

**U.S. Department of Education**  
**2014 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mrs. Nancy A. Ellis

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Frank H. Hammond Elementary School

(As it should appear in the official records)

School Mailing Address 1301 Fran Lin Pky

(If address is P.O. Box, also include street address.)

City Munster State IN Zip Code+4 (9 digits total) 46321-3705

County Lake County State School Code Number\* 4343

Telephone 219-838-2060 Fax 219-838-7964

Web site/URL http://fhh.munster.us/ E-mail naellis@munster.us

Twitter Handle https://twitter.com/PTOFHH Facebook Page www.facebook.com/FHHPTO Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

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

(Principal's Signature)

Name of Superintendent\*Mr. Richard Sopko E-mail: rasopko@munster.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name School Town of Munster Tel. 219-836-9111

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 Mrs. Judith Florczak  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) 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 a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
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

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 5 TOTAL

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

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 10 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	27	14	41
K	40	36	76
1	30	46	76
2	59	45	104
3	55	48	103
4	45	61	106
5	64	53	117
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
<b>Total Students</b>	320	303	623

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 11 % Asian
  - 6 % Black or African American
  - 22 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 57 % White
  - 3 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 10%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	43
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	65
(4) Total number of students in the school as of October 1	623
(5) Total transferred students in row (3) divided by total students in row (4)	0.104
(6) Amount in row (5) multiplied by 100	10

7. English Language Learners (ELL) in the school: 17%  
108 Total number ELL
- Number of non-English languages represented: 24
- Specify non-English languages: 010 Afrikaans
- 040 Arabic
  - 085 Bengali
  - 125 Cantonese
  - 150 Chuang
  - 250 French
  - 315 Greek(Eretria)
  - 325 Gujarati
  - 355 Hindi
  - 380 Ibo (Igbo)
  - 485 Korean
  - 580 Malayalam
  - 600 Mandarin (Sichuanese)
  - 675 Nepali
  - 715 Persian (Farsi)
  - 720 Polish
  - 730 Punjabi
  - 760 Russian
  - 770 Serbian
  - 835 Spanish
  - 865 Tamil
  - 875 Telugu

880 Thai  
935 Urdu

8. Students eligible for free/reduced-priced meals: 12 %  
Total number students who qualify: 79

If this method is not 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.

9. Students receiving special education services: 14 %  
88 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.

7 Autism	0 Orthopedic Impairment
1 Deafness	3 Other Health Impaired
0 Deaf-Blindness	7 Specific Learning Disability
1 Emotional Disturbance	53 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
2 Mental Retardation	2 Visual Impairment Including Blindness
5 Multiple Disabilities	7 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	25
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	16
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

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

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	98%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes                      No X

If yes, select the year in which your school received the award.

## **PART III – SUMMARY**

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“Where the tradition of excellence begins...” greets every visitor who enters Frank H. Hammond Elementary School (“FHH”).

FHH is one of three elementary schools in the School Town of Munster, located in Munster, Indiana. Munster is a metropolitan community, located in northwest Indiana, which features top rated schools, quality housing, a prosperous local economy, and excellent cultural and leisure opportunities. Since Munster is only 30 miles from the heart of Chicago, its residents enjoy the benefits of a big city while retaining its small town charm. According to the Town of Munster website, “The town has become an ideal choice for businesses and for families - not only for its location, but more importantly because of the proud spirit that has been nurtured here.”

FHH is a K-5 school with a student population of approximately 600 students, along with a special needs Early Childhood program (3-5 year olds) operated by our special education cooperative, West Lake. There are approximately 40 certified staff members, including special education and itinerant staff, offering core instruction, high ability enrichment, and remedial assistance programs. There are currently four classrooms at each grade level 2nd through 5th and three classrooms each for 1st grade and full-day kindergarten.

In April 2013, through AdvancED, the North Central Association Commission on Accreditation and School Improvement (“NCA CASI”), granted the School Town of Munster, including all individual buildings, accreditation through its District Accreditation process. District Accreditation is a powerful systems approach to improving student performance results over time. This process has provided the framework for FHH to engage in a continuous cycle of self-assessment, vision and goal setting, and monitoring results. A dedicated staff has collaboratively come together year after year to carry out an ongoing strategic plan for high achievement and improvement. FHH aligns its mission and goals with those of the district:

School Town of Munster Vision:

All School Town of Munster students have the skills necessary to participate successfully in a global society.

School Town of Munster Mission Statement:

The School Town of Munster, in partnership with all stakeholders, implements equitable and challenging learning experiences that provide the foundation for independent and innovative thinking.

Frank H. Hammond Elementary School Mission Statement:

Learning is the chief priority at Frank H. Hammond Elementary School. In partnership with our families and community, all students will be motivated and empowered to achieve their personal best.

There are many programs and educational services available to meet the needs of the diverse population of learners at FHH. We believe our success is rooted in our ability to evaluate and address students’ individual needs. Students are identified for high ability classes in reading/language arts and math. A variety of support services including the English Language Learner, tutorial reading and math classes during the school day, reading specialist interventions, social work, and a full time nurse provide assistance in serving social, physical, and academic needs. Special education services are offered through the West Lake Special Education Cooperative including, occupational therapy, physical therapy, and speech. FHH houses two West Lake Special Education Cooperative programs: Early Childhood and a Functional Skills classroom, along with one resource classroom for students with other Individual Education Plan (“IEP”) support needs. FHH offers various programs beyond the classroom that enhance students’ educational experiences: field trips to increase learning, grade level activities, and integrated technology to enhance all curricular areas. Summer school remediation and enrichment classes are offered to support reading and math. All of these programs support our mission of learning and provide a high quality, comprehensive, yet individualized education for all our learners.



