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

[X] Public or [ ] Non-public

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

Name of Principal Mr. Bradford C. Ennen
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Jackson Township Elementary School
(As it should appear in the official records)

School Mailing Address 1860 East County Road 600 North
(If address is P.O. Box, also include street address.)

City Brazil   State IN   Zip Code+4 (9 digits total) 47834-9121

County Clay County   State School Code Number* 0901

Telephone 812-986-2177   Fax 812-443-1406
Web site/URL
            http://www.edline.net/pages/Jackson_Tow
nship_Elementary   E-mail ennenbr@clay.k12.in.us

Twitter Handle _____ Facebook Page _____ 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*Dr. Kimberly Tucker   E-mail: tuckerk@clay.k12.in.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Clay Community Schools   Tel. 812-443-4461
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Robert Miller
(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

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

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   7 Elementary schools (includes K-8)
    (per district designation):   1 Middle/Junior high schools
                                            2 High schools
                                            0 K-12 schools

                                            10 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
    [X] Small city or town in a rural area
    [ ] Rural

3. 1 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	0	0	0
K	31	25	56
1	19	30	49
2	20	23	43
3	18	27	45
4	23	25	48
5	27	27	54
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	138	157	295

5. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 1 % Asian
                                          0 % Black or African American
                                          0 % Hispanic or Latino
                                          0 % Native Hawaiian or Other Pacific Islander
                                         97 % White
                                          2 % 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: 13%

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

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2012 until the end of the school year	10
(2) Number of students who transferred *from* the school after October 1, 2012 until the end of the 2012-2013 school year	29
(3) Total of all transferred students [sum of rows (1) and (2)]	39
(4) Total number of students in the school as of October 1	306
(5) Total transferred students in row (3) divided by total students in row (4)	0.127
(6) Amount in row (5) multiplied by 100	13

7. English Language Learners (ELL) in the school: 1 %
                                                       2 Total number ELL

    Number of non-English languages represented: 1
    Specify non-English languages: Chinese

8. Students eligible for free/reduced-priced meals: 40 %

    Total number students who qualify: 121

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: <u>16</u> %

                                                 <u>49</u> 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.

0 Autism	0 Orthopedic Impairment
0 Deafness	3 Other Health Impaired
0 Deaf-Blindness	14 Specific Learning Disability
0 Emotional Disturbance	28 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
3 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 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:

	Number of Staff
Administrators	1
Classroom teachers	12
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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   <u>26:1</u>

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	97%	96%	96%
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

Post-Secondary Status	
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 <u>X</u>

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

PART III – SUMMARY

Our Mission: Jackson Township Elementary School will provide a learning environment necessary to prepare students to become responsible and productive members of society. The staff members of Jackson Township Elementary School will incorporate teaching strategies to serve the educational, physical, emotional, and social needs of the students in a safe, caring, and consistent atmosphere. The students, parents, staff, and community will work together to ensure that each student has the opportunity to meet his or her full potential.

Jackson Township is located in Clay County, Indiana, near the city of Brazil. The area is primarily a rural community with much of its land dedicated to farming. The majority of the area residents rely upon skilled or semi-skilled labor opportunities within local industries for employment. Most citizens are life-long and have roots that extend over several generations. Recently some families of different ethnicities have moved to our community and this has made our student population more diverse than in the past. Our increasing diversity provides both challenges and learning opportunities for students, families, and staff.

The present school building was built in three phases. The original building, approximately one-third of the existing building, was constructed in 1955. The second phase was completed in 1969. Major renovations and additions to the existing school were completed in 2002. The 2002 additions doubled the square footage of the school to approximately 50,000 square feet. The building is the cornerstone of our community. Many outside groups utilize the facility for meetings, sports practices, and community events.

Jackson Township Elementary School is a kindergarten through fifth-grade elementary school, providing programs for learning disabled, speech and language delayed, mildly mentally handicapped, hearing impaired, visually impaired, other health impaired, gifted and talented, and general education students. High expectations are in place for all students, families, faculty, and staff in our school. The staff consists of twelve classroom teachers, one resource teacher, half-time teachers for physical education, music, art, and speech-language pathologist; and a full-time principal. Support staff consists of one secretary, nine instructional assistants, three cooks, three custodians, and nine bus drivers. The school nurse, school psychologist, physical therapist, occupational therapist, and teacher of the hearing-impaired provide services as needed. Counseling is available for students through Hamilton Mental Health Center.

Jackson Township Elementary continues to strive for excellence in education and as a result received Indiana's highest commendation in 2013: the Four-Star School Award. This honor was bestowed upon our school because 90% of Jackson Township Elementary students excelled in performance in language arts and mathematics on our state's standardized test, the ISTEP+ (Indiana Statewide Testing for Educational Progress-Plus). Student attendance rates exceeded 98%. Jackson Township Elementary has received an "A" rating for the last five years from the Indiana Department of Education and has met Adequate Yearly Progress (AYP) each year since its inception.

Factors leading to our success include outstanding administrative leadership, excellent teachers and instructional assistants, hard-working students willing to always do their best, and exceptional parental support and involvement. Jackson Township has a long-standing tradition of having high expectations for our students, families, and staff. The entire staff, from the custodians to the principal, is a team that works together to ensure these expectations are met and often exceeded. Teachers invest countless hours in preparing, planning, analyzing data, and communicating with parents. It is common to see teachers come to school early and stay late as a result of their dedication and commitment to the success of their students and to the achievements of every student and to the entire school. We have outstanding family, student, and staff participation in our special programs for Veteran's Day, Grand People's Day, Christmas Program, and annual fish fry. Our students enjoy opportunities for making daily announcements including recognition of student and staff birthdays, awards for honor roll, perfect attendance, and I Got Caught programs as these are important elements of our school culture and success.

