **PART V. CURRICULUM AND INSTRUCTION**

**1. Curriculum:** Our Houghton Mifflin reading program was chosen by the district. We have used that curriculum with all of our children to expose them to the literature involved. All of our students are part of our balanced literacy program. They read the anthology and receive interventions in reading when appropriate. Our reading resource teachers offer interventions and support for our teachers who have struggling students. Our special education students also receive direct instruction in reading, if it is an IEP goal. We use Accelerated Reader to encourage our students to read and challenge them to meet their AR goals. Each grade level has a goal to reach and many students are achieving and surpassing their individual goals. Reading is an important part of our state test and finding motivational challenges for our students makes it fun! We are part of RIF (Reading Is Fundamental) and our reading teacher has done a fantastic job in this area. Due to her dedication, we were Delaware's first place winners for large sites 3 years in a row.

Our math Trailblazers program has been used in the district for many years. Our children are meeting success because of the consistency of the program from year to year and our teachers' reinforcing skills as needed. Using our tutor volunteers to reinforce math skills has been very helpful. Promoting math through our parent involvement activities also helps. Often, our parents are unsure of math so providing take-home activities makes it less stressful another part of success last year was our ability to provide math tutors as an intervention for struggling students. The extra 30 minutes with an adult once or twice a week made a huge difference for many of our at risk children in math. Unfortunately, we can no longer provide that to many students. Our staffing was cut and our mentor/tutor coordinator works part-time this year. Writing is a primary focus for us in our Pathways to Excellence Plan. Every school in our district has a PEP which focuses on the needs of the students as indicated by our DSTP scores and other data. Each grade level uses the district writing curriculum and prompts to focus on improving writing for our children. Writing is incorporated throughout the curriculum. Our teachers use rubrics and anchor papers to evaluate their students' writing. Students learn how to evaluate their own writing so they are able to improve. Last year we were able to provide extra writing support from our Reading Specialists. This year, our staff has been cut. Our teachers must provide any extra support within the classroom. Our teachers are trained at each grade level in Smithsonian kits for science. Our students love science and are involved with Science Explorers, a wonderful program for K-3 students paid for by a local company. It's hands-on science at it's best.

**2a. Reading:** Our reading program was chosen by the district. It is Houghton Mifflin. We use a balanced literacy approach to reading across the district. Phonics and writing are heavily involved in our reading program. We stress both as important components and use a variety of instructional strategies to reinforce both.

Our reading resource teachers work in small groups to teach these skills. Accelerated Reader has helped tremendously. It has increased our library circulation and created grade-level challenges in reading. We often use our tutors to reinforce reading skills. Many of our first grade teachers offer take-home packets to their students. We stress fluency, explicit phonics and reading comprehension through out the grade levels. Our Reading Specialists have provided workshops for our staff(paraprofessionals included) to help our students in reading. Our physical education teacher, art teacher, music teacher and librarian all work with students individually or small group during their open blocks. Some work in reading others in writing or math.

Our writing curriculum has just been recently developed by our district to achieve fidelity in the curriculum across the district. Writing has been an area we need to strengthen for sometime. We continue to work on it using variety of strategies. Making writing important to the students has played a major part in our improvement. Showing them how much fun writing can be and what a difference descriptive words can make in their writing has been exciting. Using writing across the curriculum has also helped. It allows

the students to see the importance of writing in all areas. Consistency in teaching writing has been one of the most important factors. Teaching the students how to use a rubric and what a 3 might look like in writing helps the students understand where they need to be to meet the standard. Each grade level has a stand alone writing prompt they use in the spring to compare with the state rubric and grade level anchor paper.

**3. Other Curriculum:** Our social studies curriculum is slowly evolving through the district. Class trips to local historic sites add excitement to our social studies curriculum. Team teaching and guest speakers supplement classroom studies. Our social studies lead teacher keeps our teachers up to date on information that is available on line. Our teacher of the gifted and talented often uses social studies and science activities, as well as others, to challenge her students.

Our music teacher has a third grade chorus and fourth grade chorus and works with small groups doing some musical ensembles. He has concerts 3 times a year and has staff members working with him to provide the students with fun yet challenging pieces. Our art teacher has wonderful displays of our students' artwork in the hall, at district office and at legislative hall in Dover. She has also displayed our students' work in our local BJ's store for the community to see! It's amazing to watch her in the classroom. She brings out the best in each student by conferencing with them and encouraging them.

**4. Instructional Methods:** At McVey we use small group instruction for interventions and instruction. Our tutors provide one-on-one instruction for those students who are struggling in reading or math. Reading Assist is another intervention that is used for a few students. Team teaching provides our teachers support for each other in core areas. They collaborate and develop great lessons to meet the needs of their students. Paraprofessionals work in small groups providing help in the areas of reading, writing, fine motor or math. Special Education teachers work with their identified students and other at risk students who need small group instruction. Our TAM (Team Approach to Mastery) classrooms provide our special education and at risk students the opportunity to be successful because of small group instruction. They are all part of meeting students' needs. Our Expressive Arts teachers also provide extra help for our at-risk students. They work with them individually or in small groups during their extra planning blocks. Our teacher of the gifted and talented works with large and small groups because she is only here part time. Our Reading Resource teachers all provide small group instruction for our students struggling in reading. They also work with them in writing, to improve our students' learning. Providing Partners in Learning workshops in the evening for our parents enable them to work with their children on homework. This improves communication between parents and school and helps our students.