FHH has consistently maintained a record of high achievement that is worthy of Blue Ribbon recognition. Some specific accomplishments include:

- Achieved Indiana Four-Star School recognition in 2013 for the 2011-12 school year for performing in the upper 25th percentile of schools in performance on the Indiana Statewide Testing for Educational Progress-Plus (“ISTEP+”).
- Achieved “Exemplary Progress” and “A” ratings on Indiana State Report Card since 2009.
- Annually accomplished Adequate Yearly Progress (“AYP”) since 2006-07.
- 100% of 3rd graders passed the Indiana Reading Evaluation and Determination (“IREAD-3”) in 2013 that measures foundational reading standards.
- 95.2% student passing rate in mathematics ISTEP+ surpassed both the state average (82.9%) and the state goal (90%) for student performance.
- 95.2% student passing rate in English/language arts ISTEP+ surpassed both the state average (79.7%) and the state goal (90%) for student performance.
- Bottom 25% of students surpassed the state bonus target in both mathematics and English/language arts in student growth as measured by the Indiana State Report Card.
- Top 75% of students surpassed the state bonus target in both mathematics and English/language arts in student growth as measured by the Indiana State Report Card.
- Over 94% of students in each grade level passed ISTEP+ for both mathematics and English/language arts.

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

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### **1. Assessment Results:**

a) ISTEP+ measures student achievement in the subject areas of English/language arts, mathematics, science, and social studies and reports student achievement levels according to the Indiana Academic Standards. These results are the measures used by the state to calculate growth and performance on Indiana's A-F Model Report Card which holds schools and corporations to higher standards and provides a more accurate picture of their performance by incorporating student academic growth. FHH earned a total of 6 points on the 4 point scale. The A-F results are reported on a 4 point scale for performance, with bonus and/or penalty points added/subtracted for student growth.

FHH earned 4 points (maximum) for student performance by exceeding the state average and the state goal in both mathematics and English/language arts:

Math - FHH (95.2%) - State Avg (82.9%) - State Goal (90%)

English/LA - FHH (95.8%) - State Avg (79.7%) - State Goal (90%)

FHH earned 2 additional bonus points for exceeding the Bonus Target for student growth in both mathematics and English/language arts:

Bottom 25% of students achieving High Growth (1 bonus point):

Math -FHH (54.5%) - Bonus Target (44.9%)

English/LA - FHH (56.6%) - Bonus Target (42.5%)

Top 75% of students achieving High Growth (1 bonus points):

Math -FHH (59.2%) - Bonus Target (39.2%)

English/LA - FHH (46.5%) - Bonus Target (36.2%)

FHH did not receive any penalty points deducted for schools that exceeded a penalty threshold for students showing low growth:

Percent of students showing low growth:

Math -FHH (14.2%) - Penalty Threshold (42.4%)

English/LA - FHH (23.1%) - Penalty Threshold (39.8%)

b) While our students are succeeding overall on the ISTEP+ English/language arts and mathematics subject areas (consistently 90% passing and above), we continuously seek ways to improve. As a building, we try to dig beyond the “percentage-passing” statistics to analyze how we can help all students become better learners. Over the past five years, our staff has closely examined ISTEP+ results and paid particular attention to our students’ ability to succeed on the open-ended questions and writing prompt items. We concluded that many students were performing poorly on some questions because they didn't understand the question, break down the problem, check for a reasonable answer, and/or support the answer with evidence. This review prompted us to look at the strategies we use to teach reading comprehension. We developed the following School Improvement Goal for Reading: All students will improve their reading comprehension skills in a variety of contexts across the curriculum.

We collaboratively researched ways to develop lessons and implement teaching practices that would empower our students to better be able to comprehend a question or task (interpret), formulate a problem solving strategy (organize), and then write an understandable and complete response (explain) to a question or prompt. Through this research we developed building-wide strategies for incorporating writing, vocabulary, and comprehension best practices that addressed specific needs at each grade level while providing a common language that strengthened our vertical articulation so that desired learning outcomes were addressed across all grade levels.

We likewise continue to monitor our progress in the area of mathematics. We included reading comprehension strategies into math instruction to help our students master content area vocabulary and improve writing to show understanding of math concepts and problems. Currently, with the transition to Common Core standards, we decided to develop a goal that will more specifically address the development

of the “inquiry” strategies that will prepare our students to process math skills in order to solve 21st century problems. We developed a second School Improvement Goal: All students will improve their math proficiency in order to apply math in all curricular areas to solve problems that arise in everyday life.

A “dig deeper” analysis of our data, along with a collaborative research and development cycle has contributed to maintaining the significant success of our performance levels. Continuous assessment of both individual student needs and program effectiveness have led us to the implementation of various building wide initiatives such as “6+1 Writing Traits,” Latin and Greek roots for vocabulary development, the “Daily 5” teaching format, and common assessments for reading benchmarks, just to name a few.

The largest identified gap in our recent-year data was between the free-and-reduced lunch subgroup in 5th grade (86% passing) compared to our 5th grade overall (98% passing). These results represented two (2) students out of this subgroup of fourteen (14) who did not pass and who are both being monitored and receiving intervention services through our Response-to-Instruction (“RTI”) process.

While our Asian subgroup has historically been highly successful, we also note their high achievement at the Pass+ (Advanced) level: Grade 3 (100% Pass, 94% Pass+), Grade 4 (93% Pass, 73% Pass+), and Grade 5 (100% Pass, 80% Pass+) We note that our Hispanic subgroup has also shown significant success: Grade 3 (94% Pass), Grade 4 (92% Pass) and Grade 5 (91% Pass).

Most of our other subgroups are non-qualifying due to low numbers. However, we make a conscious effort to monitor the success of other subgroups, specifically Special Education and English Language Learners. Therefore, individual students in each of these subgroups are consistently monitored.