The Jackson Township Elementary Character Education Program is one of the core components of the school. The goal of the program is to introduce students to qualities which will enhance their character growth and reinforce the character development already occurring in the home. Thirty-three character qualities are taught throughout the school year with students, staff, and historical figures featured as daily role models. The personalized program teaches character qualities using writing prompts, related stories, and school/community/historical examples. The combination of this program and our high expectations for behavior has been a positive and significant contributor to our success.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A) The purpose of mandatory Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) program is to measure student achievement in the subject areas of English/Language Arts, Mathematics, Science (Grades 4 and 6 only), and Social Studies (Grades 5 and 7 only). ISTEP+ reports student achievement levels according to the Indiana Academic Standards adopted in November 2000 by the Indiana State Board of Education. An Applied Skills Assessment and Multiple-Choice Assessment, required components of the ISTEP+ program, are used to measure these standards. Cut scores are set for every grade level in each subject tested.

Students demonstrate proficiency by exceeding the pre-determined cut scores. Students exceeding the cut score are determined to have reached or exceeded proficiency in the tested area. These students are ranked either "Pass" or "Pass+". Pass+ indicates a high level of proficiency as determined by an additional cut score. Students not meeting the tested proficiency are ranked "Did Not Pass".

The students pass rate at all grade levels tested at Jackson Township Elementary School in both Language Arts and Math on the Indiana Statewide Testing for Educational Progress (ISTEP+) test was a 93.8%. This score was significantly higher than the state average of 73%. Over the past several years our high stakes test results have consistently shown high achievement and high growth. When comparing Jackson Township Elementary School (JTE) ISTEP+ scores by grade level to that of the state's averages it is as follows: Grade 3 Percent Passing ISTEP+ Math for JTE 93%/State 80%; Grade 4 Percent Passing ISTEP+ Math for JTE 98%/State84%; Grade 5 Percent Passing ISTEP+ Math for JTE 98%/State 87%; Grade 3 Percent Passing Language Arts for JTE 96%/State 85%; Grade 4 Percent Passing ISTEP+ Language Arts for JTE 100%/State 84%; and Grade 5 Percent Passing ISTEP+ Language Arts for JTE 94%/State 79%.

B) Over the past five years Jackson Township Elementary (JTE) has shown continuous growth and improvement on the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+). The school's performance has remained consistently above the state average for students meeting and exceeding standards in both reading and math state assessments. During the 2011-12 and 2012-13 school years the percentage of passing students has risen above the ninetieth percentile in both reading and math. These outstanding percentages are among the highest scores in the state of Indiana as well as in our Clay Community School Corporation.

During the 2012-13 school year, ninety-four percent of all students in grades three, four, and five met or exceeded state standards in the areas of reading and math on ISTEP+. Comparatively, seventy-seven percent of all students met or exceeded standards in 2008-09. This represents a continuing trend of improvement of seventeen percent over a five-year period. Student scores have shown considerable improvement in English/language arts since the spring of 2009. In 2009, eighty-one percent of students met or exceeded standards. In 2013, this percentage increased to ninety-seven percent. Math scores also have risen. In 2009, eighty-six percent of students met or exceeded standards in math. In 2013, this percentage increased to ninety-seven percent.

JTE has two subgroups on ISTEP+ that qualify for reporting: Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students; and White Students. Both groups have shown tremendous growth and achievement. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students have had steady growth during the past five years culminating in an average passing rate of ninety-six percent for the 2012-13 school year. In the spring of 2009, the White Students subgroup had a passing rate of seventy-nine percent. This group's score in the spring of 2013 was ninety-seven percent. Specific growth ranges for the five-year span from spring 2009 to spring 2013 for the White Students subgroup are: English/language arts: eighty-three to ninety-seven percent; math: eighty-six to ninety-seven percent. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students subgroup growth ranges are: English/language arts: seventy-seven to ninety-six percent; math: eighty-two to one-hundred percent.

Our exceptional growth can be attributed to several very important factors. JTE has a rich tradition of having high expectations for student performance centered on direct instruction. Data drives planning and instructional practices at JTE. Acuity, DIBELS (Dynamic Indicators of Basic Early Literacy Skills), NWEA (Northwest Evaluation Association), and ISTEP+ assessments help provide the teachers and administrator with accurate, predictive, and real-time data. This valuable information allows for immediate adjustments to planning and instruction for meeting individual needs of all students. Response to Intervention (RTI) provides small groups of students with targeted instruction on specific areas of concern. Art, music, and physical education teachers are included in the goal-setting process and charged with providing a rich, standards-based curriculum that promotes the success of students toward reaching school-wide achievement goals. We also have created a master schedule so that teachers receive common preparation time for collaboration at their specific grade levels. Teachers use this time to identify strengths and weaknesses revealed in assessment data as well as to plan targeted and differentiated lessons and instructional strategies to help their students succeed.