**5. Professional Development:** We base our professional development on the needs of the students. We use our data to determine what areas we need to work on. Our teachers work together in monthly grade-level meetings to share some ideas, lessons and successes. Our school wide professional development is both school wide and grade level specific. We achieve our best results using our data and teacher input to determine our specific needs.

We have many talented teachers who can provide meaningful staff development. We have also used district cadres as necessary. Information that is useful and readily available has the best impact on teacher and students. Teaching our teachers how to retrieve the data, interpret it and use it to develop lessons for their students has made a big impact on the staff. Teaming, collaborating so it's not overwhelming, fluid movement in grouping in interventions and using every staff member has enabled us to help our students achieve success. We have made an impact on our students by empowering our teachers with training that drills down to the needs of the students using the data from our assessments.

# **PART VII - ASSESSMENT RESULTS**

## **FORMAT FOR STATE CRITERION-REFERENCED TESTS**

[Data Display Table for Reading – McVey 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
<b>SCHOOL SCORES*</b>					
% Meets the Standard or better	85	86	90	79	73
% Exceeds the Standard plus Distinguished	30	28	31	25	14
Number of students tested	86	93	112	106	113
Percent of total students tested	99	99	100	100	-
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Low Income					
% Meets the Standard or better	76	77	88	70	64
% Exceeds the Standard plus Distinguished	16	2	21	12	0
Number of students tested	37	43	34	50	42
2. African American					
% Meets the Standard or better	71	75	84	71	61
% Exceeds the Standard plus Distinguished	24	3	27	28	13
Number of students tested	21	28	37	31	23
3. Title I					
% Meets the Standard or better	85	86	90	80	38
% Exceeds the Standard plus Distinguished	30	28	31	15	0
Number of students tested	86	93	112	46	26

**FORMAT FOR STATE CRITERION-REFERENCED TESTS**

[Data Display Table for Mathematics – McVey 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
<b>SCHOOL SCORES*</b>					
% Meets the Standard or better	83	81	80	71	61
% Exceeds the Standard plus Distinguished	38	30	22	16	18
Number of students tested	96	110	130	122	114
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
<b>SUBGROUP SCORES</b>					
1. Low Income					
% Meets the Standard or better	78	79	71	63	52
% Exceeds the Standard plus Distinguished	28	18	0	5	0
Number of students tested	41	52	45	57	42
2. African American					
% Meets the Standard or better	77	68	70	53	33
% Exceeds the Standard plus Distinguished	32	3	0	8	0
Number of students tested	22	34	40	36	24
3. Title I					
% Meets the Standard or better	83	81	80	80	42
% Exceeds the Standard plus Distinguished	38	30	22	15	4
Number of students tested	96	110	130	46	26

**FORMAT FOR STATE CRITERION-REFERENCED TESTS**

[Data Display Table for Reading – McVey Elementary]

Subject Reading Grade 4 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
<b>SCHOOL SCORES*</b>					
% Meets the Standard or better	90	-	-	-	-
% Exceeds the Standard plus Distinguished	34	-	-	-	-
Number of students tested	97	-	-	-	-
Percent of total students tested	100	-	-	-	-
Number of students alternatively assessed	0	-	-	-	-
Percent of students alternatively assessed	0	-	-	-	-
<b>SUBGROUP SCORES</b>					
1. Low Income					
% Meets the Standard or better	83	-	-	-	-
% Exceeds the Standard plus Distinguished	26	-	-	-	-
Number of students tested	42	-	-	-	-
2. African American					
% Meets the Standard or better	77	-	-	-	-
% Exceeds the Standard plus Distinguished	17	-	-	-	-
Number of students tested	30	-	-	-	-
3. Title I					
% Meets the Standard or better	90	-	-	-	-
% Exceeds the Standard plus Distinguished	34	-	-	-	-
Number of students tested	97	-	-	-	-

The 2005-2006 school year was the first year that McVey Elementary students received scores using the five levels of performance standards for tested grade 4 in Reading.

**FORMAT FOR STATE CRITERION-REFERENCED TESTS**

[Data Display Table for Mathematics – McVey Elementary]

Subject Mathematics Grade 4 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
<b>SCHOOL SCORES*</b>					
% Meets the Standard or better	86	-	-	-	-
% Exceeds the Standard plus Distinguished	46	-	-	-	-
Number of students tested	102	-	-	-	-
Percent of total students tested	100	-	-	-	-
Number of students alternatively assessed	0	-	-	-	-
Percent of students alternatively assessed	0	-	-	-	-
<b>SUBGROUP SCORES</b>					
1. Low Income					
% Meets the Standard or better	86	-	-	-	-
% Exceeds the Standard plus Distinguished	35	-	-	-	-
Number of students tested	43	-	-	-	-
2. African American					
% Meets the Standard or better	74	-	-	-	-
% Exceeds the Standard plus Distinguished	29	-	-	-	-
Number of students tested	31	-	-	-	-
3. Title I					
% Meets the Standard or better	86	-	-	-	-
% Exceeds the Standard plus Distinguished	46	-	-	-	-
Number of students tested	102	-	-	-	-

The 2005-2006 school year was the first year that McVey Elementary students received scores using the five levels of performance standards for tested grade 4 in Mathematics.

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](http://www.doe.k12.de.us/AAB).