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

At FHH, we use multiple assessments administered to obtain baseline data for all students. These assessments include: mClass/Dibels for reading and mathematics, (grades K-2), Acuity for reading, mathematics, science, and social studies (grades 3-5), ISTEP+ for English/language arts and mathematics, (grades 3-5), Terra Nova/InView, (grades 2, 3, 5), IREAD-3, (grade 3), running records (grades K-5), and beginning of year and end of year math assessment (grades 1-5). Data is stored and accessible to all teachers through our FHH Moodle online learning management system (“Moodle”) and PIVOT data warehouse. Data team meetings are held after the completion of each assessment window to review and analyze assessment results at each grade level. Through various reporting tools, teachers use the information to develop differentiated instruction within the classroom, to identify at-risk students and recommend interventions, to monitor student progress for all students, and to evaluate consistency and effectiveness of academic programs.

Additional assessments through RAPS360, AimsWeb, and Virtual Math help us to pinpoint specific learning needs for low-achieving students and to develop individual learning goals that are progress-monitored on a regular basis. A reading specialist, reading interventionist, and reading/math tutors are available to administer recommended interventions.

For identified high ability students, high ability resource teachers provide instruction that assures continued academic growth. Indiana provides “growth model” data to assess progress. Data and RTI teams monitor this data in order to maintain our goal of both high achievement and high growth.

PowerSchool student management system stores student demographic data as well as a standards-based grading system used by teachers to record grades and assess standards. Teachers use PowerSchool to communicate classroom progress on grade level standards, as well as successful learning behaviors and specific assignments.

Data is also reviewed regularly to analyze overall program effectiveness. Under the direction of the School Improvement Team and Data Teams, our staff consistently examines ISTEP+ data. We have paid particular attention to our students’ ability to succeed on the ISTEP open-ended questions and writing prompt items. Reviewing these items has prompted us to look at the strategies we use to teach reading comprehension.

We have collaboratively researched ways to develop lessons and implement teaching practices that would address these identified needs. Building-wide strategies for incorporating writing, vocabulary, and comprehension best practices have been developed that address specific needs at each grade level, while providing a common language that strengthens our vertical articulation so that desired learning outcomes are addressed across all grade levels.

In a similar process with math, we specifically address the development of the “inquiry” strategies that will empower our students to utilize the Common Core Mathematical Practices in their everyday encounters with math problem solving.

This “dig deeper” analysis of our data, along with a collaborative research and development cycle has contributed to maintaining the significant success of our performance levels. Continuous assessment of both individual student needs and program effectiveness have led us to the implementation of various building wide initiatives such as “6+1 Writing Traits,” Latin and Greek roots for vocabulary development, the “Daily 5” teaching format, common assessments for reading benchmarks, and Inquiry math, just to name a few.

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

District grade-level meetings and department meetings are held for the purpose of sharing ideas and resources, developing curriculum, evaluating assessments, and fostering vertical and horizontal articulation across the district. These collaborative meetings ensure that standards are assigned and assessed in a similar manner. In these meetings, we look at the curriculum and decide what fits best with the needs of our students. We are able to share successful strategies with colleagues. These discussions can continue throughout the whole year through our Moodle forums at each grade level. Teachers utilize the Indiana Department of Education Learning Connection website to share lessons and teaching strategies with teachers across the entire state. We use our district and building Facebook pages to share Digital Learning Day activities, and other announcements about our successful strategies. We have collaborated with neighboring school districts to share lessons on the Daily 5 teaching format, 6+1 Writing Traits, and Inquiry Math. Educators from many schools have visited FHH to see our Moneyopolis mini-economy program and our Sunform phonics program. Teachers network as they attend a variety of state sponsored meetings that support technology in the classroom such as Indiana Computer Educators (“ICE”) and eLearning Technology Conferences. FHH teachers have presented at these conferences as well to share integrated technology applications. Partnerships with local colleges (Purdue University Calumet and Calumet College) provide professional development for our teachers and reciprocally our teachers provide mentoring and supervision for pre-service teachers at their institutions. FHH teachers open their classrooms to many pre-service teachers who need to clock observation hours, who are seeking opportunities for hands-on teaching practice opportunities, and who are ready to complete their student teaching experiences. Many teachers also engage in sharing activities with classes from other schools. Pen pal writing activities, writing/reading stories, or collaborating on a problem solving project bring students together and provide sharing opportunities for teachers.

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

FHH partners with parents, organizations and businesses within the community. The FHH PTO supports the academic success of the school by providing volunteers and funding for field trips and academic activities, classroom and instructional equipment and supplies, and a network of parental communication. Parents have the opportunity to participate directly in their children’s classrooms by volunteering to assist teachers with center-based activities, participating in the PTO’s parent-led Art and Music in Action program and presenting activities under the school’s Junior Achievement (“JA”) program. In a collaborative effort between school administration and the PTO, parents receive a weekly digital newsletter in regard to all upcoming school-related events. Furthermore, the PTO sponsors book fairs, science fairs and other fundraising events. Parents also participate in the academic success of FHH students by coaching academic-based after-school activities, such as Science Club and Math Bowl. In addition, parent representation is welcomed on the FHH School Improvement Team.

The existence of various community organizations further define the dedication to education that is valued by this community. The Munster Education Foundation, a group of educators, business people and citizens, awards grant money to support programs that are not funded by school budgets. The Munster Parks Department joins with the School Town to offer enrichment classes each summer. The Munster Police Department conducts a Drug Awareness and Resistance Education (“DARE”) program to teach the students the dangers of drugs and how to resist violence. The West Lake Special Education Cooperative provides opportunities for all parents to attend informational meetings on parenting skills, student learning, and child behavior. Other community members come into the school to assist with programs such as JA and We the People.