2. Using Assessment Results:

A strong foundation in data analysis and usage of assessment results is vital to student growth and achievement at Jackson Township Elementary (JTE). Our teachers and administration recognize that successful application of assessment results is essential to maximizing student achievement. Teachers and administration meet every fall to analyze disaggregated reports of student data. Attention is focused upon classroom, grade-level, and school-wide trends. Students are categorized as: Did Not Pass (DNP), Bubble (within +/- 5 points of passing), Passing or Pass+. The initial meeting of the year equips teachers with information for planning and improving instructional strategies for meeting the needs of incoming students.

There are a variety of assessments administered throughout the year that yield valuable data for every teacher in our school. Acuity is administered three times a year in grades two through five. Following the assessment, teachers request a data matrix to analyze the questions by standard. Kindergarten and first-grade students take NWEA (Northwest Evaluation Association) three times a year. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is administered three times a year to kindergarten through third-grade with progress monitoring conducted throughout the year. Third-grade students also take the IREAD-3 exam each spring. Students are regularly encouraged to surpass their previous achievements. NWEA, Acuity, and ISTEP+ (Indiana Statewide Testing for Educational Progress-Plus) results are compared with our school, district, and state goals.

Teachers use each assessment as a tool for providing high-quality, data-driven instruction. Thoughtful, intentional planning ensures that all lessons target student needs as identified by comparing assessment data. Assessment results reveal areas of strength used in developing enrichment opportunities for each student. Assessment results are the foundation upon which our teachers plan and structure their Response to Intervention (RTI) and after-school tutoring groups. Following each assessment, results are analyzed and remedial groups adjusted according to the most recent data.

ISTEP+ results are distributed to parents each fall. Parent-Teacher Conferences provide teachers the opportunity to personally discuss with parents the student's strengths and weaknesses as well as overall performance. JTE ISTEP+ results are released by the Indiana Department of Education (IDOE) and provided to local newspapers. Results are visible to parents and general public via the IDOE Compass website.

Teachers use daily checks, homework, and classroom tests to monitor student progress. Parents are kept apprised of student progress and achievement through Edline, an online grade book that is updated weekly. This web-based communication tool is accessible to students and parents at all times. Report cards are sent home each quarter and individual progress reports are provided midway through the grading period. Quarterly, our school provides the local newspaper with a list of students earning recognition for A or A/B Honor Roll.

An awards ceremony is held each spring to recognize all fifth-grade students for their achievements. Jackson Township hosts a Principal's Breakfast for grades K-5. Students receive invitations based upon grade performance, attendance, conduct, and citizenship. JTE staff believes that acknowledgment of students' dedication and accomplishments is vital to improving student and school performance.

3. Sharing Lessons Learned:

Jackson Township Elementary (JTE) staff believes growth and achievement are obtained by actively sharing successful strategies not only within our building, but also with schools and educators in our district and across the state.

Jackson Township teachers annually attend a variety of meetings and conferences. Yearly district-wide grade-level meetings are held, during which classroom strategies are shared. Common discussion topics include gifted and talented, curriculum, assessment, and literacy and mathematic instructional strategies. JTE teachers regularly attend state-wide conferences including Staff Development for Educators, conferences pertaining to kindergarten, first-grade, literacy, and Response to Intervention (RTI). These opportunities allow for sharing and applying successful classroom strategies. Teachers also network with professionals across the nation as members of online communities including the International Reading Association, Learning Connection, Kappa Delta Pi, and Mimio Connect.

Our school's leadership places a strong emphasis upon collaboration. Monthly staff meetings are scheduled for all staff and grade-level collaboration. Common planning time is scheduled for teachers of the same grade level to collaborate on a daily basis. Consistent collaboration occurs not only within the walls of our school, but also our teachers communicate through email with teachers from other schools in the district by sharing lesson ideas on a weekly basis.

Jackson Township Elementary has welcomed countless student teachers throughout the years from local universities. Additional university students involved in college coursework have obtained hours of observational experience within JTE classrooms.

JTE kindergarten teachers host Kindergarten Round-up each spring for perspective students, outlining key concepts and expectations for new kindergarten students. Our kindergarten teachers also have a close relationship with the community's early childhood education organization, the LEAAP (Linking Education Adults and Preschoolers) Center. One kindergarten teacher recently shared with local preschool teachers essential information about the new kindergarten report card and Common Core Standards. This information also was shared with the local retired teachers' sorority.

JTE teachers invest in our students and those across the district by serving on district teams including technology integration, high ability, textbook adoption, and curriculum. Our teachers highly value the input and ideas of fellow teachers as evidenced by colleagues being welcomed from within the school and from other schools in the district. Successful classroom strategies are observed and shared to help provide inspiration to all.

By investing in surrounding schools, Jackson Township is investing in the future of our community and world.

4. Engaging Families and Community:

The Jackson Township Elementary School staff feels that the success of every student is directly related to family and community support. Therefore, we have implemented several activities and events to increase student success.

Before the school year begins, kindergarten teachers invite parents to school to learn daily routines, policies, and procedures for their incoming child. This allows parents to be more confident in directing their child through the very important first year of school. An Open House is held during the first week of school to

provide parents and teachers with the opportunity to meet and review expectations.

Throughout the year, classroom teachers, special area teachers, and principal publish newsletters to maintain constant communication with parents. Agendas, conferences, phone calls, and e-mails continue daily and weekly communication. Classroom and school websites are updated weekly. School-wide parent-teacher conferences in the fall received a 100% attendance rate because parents understand they are always needed and welcomed as active participants in their child's education.

Other school-wide public events include a fish fry, school carnival, Grand People's Day, Veteran's Day program, and Christmas program. The act of inviting the general public to attend school functions improves school-wide success by creating a sense of establishment in our community. Students are able to implement character traits they have learned in a real-world setting. Jackson Township Elementary takes great pride instilling countless character qualities within our students by demonstration, high expectations, and application.

Other grade-level events contribute to school success and are held throughout the school year. Third-grade Career Day allows students to communicate with adults within the community to develop awareness of possible career opportunities. First-grade monthly meetings provide times for parents and teachers to discuss topics of interest. Topics have included using test data to help further the success of students at home, understanding phonics, and the basics of teaching reading. A Jim Trelease video addressing the importance of reading and reading aloud is readily available and all parents are encouraged to view this excellent resource. All events are planned to contribute to the school and community being actively engaged for the success of every student.

While Jackson Township has a solid foundation with great family and community participation, the staff is always looking for ways to improve. Continued community and parent involvement is a crucial goal for the ongoing achievements and success of every student at Jackson Township Elementary School.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The Jackson Township Elementary School curriculum is based upon the Indiana Academic Standards. The school consists of two teachers for each grade of kindergarten through fifth plus resource, speech, art, music, and physical education teachers; and services provided as needed by a school nurse, school psychologist, physical therapist, occupational therapist, and teacher of the hearing impaired. In addition, there are nine instructional assistants, three cooks, three custodians, nine bus drivers, a secretary, and principal. All teachers actively engage students in meaningful lessons to lead them toward mastery of standards. Acuity Assessments provide teachers and administrators with real-time data to drive planning and instruction. Our belief in "Direct Instruction," based on the book Annual Growth for All Students, Catch-Up Growth for Those Who Are Behind by Fielding, Kerr, and Rosier, enables us to better target specific needs of our students.

Reading – Students recognize the importance of reading. Emphasis is placed upon reading fluently, understanding content, knowing phonics, developing phonemic awareness, learning vocabulary, and appreciating literature. The school adopted the ideas of Jim Trelease and twenty minutes of reading daily. Reading is not only taught, but also modeled during library, independent reading, and story times.

Language Arts – Writing, speaking, grammar, and spelling are incorporated into all classrooms. The Shurley Method for Language and the Scott Foresman reading series help build language arts skills. All teachers were trained in Six Trait Writing.

Math – Teachers support Saxon Math and unity is evidenced school-wide as all embrace the repetition of skills taught at each level. Mental math and math fact drills are positive components of this series. Math meetings, Mimio, technology, manipulatives, and other resources complement daily math experiences. School-wide math words and math facts of the day are included in daily announcements.

Science – Our curriculum covers life science, physical science, earth science, scientific methods, and the nature of science. Vocabulary words and concepts adapted to each grade level are emphasized. Investigations using hands-on materials, reasoning, and application of skills are encouraged for deeper understanding.

Social Studies – Instruction differs depending upon grade level. Topics include map skills, geography, history, government, and cultural differences of the world. Being a responsible citizen is emphasized in social studies and is tremendously important throughout the school.

Health – Topics of body systems, personal health, nutrition, physical fitness, safety, diseases, medicines, feelings, families, and healthful communities spiral through all grade levels. Extra activities are created and make learning fun and realistic. The physical education teacher and school nurse developed a school-wide "Healthy Children" campaign. Assemblies were held during each grading period with pep talks and guidance provided on areas of healthy eating and physical fitness. Students received nutritious snacks relating to featured topics.

Art/Physical Education/Music – Special area teachers creatively align lessons to content-specific state standards. Differentiated cross-curricular plans and activities promote standards and motivate students to excel in all content areas.

Technology – Each classroom is equipped with the MimioTeach Interactive Whiteboard, overhead projectors, computers, telephones, and Smart Boards. All teachers have a classroom computer and iPad provided by the Corporation. Technology enriches lessons. Each classroom has two student computers and a computer lab is available for classes to utilize twice a week. Laptop computers are rotated among classrooms. Every computer program is Standards-based and designed to improve learning across all areas. The Corporation encourages all schools to provide a typing program to strengthen keyboarding skills.

Computer programs target skills needed for ISTEP+ (Indiana Statewide Testing for Educational Progress-Plus) success and for life-long learning. Students in third, fourth, and fifth grades are provided with opportunities to participate in after-school tutoring by utilizing computers to access remedial reading and math programs.

Character Education – Traditionally, the Jackson Township Elementary Character Education Program is one of the core components of the school. The program introduces students to character development which enhances the character growth of students and reinforces character development occurring at home. Thirty-three character qualities are taught throughout the school year with students, staff, and historical figures featured as role models. The personalized program teaches character qualities using writing prompts, related stories, and school/community/historical examples. Our Character Education Program in combination with high expectations for exemplary behavior inspires staff, students, and families while contributing to our success.

2.   **Reading/English:**

Jackson Township Elementary (JTE) teachers primarily use direct instruction for teaching reading. This instruction addresses the five foundations of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Language, spelling, and speaking are interwoven into this reading approach. Teachers offer a combination of silent sustained reading, independent reading, shared reading, novel approach, modeling, games, guided reading, and choral reading. Our school embraces the philosophy of Jim Trelease by recommending twenty minutes of reading beyond the school day. Differentiated homework provides different leveled books that are sent home daily for students and parents to read together. Teachers use the Indiana Academic Standards as their guide to success. Our corporation adopted the Scott Foresman reading series which follows these standards.