Since communication with families and community foster partnerships that are integral to our success, various formal and informal methods of communication are used to send and share information:

- Parent-teacher conferences
- Moodle
- Access to web-based academic tools
- Parent, student and community surveys
- Monthly PTO meetings
- Monthly parent meetings regarding curriculum programs
- Open houses and orientation nights
- Public expression periods at monthly Board meetings
- Administrators and Board members receive input as members of local service organizations
- PTO newsletter requests for input
- School Messenger system to inform parents of district, building or other group announcements
- Activities sponsored by other national/international organizations, such as K-Kids.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

The foundation of each curriculum is based on the current Indiana guidelines for Common Core and Essential Indiana Academic Standards that address career, physical, intellectual, social and personal needs of students. In addition, district standards are added to these state standards to ensure that the needs of the student population are addressed on every level. The curriculum is regularly developed and revised through a K–12 committee of teachers, administrators and parents in conjunction with the textbook adoption cycle. District grade level meetings, department and cross-level meetings are held to develop, evaluate and revise curriculum. The curriculum is written by cross-district grade level meetings and district committees. The curriculum is aligned both horizontally and vertically with national, state and local standards and includes a variety of assessment strategies that provide feedback about learning to students, parents and staff.

The FHH School Improvement Committee, the Reading Leadership Team and the Intervention Team, with input from all staff, continually develop and share lists of instructional strategies, assessments, building data, and current research trends that can be used at the classroom level to support the curriculum. These lists are shared through professional development meetings, grade level data team meetings, Moodle courses, and shared network directories. These lists serve as a resource to all teachers of the instructional strategies available to accomplish instructional goals.

Our overall curriculum is built on a variety of techniques and materials to meet the needs of each student. Our reading/language arts curriculum is built on a combination of basal readers, novels, Daily 5, walk to read, Burst, 6+1 Writing Traits, and Words Their Way. For identified high ability students, we utilize a pull out program that targets students that need instruction at a level higher than their current academic grade level in reading/language arts and mathematics. We use Think Math in combination with supplemental and digital materials to ensure that all standards are being met. Our science curriculum consists of Discovery Education, teacher assembled units, and a hands-on lab, both indoor and outdoor, with a full-time instructional assistant. In addition we have a science club for grades 3-5 which is run through parent volunteers. The club culminates in the spring with a science fair. Our social studies curriculum consists of a Houghton Mifflin textbook, We the People (a government and civics program for fifth grade), Junior Achievement, Time for Kids, News Currents, and a mini-economy program. In the primary grades, non-fiction leveled readers provide social studies content while supporting reading instruction. In terms of the visual and performing arts curriculum, students have an hour period of art instruction and an hour period of music instruction each week. Fine arts are enriched with GT programs in music, art, and dance. Students must demonstrate an interest and ability for these advanced programs. Students in grades 1-5 perform annually for the community. Our 4th and 5th graders have the opportunity to join orchestra that meets before school hours. Physical education/health/nutrition curriculum is addressed through an hour period of time each week in conjunction with the Great Body Shop lessons and a DARE program.

In order to ensure students are able to learn in a style that is suitable to them, technology is integrated into all areas of instruction and curriculum. Classrooms are equipped with interactive whiteboards to ensure 21st Century learning for all students. We have two fully equipped computer labs with a full-time instructional assistant. The district 1:1 laptop initiative for grades 5-12 provide each 5th grader with a laptop computer for school and home use. 3rd and 4th grade classrooms each have 6 laptops, and K-2 classrooms each have 2 computer stations. All stakeholders are able to access curriculum guides for all grade levels through the district website. A standards based report card provides a strong monitoring system for teachers and grade levels to assure that all curriculum standards are being addressed and mastered at all grade levels. Comparing and contrasting standards-based gradebook data with benchmark and standardized testing data enable teachers to verify the successful learning of the curriculum.

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

The foundation of our reading curriculum is based on the current Indiana guidelines for Common Core and Essential Indiana Academic Standards. Our reading curriculum supports the Indiana K-6 Reading Plan.

This plan includes a 90 minute daily reading block, interventions outside of the 90 minute reading block, assessment and goals at each RTI tier, and professional development. It focuses on a learning sequence that progresses through all grade levels, beginning with a strong focus on phonics and phonemic awareness at the primary grades, with attention shifting towards fluency, reading comprehension, and vocabulary in the upper grades. The state required IREAD3 standardized test measures that our students have mastered fundamental reading skills by the end of the grade 3, assuring that they are ready to make the move from “learn to read” in grade 3, to “read to learn” in grades 4 and up. During our 90 minute reading block Houghton Mifflin Journey’s, chosen by the teachers, is used to deliver our reading curriculum at all grade levels to assure vertical continuity. It incorporates a comprehensive learning program that differentiates and adapts instruction for all students. Instructional resources include leveled readers, ELL support books, digital resources, vocabulary cards, Write-In Reader, Reader’s Notebook and assessments. Teachers use Daily 5 components, differentiated small group instruction, and guided reading during the reading block to strengthen their teaching and to touch the learning styles of all students. Our reading curriculum begins in Kindergarten with the Sunform Alphabet system. This system incorporates visual, auditory and tactile cues to develop phonics and phonemic awareness. The Essential Indiana Academic Standards guides our curriculum as it progresses throughout each grade level. FHH utilizes ISTEP, IREAD3, mClass, and Acuity assessment data along with additional building assessments, ie: running records, unit tests, and benchmark indicators for programmatic and instructional decisions, This provides constant assessment of each student. To support all learners we have a High Ability academic program, and Tutorial reading services for all grades, Wilson Reading and Read180 provides intervention support for special needs students. A reading specialist, interventionist, and ELL tutor also support the reading curriculum by providing interventions to target specific needs.