Books!! Classroom and school libraries are available to encourage extra reading. Monthly book orders are offered from Scholastic Book Clubs. All classrooms utilize the Pizza Hut Book-It Program for additional reading incentives. Our Corporation Central Media Center has multi-titled books with different Lexile numbers.

Students performing above grade level are challenged with above-level readers and comprehension questions to develop higher order thinking. Students incorporate higher order thinking strategies by utilizing many interactive web sites, such as, MobyMax.com, Henryanker.com, and IXL.com. Students are invited to participate in the JTE Reading Club where their love of reading is nurtured through silent and oral reading of many different genres.

Teachers incorporate other successful methods using whole-group, small-group, and individualized instruction. The Balanced Reading Approach includes components of shared reading, read aloud, word study (including vocabulary and phonics), independent reading, and guided reading. This approach addresses the needs of struggling and advanced readers. My Sidewalk on Reading Street is a research-based program used for students of different reading levels. The scientifically-based SRA (Science Research Associates) program focuses upon comprehension and fluency to help lower-level readers. DIBELS (Dynamic Indicators of Basic Early Literacy Skills), NWEA (Northwest Evaluation Association) and Acuity Testing inform teachers of students' specific low skills for targeting RTI (Response to Intervention) groups. RTI provides instruction to meet specific needs of Tier I, Tier II, and Tier III students. Each classroom has a Mimio for instructing reading skills. Weekly computer programs strengthen reading skills. The Accelerated Reading Program assists students in using appropriately-leveled reading books. All teachers of students in grades three, four, and five provide reading tutoring after school to help improve reading skills for all students.

Reading at JTE is the key to success!

3. Mathematics:

The Jackson Township Elementary staff utilizes a math curriculum based on and driven by state standards. This spiraling curriculum continuously reinforces foundational mathematics skills while daily introducing new skills. Concepts introduced during the first lesson are reinforced throughout the school year. Our math curriculum emphasizes critical thinking by implementing multi-step problems and problem-solving with several solutions. Students are encouraged to show their work and write sentences explaining how they solve open-ended math problems.

JTE begins each day with school announcements that include a math vocabulary word and daily math fact. Teachers from first through fifth grades reinforce these concepts daily. Primary grade teachers begin their day with a math meeting that includes calendar skills, patterns, computation, and memorization of math facts. Intermediate grades begin each math lesson with mental math exercises. The teachers use a cross-curriculum approach to expose students to math in all subject areas. The Jackson Township math curriculum addresses class and individual student needs. Daily whole-group and differentiated small-group instruction are provided for every student. Data from standardized and weekly classroom assessments determine how students are organized for small group instruction. Classroom assessments covering material from the previous ten lessons are given after every five math lessons. This helps to ensure that student progress and retention of the material are being monitored continuously.

Students performing below grade level receive additional help in small groups and are monitored as they progress toward being on grade level. Students in grades three through five are offered after-school remediation twice each week.

Students performing above grade level are challenged daily during leveled math groups with problems emphasizing higher level vocabulary, computation, and problem solving. "Early Finisher" problems provide additional math concept extensions. Implementation of technology extends knowledge of mathematics with programs likeHenryAnker.com, IXL.com, and MobyMax.com. Students performing above grade level are invited to join the JTE Mental Math Team which meets weekly to solve multi-step equations using only mental math skills. These students complete the year by competing against area elementary schools.

Jackson Township teachers integrate technology for mathematics and other subjects into small groups to challenge and engage students at all levels. Teachers use Mimio board lessons and various standards-based websites to differentiate lessons based on specific learner needs.

The JTE mathematics curriculum is introduced, modeled, and reinforced daily with high expectations for student learning and application beyond the school house.

4. Additional Curriculum Area:

Jackson Township Elementary School (JTE) takes great pride in providing a learning environment filled with high expectations and empowers students to become responsible and productive members of society. Great emphasis is given to social studies and especially to United States history as teachers help students achieve this school-wide goal.

Social studies includes how society functions as a whole with interconnecting factors of geography, history, government, civics, and economics. Social studies helps students become aware of the world in which they live. Students learn to recognize the topography, natural features, and cultures of the world.

When students learn about history they appreciate things they have now and develop a greater understanding of their ancestors who helped shape what they are today and who they will become tomorrow. Social studies connects students with their past and gives meaning to their personal existence.

Social studies enhances students' understanding of how different types of governments function and how these governing authorities make and impose laws. Social studies helps students identify different rights and

duties of citizenship. Students are taught to respect traditions, ethics, norms, and cultural distinctions of past and modern societies. Social studies is an essential part of our lives.

Students develop a greater awareness of our environment and community by learning about social studies. Our students' personal morals and values as citizens are enhanced. Knowledge of social studies and United States history helps connect the past to the future and serves as a guiding torch to help students make better decisions to improve society.

JTE hallway walls contain many pictures and stories of historical figures and events along with street signs depicting character qualities which reflect the prominence our school gives to history, patriotism, and citizenship. We put great emphasis on United States history and expose our students to many special events throughout the year. Our annual activities include mock elections, convocations featuring historical characters (such as, Abraham Lincoln, Benjamin Franklin, Mark Twain, and Thomas Edison), a Wax Museum of American Heroes, and an exceptional teaching presentation for fifth-grade students on the United States Constitution titled "We the People". Teachers enhance our students' scope of history through a carefully planned curriculum followed by meaningful field trips to historical sites and museums. The JTE Staff firmly believes that if our students learn about the past and our country's rich heritage, then they will be able to make a positive influence upon the future.

5. Instructional Methods:

he JTE staff received intensive training in "Direct Instruction" as presented in Annual Growth For All Students, Catch-Up Growth For Those Who Are Behind (Fielding, Kerr, and Rosier). Various pre-assessment tools including DIBELS, NWEA, Acuity, and the previous year's ISTEP+ assessments provide language arts and mathematics data which is evaluated and utilized to develop instructional plans to meet students' needs.

Students testing below benchmark criteria are provided with additional direct instruction for "catch-up growth" while striving to reach their goals.

Students testing at or above the benchmark criteria are offered challenging instruction and activities to cultivate their knowledge. First-grade NWEA data is utilized to form groups and pinpoint skills for advanced work offered in 240 minutes of weekly mathematics and reading small-group instruction. Advanced leveled readers promote higher order thinking skills by providing comprehension questions. Students are inspired to improve reading fluency through achieving higher DIBELS scores as well as to increase reading comprehension with written responses through independent study and group work. Supplemental activities promoting advanced computation and higher level thinking skills are available from books, such as, Problem Driven Math, and through after school activities: Reading Club and Mental Math Team.

Instructional goals are determined from student data and differentiated instruction is used to meet individual needs. Teachers provide daily whole-group, small-group, and individualized instruction while considering students' ability levels, interests, and learning styles. All teachers incorporate daily Response to Intervention (RTI) for reading and math. After-school RTI programs and tutoring are available. Special needs students have Individualized Education Plans (IEP's) developed, inclusion or pull-out services, and modifications and/or accommodations provided within the regular classroom. Specialized instructional programs have been used, such as, Handwriting Without Tears, SRA reading series, and leveled books. Saxon math and Shurley English include modified worksheets for special needs or struggling learners.

Weekly grade-level collaboration provides time for planning and adjusting instruction. Teacher Assistance Team (TAT) team consults with staff regarding students testing below benchmarks. Strategies and resources are shared to improve instruction and meet students' needs. Technology is an integral part of instruction for students with varied learning styles and abilities. Mimios, iPads, and computer lab provide opportunities for active independent learning. Computer programs like IXL, Moby Max, and Henry Anker and the Acuity program are individualized and provide practice to support students' needs.

JTE staff has high expectations for all students to achieve and work together for success in school and life.

6. Professional Development:

Professional development opportunities at Jackson Township Elementary align with our school improvement goals. Monthly staff meetings are scheduled throughout the school year for collaboration. Each grade level meets to share ideas. During most of these meetings, assessment data is discussed and academic goals are reviewed. Teachers are encouraged to continue to develop their pedagogical skills. Workshops and grade-level meetings are offered at Jackson Township Elementary School as well as in other Clay Community School Corporation buildings.

Grade-level meetings and workshops are attended by teachers and the administration. The grade-level meetings are provided for kindergarten through fifth-grade teachers in the fall and spring of each school year. The curriculum coordinator plans and conducts these meetings. Teachers are given time to share concerns and ideas as well as to offer solutions for problems encountered regarding individual students or classroom needs. Other topics covered and reviewed are textbooks, Indiana Academic Standards, and teaching strategies. These meetings have been very well received by teachers as they look forward to sharing ideas and strategies while gaining insight and inspiration from fellow professionals.

Teachers are allotted three professional days during the contract year to attend professional conferences and workshops. When teachers return from meetings offered beyond Jackson Township Elementary they willingly share new ideas and strategies with their colleagues. This collaboration helps further support the application of new information toward improving student achievement and overall school progress.

Technology training is ongoing within the school corporation. Computer technology, web-based instruction, computer programs to supplement student learning, electronic grade books, and the use of iPads in the classroom are recent examples of trainings and new approaches the teachers have attended and/or implemented in their classrooms this school year. Technology also has allowed for further professional development with the use of webinars and video-conferencing.

Professional development at Jackson Township Elementary School has had a tremendous impact on student achievement. We place high value on ensuring that students excel in all subjects and professional development is essential in accomplishing this achievement.

7. School Leadership

Principal leadership at Jackson Township Elementary centers on relationships as our staff functions as a family effectively working together. There is mutual respect between staff and principal and all are treated equally. Everyone is valued and significant in each child's success. Our culture of respect and shared leadership has propelled JTE high student achievement and growth, high attendance rates, and an A rating. The previous principal of sixteen years established a vision for success based on providing students with a high quality education, hiring highly qualified teachers, and building supportive parental relationships. Involving staff in assessment data analysis and goal development followed by seeking and providing professional development centered on meeting those goals is a trademark of his success as principal. As a result of these tremendous efforts JTE was honored in 2013 as a Four Star School. The current principal was our music teacher for eighteen years. Although new to administration, he endeavors to build upon the strong foundation of success established by his predecessor with a common sense approach to decision-making.

In addition to forming relationships, the principal is the instructional leader and this responsibility is fulfilled by conducting collaborative meetings with teachers. Our school improvement plan requires monthly staff and grade-level meetings which are scheduled and facilitated by the principal. Meeting agendas include discussion of school policy, assessment data, goals, and strategies. One fundamental component of our success, as a result of the educational leadership at JTE, is the belief that "direct instruction" is the most important factor in educating children. This strategy enables us to target specific needs of every student and consistently demonstrate yearly gains on standardized tests.