### **3. Mathematics:**

Math curriculum is based on the current Indiana guidelines for Common Core and Indiana Academic Standards. Teachers across the district adopted Think Math as our primary program along with supplementary materials to ensure all state and common core standards are met. Think Math is inquiry based, with an emphasis on problem solving strategies. One of the strengths of Think Math is its hands-on approach that focuses on the process behind basic mathematical algorithms.

A partnership with Purdue Calumet, a local university, has provided professional development and classroom support to implement an inquiry based math approach. Teachers use inquiry methods and questioning techniques to encourage students to explore a variety of ways to problem solve.

Hands-on instruction and activities are an important part of our instruction. Think Math provides a plethora of manipulatives and games that allow the students to apply learned skills. Additionally, Hands-On Equations, a hands-on approach to teaching algebra, is used in 4th and 5th grade. The use of interactive whiteboards and document cameras in each classroom allow the students to remain actively engaged in instruction while using visual demonstrations and manipulative examples.

The integration of technology strengthens our instructional methods. The 1:1 initiative, which includes grades 5-12 in the district, provides our 5th graders with laptops that are used at home and at school. This, along with 6 laptops in each 3rd and 4th grade classroom and 2 computer stations in each K-2 grade classroom, has allowed us to begin a transition to digital content. Our two computer labs have a plethora of resources to reinforce mathematical concepts at all levels, from pre-school through middle school.

Online programs provide opportunities for differentiated instruction. Gizmos, an interactive program using instructional tutorials and hands-on practice. Brain Pop, an interactive program with tutorial videos, quizzes, and activities is used by all grades.. Fizz and Martina, develops students’ logical thinking skills and strengthens their ability to explain mathematical processes. These programs have provided ongoing teacher professional development support as well.

To monitor our progress, beginning and end of the year assessments are given to identify each student’s strengths and weaknesses. In addition, mClass, and Acuity assessments are used to progress monitor and to provide targeted interventions in the classroom. At risk students receive small group interventions with Vmath and Ascend Math. Our 5th grade high ability students transition into the middle school Digits program, a digital math program.

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

Kindergarten through fifth grade students participate in art on a weekly basis. Students are introduced to the elements of Art (color, value, line, shape, space, texture, form) and design (movement, balance, unity, rhythm, emphasis, pattern and contrast). Through the grade levels, we work on knowledge, comprehension principles, and application of these concepts.

Art projects directly involve math. Art teaches open-ended thinking and creates an environment of questions rather than answers. Students are always using their math skills by estimating time and measuring materials for their projects.

Reading and writing are implemented in art on a daily basis. The younger grades read and discuss picture books associated with what they are learning. Older students read about famous artists and create projects mimicking their art.

After projects are complete, upper grade students may be given writing prompts to extend their learning. The students are asked to use the same 6 point answer format that is used in the general education classroom as a framework for constructing a complete and organized answer. Younger students work on creative writing as well, writing stories about the art they have just created.

Students who excel in the arts such as choir, dance, mixed- medium art are also given the opportunity to advance their talents. FHH has a high ability art class and chorus that meets weekly before school. Both of these programs culminate in student performances.

Our FHH parents are involved in art education as well. They volunteer to help with Artsonia, an online art museum. Art in Action and Music in Action introduce students to famous artists and musicians.

b) Early Childhood: Two early childhood classrooms are included in the building. Operated by our West Lake Special Education Cooperative, over 45 students of varying abilities are currently enrolled in the early childhood program. Peer models attend the early childhood programs with increased enrollment noted in the past three years. Parents and teachers have noticed that children from the early childhood program are better prepared for the transition to kindergarten. The early childhood programs follow the Creative Curriculum with focus on the ISTAR-KR standards. The ISTAR-KR is a derivative of the Foundations to the Indiana Academic Standards and is aligned to the Indiana Core Standards for kindergarten in the areas of English/ Language Arts, Mathematics and also Functional Skills. The curriculum provides challenging learning experiences and knowledge based learning while being cognizant of the kindergarten core curriculum. Early childhood programs have been mandated to show that all children are making progress, that the program is effective and provides the critical link between curriculum and assessment. All children in the Early Childhood programs are assessed using the ISTAR-KR.

Children are presented with letters and sounds using the Sunform Alphabet System as an introduction to the format that they will be using in kindergarten. In early childhood the children are introduced to the letters using imagery, auditory activities and written elements. The students in early childhood are also introduced to the 6 + 1 Traits of Writing, a building wide initiative. Writing is implemented through student journaling and vocabulary building activities.

The early childhood staff and students are part of the school wide positive behavior climate in the building. We teach expected behaviors through TEAM (Talk, Effort, Activity, and Movement) which is part of the Positive Behavior Intervention System that is used school wide.

Through active learning and involvement in play children will develop self-esteem, curiosity, social and emotional skills, creativity, problem solving, gross and fine motor skills and divergent thinking. Research indicates that engagement in an early childhood program can improve a child's chance in kindergarten by fostering a strong relationship that enhances confidence, independence, curiosity, motivation, persistence,



self-control, cooperation, empathy, and the ability to communicate. Independent thinkers have the desire to become lifelong learners.

## **5. Instructional Methods:**

Response to Instruction (RTI) provides the common framework for providing a differentiated approach to instruction for all students.

At Tier1 classroom instruction is data driven based on universal assessments administered three times per year. Tier1 has two levels. Tier1/Level1 instruction includes whole group instruction, flexible groups, hands-on experiences, and individualized instruction based on the core curriculum. The core programs are researched and selected through a district wide Textbook Adoption Committee process. Guest speakers, field trips, online encounters, and other community resources also provide real life experiences for our students.

At Tier1/Level2, a student is identified as needing supplemental instruction within the core program. Teachers use research-based interventions from mClass and Acuity, and the core program to meet the students' individual needs to reinforce needed skills. Instructional assistants in grades K-3 review and reinforce skills with individual students. Individualized online reading resources such as Reading AtoZ , Raz-Kids, BrainPop, Gizmos and Tumble Books provide differentiated instructional activities. Teachers use frequent core curriculum formative assessments to determine daily instructional goals.

If data confirms that more intensive instruction is needed the student moves to Tier2 of the RTI process. Tier2 has two levels as well, 3 and 4. Tier2 instruction is supplemental, provided in small group outside of the classroom and in addition to the regular classroom instruction time. Tier2/Level3 interventions are provided by a reading specialist, interventionist, math/reading tutor and/or ELL instructor as prescribed by student needs. Tier2/Level4 of the RTI process adds more intensive and/or more individualized instruction. Interventions at this level include: My Virtual Reading Coach, Wilson Reading, Leveled Literacy, and Ascend Math. Progress at Tier2 is monitored through AimsWeb in order to analyze progress regardless of intervention.

Students who are not making adequate progress at Tier2 are recommended for Tier3. Students are evaluated to determine special education eligibility.

High ability students are identified through formalized testing. K-2 students receive enrichment instruction from a high ability resource teacher. Grade 3-5 students have a pull-out program where a high ability teacher is responsible for all enriched reading and/or math instruction.

Technology is used to deliver instruction at all grade levels and all subject areas. The School Town of Munster made a huge commitment to the use of technology as an instructional tool in 2011. A 1:1 laptop program was initiated for Grades 5-12. All other elementary classrooms were equipped with an Interactive data projector and a set of student laptop computers in the classroom, in addition to the 2 existing computer labs in the building. This decision was driven by the need for curriculum content and the need to have the ability to deliver instruction through digital resources. Each new curriculum adoption includes the implementation of online and digital resources for instruction. Teachers have many opportunities to participate in professional development that address ways to integrate the technology into instruction. Students have access to many online resources both at home and at school.

## **6. Professional Development:**

Our professional development is designed to ensure all teachers are experts in district initiatives, best practices, and programs that support the goals of the school and district. FHH teachers have the opportunity, with district financial support as needed, to participate in training opportunities that increase their proficiency in delivering instruction. Research-based training opportunities are selected to support the goals of the school and district.

Our primary method for providing building-based professional development is through a weekly late-start schedule. Every Thursday morning before school, the student day starts 30 minutes later, which allows the faculty to have a 40-60 minute session dedicated to professional development. The School Improvement Team, made up of the principal, teachers and a parent, is integral in recommending topics for professional development that are directly related to our district and building goals.

Data team, grade level, and cross grade level meetings are also part of our professional development process encouraging a collaborative climate. Using release time, Thursday mornings, or before school sessions, these meetings are used to study the data from our students' benchmark tests. The information gleaned from these data team meetings drives our instruction, identifies both student and curricular needs, and provides data for both the School Improvement Team and the RTI Committee. Cross-grade level meetings help to insure that there are no gaps in skill development from grade to grade.

Once needs are identified, collaborative professional development sessions are used by teachers to share instructional strategies, research new technology, explore resources that personalize instructional strategies and interventions for students, and write lessons that target the desired learning outcomes. With our school's goals in mind, we have brought in outside professionals to present on such topics as: 6+1 Writing Traits, the Daily 5 teaching format and CAFE', Inquiry Math, and Positive Behavior Support. The district has a Tech Peer Mentor who develops technology integration professional development opportunities for all teachers delivered in both small group and large group settings. Teachers who attend workshops outside of school share that information with all faculty members during the Thursday morning professional development meetings. Professional development time is also used to keep teachers up-to-date on current trends and events in education, such as Indiana Department of Education updates on standards and assessments, research and discussion on educational topics such as grading and data analysis, and evaluation of classroom materials such as digital content and textbooks.

## **7. School Leadership**

The philosophy of the leadership of FHH is to collectively work as a team to facilitate the growth of the students which supports the mission of the school.

Besides the principal, there is a School Improvement Team, Reading Leadership Team, and RTI Committee in the building. The principal serves on all of these committees with at least one teacher/staff representative who presides as a chairperson of the committee. Building committees include teachers, non-certified staff, and parent members. The primary goal of all of our building committees is student achievement. These committees analyze data, recommend professional development, research instructional strategies and interventions, and propose actions that support our goals. Since there is grade-level representation on each committee, committee communication to staff members and back again is done through the grade-level structure. Communication with other stakeholders is done by the principal.

Representatives from FHH have an important say in district decisions by participating on district committees. FHH teachers serve on district committees: Assessment, Technology, Textbook Adoption, Broad-based planning, and District Improvement/Accreditation. Committee members are responsible for communicating ideas between decision makers and building staff. Committees are responsible for reviewing and recommending policies and there is constant assessment of the efficiency of school practices and procedures. Surveys are often used to get input from all stakeholders. Any decisions reached by the governing bodies are communicated to the staff through staff meetings, Thursday morning meetings, school messenger and/or email.

Decisions are made by the School Board and district administration to meet the district's vision, but local autonomy is respected when it comes to decisions unique to FHH. For example, while the District Improvement Team writes district goals and mission, the FHH School Improvement Team develops school goals and improvement plans based on our own data and school climate.

Building initiatives are adopted in order to maintain consistency and structure with our overall program. Students and staff receive handbooks detailing procedures. The entire school uses CHAMPS/TEAM as uniform positive behavior support structure to set consistent behavioral expectations. The principal is certified by the Indiana Department of Education as a School Safety Specialist, so safety policy for the school is reviewed regularly. Cultural diversity and conflict resolution are discussed yearly.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**All Students Tested/Grade:** 3

**Publisher:** CTB McGraw Hill

**Test:** ISTEP

**Edition/Publication Year:** 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Total % Passing: Pass and Pass+	94	91	85	91	89
% Pass+	56	41	32	31	22
Number of students tested	103	103	117	102	107
Percent of total students tested	99	99	98	99	99
Number of students tested with alternative assessment	1	1	2	1	1
% of students tested with alternative assessment	1	1	2	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Total % Passing: Pass and Pass+		90	46		
% Pass+		20	0		
Number of students tested	9	10	13	7	9
<b>2. Students receiving Special Education</b>					
Total % Passing: Pass and Pass+			67	85	75
% Pass+			13	23	13
Number of students tested	5	7	15	13	16
<b>3. English Language Learner Students</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested	5	9	5	5	2
<b>4. Hispanic or Latino Students</b>					
Total % Passing: Pass and Pass+	94	86	70		80
% Pass+	35	14	10		30
Number of students tested	17	22	10	7	10
<b>5. African- American Students</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested	3	2	8	5	3

<b>6. Asian Students</b>					
Total % Passing: Pass and Pass+	100	80	80	100	85
% Pass+	94	67	50	69	31
Number of students tested	16	15	10	13	13
<b>7. American Indian or Alaska Native Students</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested	1	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
Total % Passing: Pass and Pass+	92	95	90	90	92
% Pass+	50	41	36	29	18
Number of students tested	62	61	87	70	77
<b>10. Two or More Races identified Students</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested	4	3	2	7	4
<b>11. Other 1: Other 1</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested					

**NOTES:** Indiana alternative assessments include both IMAST and ISTAR.

Non-qualifying groups are based on groups that did not represent at least 10% of the total number tested in 2013.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 4  
**Publisher:** CTB McGraw Hill

**Test:** ISTEP  
**Edition/Publication Year:** 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Total % Passing: Pass and Pass+	96	91	91	83	91
% Pass+	44	38	32	25	31
Number of students tested	108	120	108	109	107
Percent of total students tested	97	96	97	99	100
Number of students tested with alternative assessment	3	5	3	1	0
% of students tested with alternative assessment	3	4	3	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Total % Passing: Pass and Pass+	100	83		69	
% Pass+	27	8		15	
Number of students tested	11	12	8	13	5
<b>2. Students receiving Special Education</b>					
Total % Passing: Pass and Pass+			93	64	67
% Pass+			21	21	13
Number of students tested	8	8	14	14	15
<b>3. English Language Learner Students</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested	9	5	4	3	4
<b>4. Hispanic or Latino Students</b>					
Total % Passing: Pass and Pass+	92	73	88	82	
% Pass+	16	9	19	27	
Number of students tested	25	11	16	11	7
<b>5. African- American Students</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested	2	7	5	2	3
<b>6. Asian Students</b>					
Total % Passing: Pass and Pass+	93	90	93	92	94

Pass+					
% Pass+	73	60	67	38	59
Number of students tested	15	10	15	13	17
<b>7. American Indian or Alaska Native Students</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
Total % Passing: Pass and Pass+	98	93	92	84	90
% Pass+	46	41	28	24	28
Number of students tested	63	90	71	76	78
<b>10. Two or More Races identified Students</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested	3	2	1	5	2
<b>11. Other 1: Other 1</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested					

**NOTES:** Indiana alternative assessments include both IMAST and ISTAR.

Non-qualifying groups are based on groups that did not represent at least 10% of the total number tested in 2013.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 5  
**Publisher:** CTB McGraw Hill

**Test:** ISTEP  
**Edition/Publication Year:** 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Total % Passing: Pass and Pass+	98	98	99	96	88
% Pass+	53	57	51	53	36
Number of students tested	117	111	115	108	108
Percent of total students tested	97	97	97	100	98
Number of students tested with alternative assessment	4	4	3	0	2
% of students tested with alternative assessment	3	3	3	0	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Total % Passing: Pass and Pass+	86	100	92		
% Pass+	14	36	33		
Number of students tested	14	11	12	8	5
<b>2. Students receiving Special Education</b>					
Total % Passing: Pass and Pass+		90	100	75	67
% Pass+		30	21	8	25
Number of students tested	5	10	14	12	12
<b>3. English Language Learner Students</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested	5	7	4	4	2
<b>4. Hispanic or Latino Students</b>					
Total % Passing: Pass and Pass+	91	100	100		100
% Pass+	18	41	35		45
Number of students tested	11	17	17	7	11
<b>5. African- American Students</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested	9	6	3	4	9
<b>6. Asian Students</b>					
Total % Passing: Pass and Pass+	100	100	100	100	100



Pass+					
% Pass+	80	79	80	85	64
Number of students tested	10	14	10	20	11
<b>7. American Indian or Alaska Native Students</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested	0	0	0	0	1
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
Total % Passing: Pass and Pass+	100	97	99	96	91
% Pass+	60	57	49	47	40
Number of students tested	87	72	77	75	65
<b>10. Two or More Races identified Students</b>					
Total % Passing: Pass and Pass+					82
% Pass+					0
Number of students tested	0	1	8	2	11
<b>11. Other 1: Other 1</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested					

**NOTES:** Indiana alternative assessments include both IMAST and ISTAR.  
Non-qualifying groups are based on groups that did not represent at least 10% of the total number tested in 2013.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 3  
**Publisher:** CTB McGraw Hill

**Test:** ISTEP  
**Edition/Publication Year:** 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Total % Passing: Pass and Pass+	99	95	91	94	83
% Pass+	38	25	25	27	29
Number of students tested	103	103	117	102	107
Percent of total students tested	99	99	98	99	99
Number of students tested with alternative assessment	1	1	2	1	1
% of students tested with alternative assessment	1	1	2	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Total % Passing: Pass and Pass+		100	69		
% Pass+		10	8		
Number of students tested	9	10	13	7	5
<b>2. Students receiving Special Education</b>					
Total % Passing: Pass and Pass+			67	77	53
% Pass+			13	15	7
Number of students tested	5	7	15	13	15
<b>3. English Language Learner Students</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested	5	9	5	5	4
<b>4. Hispanic or Latino Students</b>					
Total % Passing: Pass and Pass+	94	100	80		
% Pass+	41	9	0		
Number of students tested	17	22	10	7	7
<b>5. African- American Students</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested	3	2	8	5	3
<b>6. Asian Students</b>					
Total % Passing: Pass and	100	93	90	100	82

Pass+					
% Pass+	44	47	10	46	53
Number of students tested	16	15	10	13	17
<b>7. American Indian or Alaska Native Students</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested	1	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
Total % Passing: Pass and Pass+	100	95	94	93	85
% Pass+	31	26	30	30	26
Number of students tested	62	61	87	70	78
<b>10. Two or More Races identified Students</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested	4	3	2	7	2
<b>11. Other 1: Other 1</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested					

**NOTES:** Indiana alternative assessments include both IMAST and ISTAR.

Non-qualifying groups are based on groups that did not represent at least 10% of the total number tested in 2013.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 4  
**Publisher:** CTB McGraw Hill

**Test:** ISTEP  
**Edition/Publication Year:** 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Total % Passing: Pass and Pass+	95	94	96	87	89
% Pass+	35	41	37	29	29
Number of students tested	108	120	108	109	107
Percent of total students tested	97	96	97	99	100
Number of students tested with alternative assessment	3	5	3	1	0
% of students tested with alternative assessment	3	4	3	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Total % Passing: Pass and Pass+	100	92		77	
% Pass+	36	17		15	
Number of students tested	11	12	8	13	9
<b>2. Students receiving Special Education</b>					
Total % Passing: Pass and Pass+			86	64	56
% Pass+			14	29	6
Number of students tested	8	8	14	14	16
<b>3. English Language Learner Students</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested	9	5	4	3	2
<b>4. Hispanic or Latino Students</b>					
Total % Passing: Pass and Pass+	96	82	94	82	90
% Pass+	16	0	25	18	50
Number of students tested	25	11	16	11	10
<b>5. African- American Students</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested	2	7	5	2	3
<b>6. Asian Students</b>					
Total % Passing: Pass and	87	100	93	77	85

Pass+					
% Pass+	40	50	47	23	15
Number of students tested	15	10	15	13	13
<b>7. American Indian or Alaska Native Students</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
Total % Passing: Pass and Pass+	97	96	97	92	90
% Pass+	38	47	37	33	29
Number of students tested	63	90	71	76	77
<b>10. Two or More Races identified Students</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested	3	2	1	5	4
<b>11. Other 1: Other 1</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Total % Passing: Pass and Pass+					
% Pass+					
Number of students tested					

**NOTES:** Indiana alternative assessments include both IMAST and ISTAR.

Non-qualifying groups are based on groups that did not represent at least 10% of the total number tested in 2013.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 5  
**Publisher:** CTB McGraw Hill

**Test:** ISTEP  
**Edition/Publication Year:** 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Total % passing: Pass and Pass+	95	97	92	93	90
% Pass+	41	47	44	44	34
Number of students tested	117	111	115	108	108
Percent of total students tested	97	97	97	100	98
Number of students tested with alternative assessment	4	4	3	0	2
% of students tested with alternative assessment	3	3	3	0	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Total % passing: Pass and Pass+	86	91	92		
% Pass+	21	27	17		
Number of students tested	14	11	12	8	5
<b>2. Students receiving Special Education</b>					
Total % passing: Pass and Pass+		80	64	67	67
% Pass+		40	29	0	8
Number of students tested	5	10	14	12	12
<b>3. English Language Learner Students</b>					
Total % passing: Pass and Pass+					
% Pass+					
Number of students tested	5	7	4	4	2
<b>4. Hispanic or Latino Students</b>					
Total % passing: Pass and Pass+	91	94	94		91
% Pass+	9	29	53		36
Number of students tested	11	17	17	7	11
<b>5. African- American Students</b>					
Total % passing: Pass and Pass+					
% Pass+					
Number of students tested	9	6	3	4	9
<b>6. Asian Students</b>					
Total % passing: Pass and	90	100	100	100	100

Pass+					
% Pass+	40	71	50	65	73
Number of students tested	10	14	10	20	11
<b>7. American Indian or Alaska Native Students</b>					
Total % passing: Pass and Pass+					
% Pass+					
Number of students tested	0	0	0	0	1
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Total % passing: Pass and Pass+					
% Pass+					
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
Total % passing: Pass and Pass+	98	97	92	92	92
% Pass+	48	47	42	40	34
Number of students tested	87	72	77	75	65
<b>10. Two or More Races identified Students</b>					
Total % passing: Pass and Pass+					82
% Pass+					9
Number of students tested	0	1	8	2	11
<b>11. Other 1: Other 1</b>					
Total % passing: Pass and Pass+					
% Pass+					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Total % passing: Pass and Pass+					
% Pass+					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Total % passing: Pass and Pass+					
% Pass+					
Number of students tested					

**NOTES:** Indiana alternative assessments include both IMAST and ISTAR.

Non-qualifying groups are based on groups that did not represent at least 10% of the total number tested in 2013.