The JTE principal is the head cheerleader for our school. Letters to parents, updated digital sign, and monthly newsletters contain messages of student and school-wide accomplishments. Monthly PTO (Parent Teacher Organization) meetings provide opportunities for the principal to recognize school successes and to thank parents for their support. Many events are scheduled to invite the community into our building and include PTO Open House, Fish Fry, Grand People Days, Family Fun Night, Christmas Program, and the PTO Spring Carnival.

JTE leadership always has been and will continue to be fair and consistent driven by a sense of doing what is best for children. A strong values-based vision with high expectations for excellence has lead JTE to distinction and will continue driving us to excel into the future.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 3
Publisher: CTB/McGraw Hill LLC

Test: Indiana Statewide Testing for Educational Progress Plus
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Pass % Pass Plus	93	95	88	85	86
% Pass Plus	55	35	27	13	14
Number of students tested	44	55	51	53	42
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	1	1		
% of students tested with alternative assessment	5	2	2		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Pass % Pass Plus	100	100	86	84	92
% Pass Plus	70	30	14	13	20
Number of students tested	10	20	21	32	25
2. Students receiving Special Education					
% Pass % Pass Plus		93		90	
% Pass Plus		7			
Number of students tested	8	14	7	10	5
3. English Language Learner Students					
% Pass % Pass Plus	93	95	88	85	86
% Pass Plus	55	35	27	13	14
Number of students tested	44	55	51	53	42
4. Hispanic or Latino Students					
% Pass % Pass Plus					
% Pass Plus					
Number of students tested					
5. African- American Students					
% Pass % Pass Plus					
% Pass Plus					
Number of students tested					
6. Asian Students					
% Pass % Pass Plus					
% Pass Plus					
Number of students tested					

7. American Indian or Alaska Native Students					
% Pass % Pass Plus					
% Pass Plus					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Pass % Pass Plus					
% Pass Plus					
Number of students tested					
9. White Students					
% Pass % Pass Plus	93	94	88	87	85
% Pass Plus	53	35	29	13	15
Number of students tested	43	54	49	52	41
10. Two or More Races identified Students					
% Pass % Pass Plus					
% Pass Plus					
Number of students tested		1	2	1	1
11. Other 1: Other 1					
% Pass % Pass Plus					
% Pass Plus					
Number of students tested					
12. Other 2: Other 2					
% Pass % Pass Plus					
% Pass Plus					
Number of students tested					
13. Other 3: Other 3					
% Pass % Pass Plus					
% Pass Plus					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 4

Publisher: CTB/McGraw Hill LLC

Test: Indiana Statewide Testing for Educational Progress Plus

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Pass% Pass Plus	98	96	96	95	84
% Pass Plus	46	39	40	41	18
Number of students tested	56	46	50	44	57
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	1	1		
% of students tested with alternative assessment	2	2	2		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Pass% Pass Plus	100	100	96	100	75
% Pass Plus	43	37	30	33	10
Number of students tested	23	19	27	24	20
2. Students receiving Special Education					
% Pass% Pass Plus	100				73
% Pass Plus	8				7
Number of students tested	12	8	6	3	15
3. English Language Learner Students					
% Pass% Pass Plus	98	96	96	95	84
% Pass Plus	46	39	40	41	18
Number of students tested	56	46	50	44	57
4. Hispanic or Latino Students					
% Pass% Pass Plus					
% Pass Plus					
Number of students tested			1		
5. African- American Students					
% Pass% Pass Plus					
% Pass Plus					
Number of students tested					
6. Asian Students					
% Pass% Pass Plus					
% Pass Plus					
Number of students tested					1
7. American Indian or Alaska Native Students					
% Pass% Pass Plus					

% Pass Plus					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Pass% Pass Plus					
% Pass Plus					
Number of students tested					
9. White Students					
% Pass% Pass Plus	98	96	96	95	84
% Pass Plus	46	40	40	42	18
Number of students tested	56	45	48	43	56
10. Two or More Races identified Students					
% Pass% Pass Plus					
% Pass Plus					
Number of students tested		1	1	1	
11. Other 1: Other 1					
% Pass% Pass Plus					
% Pass Plus					
Number of students tested					
12. Other 2: Other 2					
% Pass% Pass Plus					
% Pass Plus					
Number of students tested					
13. Other 3: Other 3					
% Pass% Pass Plus					
% Pass Plus					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 5
Publisher: CTB/McGraw Hill LLC

Test: Indiana Statewide Testing for Educational Progress Plus
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Pass% Pass Plus	98	98	100	87	87
% Pass Plus	59	58	44	36	29
Number of students tested	49	50	39	55	69
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Pass% Pass Plus	100	96	100	71	78
% Pass Plus	50	57	36	10	22
Number of students tested	22	23	22	21	23
2. Students receiving Special Education					
% Pass% Pass Plus				75	64
% Pass Plus				17	9
Number of students tested	7	8	2	12	11
3. English Language Learner Students					
% Pass% Pass Plus	98	98	100	87	87
% Pass Plus	59	58	44	36	29
Number of students tested	49	50	39	55	69
4. Hispanic or Latino Students					
% Pass% Pass Plus					
% Pass Plus					
Number of students tested		1			
5. African- American Students					
% Pass% Pass Plus					
% Pass Plus					
Number of students tested		1			
6. Asian Students					
% Pass% Pass Plus					
% Pass Plus					
Number of students tested				1	
7. American Indian or Alaska Native Students					
% Pass% Pass Plus					

% Pass Plus					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Pass% Pass Plus					
% Pass Plus					
Number of students tested					
9. White Students					
% Pass% Pass Plus	98	100	100	87	87
% Pass Plus	58	57	45	35	29
Number of students tested	48	47	38	54	68
10. Two or More Races identified Students					
% Pass% Pass Plus					
% Pass Plus					
Number of students tested		1	1		1
11. Other 1: Other 1					
% Pass% Pass Plus					
% Pass Plus					
Number of students tested					
12. Other 2: Other 2					
% Pass% Pass Plus					
% Pass Plus					
Number of students tested					
13. Other 3: Other 3					
% Pass% Pass Plus					
% Pass Plus					
Number of students tested					

NOTES:

Subject: Reading/ELA

All Students Tested/Grade: 3
Publisher: CTB/McGraw Hill LLC

Test: Indiana Statewide Testing for Educational Progress Plus
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Pass % Pass Plus	95	95	90	85	86
% Pass Plus	20	20	12	9	19
Number of students tested	44	55	51	53	42
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	1	1		
% of students tested with alternative assessment	5	2	2		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Pass % Pass Plus	90	85	86	84	88
% Pass Plus		20	10	3	12
Number of students tested	10	20	21	32	25
2. Students receiving Special Education					
% Pass % Pass Plus		79		60	
% Pass Plus		21			
Number of students tested	8	14	7	10	5
3. English Language Learner Students					
% Pass % Pass Plus	95	95	90	85	86
% Pass Plus	20	20	12	9	19
Number of students tested	44	55	51	53	42
4. Hispanic or Latino Students					
% Pass % Pass Plus					
% Pass Plus					
Number of students tested					
5. African- American Students					
% Pass % Pass Plus					
% Pass Plus					
Number of students tested					
6. Asian Students					
% Pass % Pass Plus					
% Pass Plus					
Number of students tested	1				
7. American Indian or Alaska Native Students					
% Pass % Pass Plus					

% Pass Plus					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Pass % Pass Plus					
% Pass Plus					
Number of students tested					
9. White Students					
% Pass % Pass Plus	95	94	90	85	88
% Pass Plus	19	20	12	10	20
Number of students tested	43	54	49	52	41
10. Two or More Races identified Students					
% Pass % Pass Plus					
% Pass Plus					
Number of students tested		1	2	1	1
11. Other 1: Other 1					
% Pass % Pass Plus					
% Pass Plus					
Number of students tested					
12. Other 2: Other 2					
% Pass % Pass Plus					
% Pass Plus					
Number of students tested					
13. Other 3: Other 3					
% Pass % Pass Plus					
% Pass Plus					
Number of students tested					

NOTES:

Subject: Reading/ELA

All Students Tested/Grade: 4
Publisher: CTB/McGraw Hill LLC

Test: Indiana Statewide Testing for Educational Progress Plus
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	95	89	84	89	75
% Advanced	27	26	20	23	21
Number of students tested	56	46	50	44	57
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	4	1	1		
% of students tested with alternative assessment	7	2	2		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	87	84	89	88	70
% Advanced	26	21	15	17	10
Number of students tested	23	19	27	24	20
2. Students receiving Special Education					
% Proficient plus % Advanced	75				60
% Advanced	17				
Number of students tested	12	8	6	3	15
3. English Language Learner Students					
% Proficient plus % Advanced	95	89	84	89	75
% Advanced	27	26	20	23	21
Number of students tested	56	46	50	44	57
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested			1		
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					1
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	95	89	83	91	77
% Advanced	27	27	19	23	21
Number of students tested	56	45	48	43	56
10. Two or More Races identified Students					
% Proficient plus % Advanced		1	1		
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

All Students Tested/Grade: 5
Publisher: CTB/McGraw Hill LLC

Test: Indiana Statewide Testing for Educational Progress Plus
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Pass% Pass Plus	92	84	79	73	84
% Pass Plus	35	28	33	25	22
Number of students tested	49	50	39	55	69
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	3	1	1		
% of students tested with alternative assessment	6	2	2		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Pass% Pass Plus	91	87	86	48	70
% Pass Plus	18	17	23	14	17
Number of students tested	22	23	22	21	23
2. Students receiving Special Education					
% Pass% Pass Plus				58	55
% Pass Plus					9
Number of students tested	7	8	2	12	11
3. English Language Learner Students					
% Pass% Pass Plus	92	84	79	73	84
% Pass Plus	35	28	33	25	22
Number of students tested	49	50	39	55	69
4. Hispanic or Latino Students					
% Pass% Pass Plus					
% Pass Plus					
Number of students tested		1			
5. African- American Students					
% Pass% Pass Plus					
% Pass Plus					
Number of students tested		1			
6. Asian Students					
% Pass% Pass Plus					
% Pass Plus					
Number of students tested				1	
7. American Indian or Alaska Native Students					
% Pass% Pass Plus					

% Pass Plus					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Pass% Pass Plus					
% Pass Plus					
Number of students tested					
9. White Students					
% Pass% Pass Plus	92	85	82	72	85
% Pass Plus	35	28	34	26	22
Number of students tested	48	47	38	54	68
10. Two or More Races identified Students					
% Pass% Pass Plus					
% Pass Plus					
Number of students tested	1	1	1		1
11. Other 1: Other 1					
% Pass% Pass Plus					
% Pass Plus					
Number of students tested					
12. Other 2: Other 2					
% Pass% Pass Plus					
% Pass Plus					
Number of students tested					
13. Other 3: Other 3					
% Pass% Pass Plus					
% Pass Plus					
Number of students tested					

NOTES: