

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Terri Waugaman

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

Official School Name North Elementary School

(As it should appear in the official records)

School Mailing Address 63 W Fletchall Avenue

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

City Poseyville State IN Zip Code+4 (9 digits total) 47633-9015

County Posey State School Code Number* 6985

Telephone 812-874-2710 Fax 812-874-8811

Web site/URL http://www.northposey.k12.in.us E-mail twaugaman@northposey.k12.in.us

Twitter Handle

northelementary@terriwaugaman@gmail.com

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. Todd Camp

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: tcamp@northposey.k12.in.us

Other)

District Name MSD of North Posey County Tel. 812-874-8801

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. Geoffrey Gentil

(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 and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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 (per district designation):
- 2 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 4 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. 3 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	8	17	25
K	33	39	72
1	23	31	54
2	27	26	53
3	27	30	57
4	26	30	56
5	31	27	58
6	32	20	52
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	207	220	427

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 3 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 95 % White
 - 0 % 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 2013 - 2014 year: 6%

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 <i>to</i> the school after October 1, 2013 until the end of the school year	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	24
(4) Total number of students in the school as of October 1	389
(5) Total transferred students in row (3) divided by total students in row (4)	0.062
(6) Amount in row (5) multiplied by 100	6

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 43 %
 Total number students who qualify: 175

Information for Public Schools Only - Data Provided by the State

The state has reported that 40 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 22 %
93 Total number of students served

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

- | | |
|--------------------------------|--|
| <u>6</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>8</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>30</u> Specific Learning Disability |
| <u>9</u> Emotional Disturbance | <u>36</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>0</u> 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	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 21:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	96%	97%	97%	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 2014

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

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

15. Please summarize your school mission in 25 words or less: Learning comes first! All students have a right to learn! North and the community promote a caring, and challenging environment for our Stars to Shine.

PART III – SUMMARY

The Metropolitan School District of North Posey County in Indiana, is more commonly known as MSD of North Posey. Posey County is the most southwestern county in the state of Indiana. The school corporation serves the northern section of Posey County. Our county is considered a rural county. While many jobs are generated from industry surrounding Northern Posey County the true heart of Northern Posey County workers are farmers. A generation of hard working men and women instilling a sense of community support the surrounding six townships, four towns, and unincorporated communities that comprise the district of MSD of North Posey.

North Elementary is nestled in the heart of Poseyville one of the towns of Posey County. Students feed in from all the areas listed above and even though the county may be widely spread, North has a sense of home for all those families to come together as one to belong to the greater good; the education of tomorrow's leaders, our children. In early August the buzz of school starting is the talk of all the towns at the local baseball/softball, soccer fields, and the community pool. The big question is who is in whose classroom, the excitement is intoxicating from students, parents and teachers alike. Two weeks into school, North hosts an open house night. Family and friends are welcome to come enjoy an evening of saying hello to old acquaintances, making new friends, meeting new teachers, and saying hi to former teachers. However, not all topics of discussion are light-hearted; policies of the Title I program, North's policies and classroom procedures are typically hot topics of discussion among staff and parents alike.

The hallways are filled with shy faces trying to hide their initial anxieties. Of course, this only lasts a matter of minutes and is quickly replaced with bursting excitement and sharing stories of summer time fun. There are several local festivities at the beginning of the year to help smooth the summer- to- school transition. One being the Autumn Festival hosted by the Town of Poseyville next to North Elementary School. The local Kiwanis's group sets the whole three day event up with the town parade. Not a minute goes by without seeing a North Elementary Star either participating in an event or being in attendance. In this large section of Northern Posey County, one cannot help to feel the warmth of a small home town acceptance and support from all patrons.

North has over the last three years had an increase in students of free and reduced lunch. In fact the population has increased so quickly that it now makes up 43% of our school population. Our families have been increasingly economically challenged however, this has not stopped the support and connections the teachers and families have made at North. At North Elementary the focus is on the good behavior, and we re-teach behaviors that need to be addressed. The "Caught Being Good" program is funded by donations from the local businesses and community members. Students look forward to having their names said over the morning announcements to show good behavior and promote a sense of modeling appropriate behavior in the school.

An additionally advantage of North is that we offer assistance through our Youth First Social Worker, who talks to students and families in need. The Children in Need Fund is funded through community members or community organizations that contribute to the fund for the sole purpose of aiding those in need. The Families in Need Fund, which is made by donations from the community members and local businesses, has helped provide heaters for families during this past cold and bitter winter, gas cards to families with members in the hospital, and food cards to help out when there is not enough money to feed the family. The principal also has an open door policy where if a parent is willing to wait the principal will speak to the family member. This same approach is utilized for staff members as well. The principal also gives her personal cell phone out to parents and staff members alike so she can be reached whenever needed at any time, day or night. The atmosphere that North projects to the community is that we are a second family; we do not judge, we do not deny, we help, we advise, we work together to figure out a solution to the problem. Most importantly, North is here to listen to all in need because we are not just a school we are "STARS" of the community. As the school year gets well under way and the routines sets in with families, community, and staff the world of education comes alive in the classroom. But the brightest part of the day is of course how bright our Stars shine!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

North Elementary School boasts a cohesive and comprehensive curriculum that intentionally connects the Indiana College and Career Readiness Standards, instruction, and assessments. This approach to curriculum design embodies the district's mission that all children can learn and children do learn at different levels and rates. This is reflected in our inclusive programs and practices. Special Education services and Title 1 services are delivered through a push-in or inclusion model. The inclusion model allows us to close the gap with students with learning disabilities. North Elementary did use a pull-out method which was not allowing students the chance to be exposed to grade level material. Students with disabilities need support within the classroom setting to be successful. The inclusion students at North also have a resource time that is done during the RtI thirty minute block when all students are moving through out the building. This has allowed the special education teachers and her assistants to focus on specific needs such as organization, studying for spelling, and front loading on the upcoming week's lesson. The special education teachers and the general education teachers work collaboratively to ensure the success of the students.

North Elementary teachers are committed to using assessment data for diagnostic purposes and for the improvement of appropriate student instruction. Formative and summative assessments are vital with this type of curriculum. Students' progress in mastering skills are measured four times a year with the CTB Acuity Assessment for all students in grades K-6. Acuity Diagnostic Tools offers detailed student/class reports and instructional resources to tailor instruction. Other assessments utilized on a routine basis to inform instruction include STAR Reading, STAR Math, and STAR Early Literacy. Teachers in grades K and 1 use the instructional strategies in the classroom to reteach a lesson that the students data showed was not above passing. This allows the teacher a different method to use for instruction. Students in grades 2 thru 6 are assigned instructional strategies based on individual needs. This means the teacher chooses the lessons that the child is struggling with and allotted computer time is given once a week to each teacher so students have a varied methods for learning.

North Elementary School implements a robust Response to Instruction/Intervention (RtI) program which is a cornerstone to the differentiation of instruction for each child. Every day for 30 minutes, every child receives interventions carefully designed to meet their own unique learning needs. During this time, students could receive remediation interventions, maintenance of skills interventions, enrichment activities/High Ability, or a combination of all three approaches. Data analysis is instrumental in the development of differentiated instruction during core classes as well as choosing RtI interventions. RtI interventions are researched based kits that the teachers and Title I aides work with. North Elementary does data in three ways, at risk students are progressed monitored weekly, students that are on "watch" are progressed monitored bi-weekly, students that are in and on-level group working on different skills are progressed monitored on the 3rd week. This allows the "interventionist" the teacher, and aide teaching the RtI group a chance to collect data and turn it into the Title I teacher. Then a decision is made if a switch needs to be put into place for the child to get the most out of intervention time.

North Elementary teachers understand that a curriculum is a working document that needs to be routinely reviewed and adjusted. The teachers helped to create their math curriculum by utilizing Larry Ainsworth's blueprint for Building a Rigorous Curriculum. Through this method, teachers became familiar with the new Indiana Academic Standards, prioritized the standards, created vertical alignment of the standards, and constructed a district pacing guide. Research-based effective teaching strategies, as outlined in Teach Like a Champion, are implemented and monitored through on-going professional development opportunities and through the RISE Evaluation system. A greater emphasis on higher-level thinking skills is reflected through these professional practices.

North Elementary School incorporates the Scott Foresman Common Core EnVision Math program. This math program, which also encourages differentiation of instruction, relies heavily on visual learning strategies to build deeper conceptual understanding. Math lessons also incorporate the Indiana process standards which lead to greater depths of knowledge through real world applications. Teachers also use

web-based lessons and activities that enrich the students' conceptual understanding. Time devoted to math is an hour daily. Usually during this time you may see a variety of things taking place depending on the teachers judgment of students mastery of the math topic. Teachers have taken the ideas of Literacy stations and have created math stations. This is a great way to differentiate work for students or promote problem solving real world activities. Teachers usually during this time will pull a group that did not understand a math topic and go over it again teaching it another way, perhaps more concrete using manipulatives, some teachers using the internet to help explain ideas and concepts and let children try to apply the knowledge by demonstrating understanding before getting to move to a station. Teachers also use this time to have enrichment activities for those students that are ready to dig into a deeper understanding of the material using material from the intervention/professional development room. Teachers at all grade level work on math fluency and have incentives for setting individual achievable goals. If a child is having a difficult time and may need some one-on-one a Title I aide may do flash cards in the hall way or useifix cubes to show examples. Our goal at North is to have everyone understanding and not pushing kids forward or leaving anyone behind.

The Indiana K-6 Reading Framework is implemented with fidelity and serves as a road map for effective instruction. The guiding principles of the framework include: reading goals, instruction, assessment, leadership, professional development, and commitment. The 90-minute reading block incorporates the Scott Foresman Reading Street Common Core reading program. This program features guided reading groups, literacy stations, independent reading, interactive reading where the teacher models thinking reading strategies out loud for students to use in their independent reading, whole group instruction is exposing all students in the classroom to grade level material and vocabulary. In each of these components to the Literacy Frameworks the child is learning using different levels of materials. In guided reading the student will use material slightly above his/her comfort level. This is done because it is called "guided" the teacher is there to re-teach the concepts taught in the whole group and brings it to a level that the students may be able to understand more easily with guidance from the teacher. During these groups the teacher may choose to work on vocabulary, fry phrases, working on a skill and completing a graphic organizer. The teacher is their to help students navigate through a text by listening to each student read individual at a whisper read, the teacher may conduct an informal running record at this time. During independent reading the student has select an accelerated reader or AR book which is based on the child's independent reading level given from the STAR testing. The teacher will circulate around the room and take running records on students reading, ask higher order leveled questions to the students.

Complementing the school wide reading program, the teachers have received training on the Literacy Frameworks from the principal a former Literacy Coach trained in the methodology of Fountas & Pinnell and other literacy gurus. The teachers have also attended several of the Smekens workshops which provides details on technique which entails creating dynamic mini-lessons for teaching close reading and 6 trait writing. In addition, students and teachers set student-level reading goals aligned to academic standards and state expectations.

The science text are National Geographic and Pearson Interactive Science for 6th grade students. The 5th & 6th grade students are required to participate in science projects. These science projects cover the scientific method and are judged. The winners then move on to the regional science fair held at a local college, USI. North is proud to say that we have had students advance to the State science fair in Indianapolis. Students light up when science is taught in the classroom through cross-curriculum planning. Teachers in the primary grades have whole class experiments. Social Studies is offered through Houghton Mifflin Harcourt and students study the different curriculum at each grade level. Primary classes take field trips to local businesses and interact with the community visiting the fire station and post office. The intermediate classes go on field trips to the agriculture fair at the Posey County Fair grounds. Social studies is also intertwined into the classroom in a cross-curriculum manner. Fifth grade classes learning about segregation may also be reading novels as a whole group discussing different aspects of the social studies lesson and tying in making inferences in the book and webs of character traits.

As we transitioned to the new Indiana College and Career readiness standards, a new class was created to support the new reading standards called Digital Literacy. In the Digital Literacy course, students in grades K-6 work on developing research skills, digital citizenship skills, keyboarding skills, experience different

types of technologies, and create media projects. An important goal of the Digital Literacy course is to introduce the students to a variety of digital tools that can be utilized to produce and publish grade appropriate writing which demonstrates the child's creativity and understanding.

In addition to the Digital Literacy class, students through grades K-6 also receive special classes in the areas of Library, PE, Music, and Art. Students participate in art fairs, holiday concerts, science clubs and band. The PE program encourages healthy lifestyle habits, builds stamina, and participation in recreational sports.

Lastly, North Elementary School offers a Preschool Program for three and four year old students. The preschool curriculum is based on a standard curriculum that utilizes the Foundations to the Indiana Academic Standards from Birth to Age 5. The standards cover the skills in the areas of English/Language Arts, Math, Social Emotional, Physical Developmental, Personal Care, Science, Social Studies, and Fine Arts. These standards were updated in 2012 to the Common Core Standards. These standards provide deeper understandings and align well with the new Kindergarten Indiana Academic Standards. This program is key in starting the learning at an early age. The more the students can be prepared for a school setting and the expectations the smoother transition the students have into kindergarten. Students also benefit from the socialization with peers and learning how to share and take turns.

2. Other Curriculum Areas:

North Elementary provides many different areas to study other than the set curriculum however these areas all tie together to produce a conducive setting for everyone to have an interest in learning. The school's art class and arts related activities in the classroom offers a variety of interests. We display our students' work throughout our school from both the classroom and our art program which is offered twice a week. The art teacher also hosts an Art Show displaying the children's works of art and the specific genre their class was working on at the time. Students get to compete at the New Harmony Arbor Day Celebration with their creation of a designated tree indigenous of Indiana. These artworks are displayed at the New Harmony art forum building. Winners from each grade level receive monetary awards and get to plant the tree at a local park. Our music program, also offered twice a week, develops a love of both song and artists. Our school choir is not a requirement but one that the music teacher feels is important to offer to those students who have the love of music. The music teacher does this of her own will and works with the students on songs to perform in the Veteran's Day Program, other holidays and spring plays. The music teacher also offers private lessons for band students. Band class is offered to our sixth grade students as they prepare to perform a number of times a year. Such instances including our holiday show and our spring play. We have had Tales and Scales perform, a local ensemble of music artists that teaches character building through the art of puppetry. This past year we also had the New Harmony Under the Beams provide our students with the unique musical talents of Kinobe the world renowned Ugandan artist. This program allowed students to try unique instruments from Africa and learn a new language. The program ended with the whole school singing together as one voice.

Our physical education class meets twice a week for our students. We have had yearly success with our Jump Rope for Heart fundraiser for a number of years. We promote a variety of sports which include basketball, soccer, baseball, softball, T-ball, wrestling, football, cross-country, track, and volleyball. These are all provided within our school or community. We have held Health Fairs with involvement of police, dentists, firemen and other community leaders for the past couple of years. This provides the families and students with the knowledge that health care is an important part of growing up.

Our high school has provided us with 4th year Spanish students to teach our third grade classes weekly Spanish lessons. The lessons typically focus on colors, numbers, the alphabet, clothing, relatives, and animals, just to name a few.

Computer class is offered twice a week. One session is with the new Digital Technology teacher with a focus on keyboarding and basic skill sets for the new world of technology. Students are given the opportunity to learn the beginning skills of the Word Processing programs along with using software geared toward education. Our classrooms provide computers, ActivBoards and laptops to further maximize the child's education.

Our school's Spell Bowl team has experienced much success since its inception over the past 3 years. North Elementary has taken first place two years in a row and second this past year. The University of Evansville hosts a yearly Balsa Wood Bridge contest. Our fifth grade students have the opportunity to participate and have had much success thus displaying the Star's leadership in various settings. Our fourth grade participates in the Soil Conservation Program. The advantage of this program is being able to integrate what the students learn in the classroom to real-life examples. The staff has found that it expands on the learning process and has a greater tendency for remembrance. We have a successful and established Student Council. The High School FFA students meet with these students and instruct them on Parliamentary Procedure and Robert's Rules of Order. Farm Day is held every year in our county and appeals to the high rural population of Posey County. We hold a Science Fair each year for our sixth grade classes. This gives the 6th graders a way to display what they have learned about science along with the scientific process and acts as a final major activity prior to attending the junior high school. University of Southern Indiana, University of Evansville, and Oakland City University send education students yearly to help with their class requirements in an elementary school. These college students work with the classroom teacher and bring new experiences to our students along with observing classrooms and bringing new ideas to the school.

3. Instructional Methods and Interventions:

Instructional methods and interventions have played a vital role in the student success at North Elementary. The first step in all differentiation planning and Response to Instruction/Intervention (RtI) is data interpretation. The data is collected in several ways, through classroom observations, grades, anecdotal records from teachers, direct benchmarking on reading and fluency checks in reading and math. The other forms are the norm referenced test such as; AimsWeb, STAR Early Literacy, STAR Reading, STAR Math, and Acuity data. These norm referenced tests are the driving force to data interpretation which then leads to understand the data driven instruction at North.

In the classroom, teachers use differentiation to teach skills to students of various academic levels. The integration of all students are important to North. Therefore, North has had full inclusion in the past three years. Students with a wide range of disabilities are placed in their least restrictive environment. This has improved test scores along with increased general performance from children with special needs. There has been a recent increase of children who qualify for free and reduced lunch. This new aspect has brought a number of new challenges to the classroom teachers. This further exemplifies the importance of data interpretation and incorporation to everyday lessons in the classroom. During the 90 minute reading block, teachers meet with a group based on the student's assessment data. The teachers then teach the current standard for that grade level to the students in the group using grade level text. Teachers focus their efforts on the skills previously taught by the use of different text materials. These levels which are taught meet the specific need of the child. Some are significantly below grade level, some are slightly below grade level, and some are at grade level while others are above grade level. The small group and planned differentiation allows the teacher to be more explicit in teaching and concentrate on basic skill sets using concrete materials for the students who are behind grade level. For other students that are reading at grade level or ahead, the teacher can focus on a deeper understanding of skills being taught and have students work together to provide a book review to the class.

Simultaneously, literacy stations are in affect. Not only do the literacy stations provide students way to work as a team but the work is differentiated for individual students' identified needs. Teachers also provide modeled reading and think aloud concepts through interactive read aloud sessions. Students have time to read to themselves and write about what they have read in reading response journals or at different stations based on modeling from the teacher.

Another way which North uses instructional methods to implement interventions is a program called Accelerated Reading. This is a test that is taken when a student completes a book on the child's reading level. These tests are completed on computers which helps sustain focus and interest with the built-in ability to track the student's progress with predetermined goals. During the reading time a Title I Aide is in the room to focus efforts for students who are below average readers. These students are then formed into a group for remediation based on the lessons planned by the teacher and in accordance to the specific need of the child.

There is also an hour devoted to mathematics at North. During this time teachers have math stations or they have guided math where math is reviewed in a small group with the teacher to remediate students. Typical strategies implemented by the teacher include; using concrete manipulates, reiteration or “double dosing”, associations to practical experiences, the use of visual aids or the integration of more abstract concepts designed for students to achieve a higher understanding of the concepts.

In the last three years North Elementary has found a unique way of delivering RtI to its students. RtI is a blocked out time in everyone’s schedule during the day which runs five days a week for thirty minutes for six weeks. Kindergarten has its own time due to the specific needs of the Kindergarteners and benefit from having smaller group sizes due to shorter attention spans. First and second grade has a block of time before lunch each day, when all teachers, aides, Title I teachers, special needs teachers and assistants offer their expertise which allows for a very diverse teaching cooperative. Teachers get to choose the RtI kit or intervention they wish to teach, they then become the interventionist. Third thru sixth grade have the RtI block at the end of the day which involve children switching in the hallway going to different interventionist’s rooms for instruction. It has been found that this is a great way to add variety to the upper class’s schedule.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

North Elementary has endured some major changes over the course of the last three years. The first, and most significant, was getting a new principal; secondly becoming a school wide Title I school which means our poverty rate is increasing; implementing RtI for Kindergarten thru sixth grade; implementing the 90 minute reading block and executing the new RISE teacher and administrator evaluation system. MSD of North Posey School System also consolidated with another school system, New Harmony Schools, in the fall prior to school starting. North Elementary School had the sole responsibility to integrate all the students from the New Harmony School district along with the majority of the elementary teachers.

Even with the odds against the teachers with new ideas and best practices to implement the staff embraced the challenge and used the fresh and new knowledge and took it on head first. Even this year Indiana didn't know until April 2014 which academic standards it was adopting leaving our teachers in limbo. The changes that were evident in the classroom also took hold of our state standardized test. The ISTEP+ test the students took in 2015 was determined to be too long by legislation and cut it in half. In the past, students with an identified disability could take a modified version of the ISTEP+ test called the IMAST. However, the state decided to completely take this modified test away. Did the staff panic? Did the Stars panic? Absolutely not! Following suit with all the other changes the staff and students did not back down and took it as a challenge to rise above. In May we will take the final section of the ISTEP+ which is in an on-line multiple choice format. It is still unknown as to what this test will hold for our students but the staff at North Elementary is ready for the daunting task!

The data that is in the tables is quite impressive. The principal is proud of the dramatic increase in the last year each grade level made in both ELA and math. In mathematics our fifth and sixth grade received 100% passing which also carries over into our students of economic disadvantage. Third and Fourth grade were both in the 94% for math; and in English Fourth was 98% while Third was at 96%. But the free and reduced lunch students have increased by seven to eight points. The trends are increasing we have areas in our Public Law 221 (PL221) plan that we specifically concentrate on these anticipated changes. The ELA is the biggest challenges for all schools because reading is not simply concrete. The students need to infer answers, understand what the author's purpose is and how it relates to the story or other text. Students of today's world need to find evidence in the text to support the answers they have written. Gone are the days of the easy narratives, now everything needs evidence and reasoning for choosing answers. North has worked hard on focusing efforts on professional development in this area. The Star staff has dissected the data to help put into place a professional development plan with the intention to reach those goals in the PL221. It is with great satisfaction to report that every grade level with the exception of sixth is in the 90th percentile with sixth grade being at the 89.4. In retrospect, this achievement is fantastic considering the previous year was at the 79th percentile. Our fifth grade increased by 15 points and 8.4% from 79% to 94%. In 2012 4th grade increased from 73% by 19 points and 7.9% to 92% passing in ELA. The free and reduced lunch percentages are also climbing with some grades at 100% the past 2 years from numbers in the 70's increasing to the 80's.

Needless to say, we are very proud of the hard work that the North Stars have done and will continue to do in the future.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

North Elementary uses a wide variety of assessments to gather achievement data to assist with educational planning. STAR Early Literacy is a norm referenced test that assesses phonemic awareness, blending sounds together and reading sight words. It is set up using the "stair step" technique that would allow a kindergartener or first grader to move to the STAR Reading test. The STAR Reading test is designed to look at students' vocabulary knowledge, sight words and high frequency words and assess comprehension. This is done by giving students a passage they read and asking predetermined questions in areas appropriate to grade level. STAR math is given to second through sixth grade and is designed to measure computation and

application of grade based knowledge. The primary grades utilize Acuity for math and language arts. This program is designed to choose standards that are taught in the classroom and test the students over the determined standards. Acuity is also offered for third thru sixth grade targeting reading readiness. Similar to the primary model, the students are assessed by a variety of standards based on the Indiana Academic Standards. The individual performance gives the teacher a sense of where the child's knowledge is in the content area. Third thru sixth grade students are held accountable for science and social studies and are therefore tested on topics of general knowledge. These were optional given the recent changes to the state standardized testing called ISTEP+. Furthermore, students also receive progress monitoring for RtI. The frequency of progress monitoring is determined by the need of the child.

The Title I teacher plays an essential role in monitoring all 404 students at North Elementary. The principal and Title I teacher meet with all other teachers during common grade level meetings to discuss children's success or lack thereof based on data collected with fidelity. The team then discusses what strategies or RtI group would better suit the child's needs. To assist with intervention and organization, the members of the committee categorize the children into different groups. The groups include; at-risk, on-watch, on-level and enrichment/high ability. Students who fall into the category of "at-risk" are placed in the appropriate RtI group which is derived from teacher and classroom. If after two weeks in the designated RtI group and the child is not progressing they are moved into a group that will have a greater focus to concrete skills. At-risk student are progressed monitored weekly using the materials from the researched based kits, AimsWeb, STAR Reading, STAR Math, and/or STAR Costumed test designed by the interventionist. "On-watch" students are monitored every two weeks with same progress monitoring materials. "On-level" students are practicing skills that the teachers feel are incorporated in everyday instruction, for example the sixth grade was working on writing and literary text from data. On-level students are progressed monitored every three to four weeks. Enrichment students in K-2 are those students that have scored higher than average and could possibly benefit from a more intense curriculum in science, social studies, or geography. This then lends itself to project based learning where these students are also progressed monitored every fourth to sixth weeks. Students in grades 3 through 6 have gone through the High Ability identification process that our district provides. If a student is considered high ability they are then placed in a high ability group that will work on more project based learning and will be assessed every 4th to 6th week. Students that just miss the high ability classification may have an opportunity to be in the high ability group but have further differentiation in testing and project requirements.

The Title I teacher gathers all the testing and progress monitoring and sends it home in a packet to the parents with each section having an explanation on how to decipher and interpret the information. We also discuss this information in the community council meetings which answers in broad questions. Teachers go over information in the parent teacher conferences as well.

Part VI School Support

1. School Climate/Culture

School climate and culture reflect the feelings, attributes, and attitudes expressed by staff, students, and teachers alike. In striving to include a caring and safe school culture, North has implemented a number of programs. "Caught Being Good" is used to single out students who go above and beyond typical behavior with hopes to reinforce this behavior and for other children to behave in a similar manner. Demerit-Free Celebrations are reserved for children who did not get a single demerit in the whole grading period and typically involves recognition with popcorn.

The intention to bring family and staff together with the common goal of improving literacy is done so by having Family Literacy Nights. The staff at North Elementary realize the importance of the past and the involvement of not only the immediate family but the distal family members as well. This ideal is conceptualized by the use of Grandparent Nights. Educational Family Programs such as Strengthening Families and Holly's House presentations are also utilized whenever possible to promote a safe and caring culture.

The safety of each student is top priority and the center piece to realizing our school environment which supports a safe and caring culture and climate. Students see our School Officer, several times per week. He assists with the education of students by answering any questions that may arise and by taking away any stereotypes involving law officers. By his presence alone, Mr. Smith helps the staff at North Elementary propagate the safe and caring culture which we strive to obtain. Furthermore, we involve other members of the community specializing in safety including organizing health fairs, fire safety programs, and anti-bullying programs. We at North realize the importance of the medical needs of all the Stars and as a result sponsor CPR trainings and first aid trainings. Being prepared helps alleviate any anxieties which may occur. It is very unfortunate but now a necessity to be prepared for any extreme threat of violence.

The physical environment that is welcoming and conducive to learning is a key aspect and an area of focus for North. The school building has developed an educational environment where students are safe and are comfortable on the school grounds. This is all possible by the classrooms being kept in an orderly and well-maintained fashion. Recently, the staff has instituted a policy where noise levels are maintained by a rating scale. Zero means no noise, one means a whisper voice level, two an auditory voice level, and three signifies a louder voice level such as an outside voice. This has taught students the proper noise level as a student body and maintains a safe and caring environment.

It has been found that establishing a free and open line of communication can assist with the safe and caring culture which all staff thrive to achieve. Teachers communicate with parents through the student's daily agenda entries. Furthermore, parent teacher conferences allow for a more personalized mode of communication between school staff and family members. The integration of all opinions is an important aspect that North staff strive to achieve. With this in mind, decisions are made with the participation of parents, such as the text book committees and PTO decisions. Giving students a sense of empowerment is a key aspect to creating a caring culture. The staff is open to student suggestions through the Student Council and individual student opinions.

A strength of North Elementary is the caring interaction between teachers and staff with all students. Staff and students are friendly, caring, and feel an urge to contribute to the success of the school. Parents perceive the school as inviting, helpful, and caring as reported on a recent school survey.

2. Engaging Families and Community

"It takes a village to raise a child." No truer words have ever been spoken or ideals been integrated to everyday life as it has at North Elementary and the surrounding community. North serves as a corner stone to our community. The North Posey community has an expression known as "The Viking Way!" It embodies the overall feeling associated with the close relationship shared between our school and

community. “The Viking Way” represents a sense of pride, the history of excellence, the long standing traditions and the overall feeling of unity that deeply ties our school with our community.

We believe the first step in building a strong relationship between school and community is establishing a direct and open line of communication. At North, we hold open house night and parent teacher conferences every year. Weekly newsletters are sent home and our dedicated teachers and principal are available through email and phone. Technological communications such as email, school website, and our Outreach Alert System are also utilized by our school.

Twice a year, we hold Community Council meetings that allow parents and teachers the opportunity to interact, ask questions about various testing requirements, and explain student performance and objectives. Parents have praised these open meetings because it has allowed them to better understand state testing mandates. It has strengthened the teacher/parent relationship and solidified our commitment to open communication. We strive to continually tie our school, students, families and the community together by having monthly PTO meetings. We have found that these meetings allow the flow of ideas along with feeling that everybody in the community has a say in the education of the children. We feel it is our responsibility to bring awareness as well as assist our students and community by participating in food drives, fundraisers for JDRF, Riley hospital and Relay for Life as well as family related activities such as Literacy night, Family Fun Night, Teacher cook-offs, and Book Fairs.

North is fortunate to have a strong support base from our local churches and businesses in the surrounding area. St. Paul’s United Methodist Church created an after-school program, entitled M.A.G.I.C. (Making a Gigantic Improvement in Choices). The program assists 32 students with homework completion, provides a healthy after school snack, plans activities that strengthens social interactions and regularly visits the Poseyville Carnegie Public Library. The Public Librarian works with our kindergarten classes to get every child a library card and check out books weekly during field trips. University of Southern Indiana (USI) host the regional science fair, sea perch, basal wood, and robotics competitions. The local police have worked with the principal to conduct lock down drills.

North’s perspective of education moves beyond the classroom and incorporates the community as a whole. We are very proud of our involvement in the community and likewise we are very proud of the community’s involvement in the children’s education. After all, our students at North are the future leaders of tomorrow and their impact to the community is already evident. North embodies the need of the community to help with tomorrow’s leaders.

3. Professional Development

The MSD of North Posey schools prides itself on the professional development offered to the teachers. During the last three summers the district curriculum director has held workshops on a variety of topics. The presenters have either been our own in-house experts or outside experts all specializing in the topic of presentation. The teachers and principals alike get PGP points going towards the renewal of their degree with continuing education points. The district has also offered Acuity, STAR reading/early literacy, and STAR math training to all the schools with their very own specialist to differentiated to the needs of the individual schools. The district is currently involved in the Math Curriculum Consortium which is working with writing curriculum, pacing guides, and formative assessment.

North Elementary has sent several teachers to the Kristina Smekens Literacy Retreat over the past summer which focused on guided reading, reading response journals, vocabulary, and writing. Kindergarten and PreK saw Dr. Jean which focused on incorporating music and movement into the lessons for a more kinetic approach to teaching children basic academic skills. The principal, a former Literacy Coach, had many workshops centered on guided reading, how to maximize the time in the 90 minute reading block, strategies for whole group instruction, interactive read aloud with special attention to slower readers, and literacy stations for all the teachers at North. To continue, the principal also designed a professional development room, book room, and intervention room for the teachers. In this room the interventions are segmented into grade level as well as the guided reading books. The professional development books are organized by

subject. Some of the titles include; Literacy Work Station: Making Centers Work by Debbie Diller, Practice with Purpose: Literacy Work Stations for Grades 3-6 by Debbie Diller, Daily Five by The Sisters and many more.

Each teacher received Teach Like a Champion by Doug Lemov, A Framework for Understanding Poverty a Cognitive Approach by Ruby Payne, Checking for Understanding: Formative Assessment Techniques for Your Classroom by Douglas Fisher & Nancy Frey. Also, the teachers and aides are welcome to come to the book studies where discussions of the books take place. A popular topic includes how to implement theory into the classroom with fidelity and success aided but, suggestions from those who have tried it already. Each year the North Elementary staff has conducted a book study. When we did the Ruby Payne study we took a bus ride across our district as to see the different demographic and socio-economic areas of our students. This was a very eye opening experience and changed a lot of teacher's perspectives since they were unaware of the level of poverty some of the students endure.

A sixth grade teacher is our Safety Specialist and he attends yearly School Safety meetings in Indianapolis and brings the information back to the school. The principal is also a trainer in Non-Violent Crisis Prevention Intervention (CPI) and she has trained a team of teachers in the building as well as all the buildings in MSD of North Posey County.

4. School Leadership

Our leadership philosophy focuses on our corporation's mission statement: Learning comes first! We believe all people in our school have a right to learn and can learn at different levels and rates. We believe learning is the responsibility of the total school community. We believe our schools should promote a caring, cooperative, and challenging environment conducive to learning for each individual.

With our open-door policy, we promote communication between parents, students, administration, and staff. Our Indiana Public Law 221 School Improvement Plan conveys to the community as to how North Elementary School will fulfill that commitment.

Our principal is a member of the Indiana Association of School Principals (IASP) which promotes the success of all students. She is diligent in keeping our parents informed with our monthly newsletters. She takes a sincere interest in our students' educational and personal lives. Many times she has made home visits to provide any service needed for our students. Students are kept up to date with daily morning announcements. At this time our student council promotes ways to maintain best behavior and encourages positive role models. Our principal plans numerous professional development days for our teachers and staff to help ensure that we are providing all that we can for our children. Some examples are ACUITY and STAR training sessions to make the most of the data received through testing. Parent and staff surveys are created yearly to collect questions and concerns both inside and outside of school. A number of committees were formed by our principal such as Response to Intervention/Instruction (RtI), Behavior, High Ability, Reading, Math, RISE, Technology, Principal's Advisory, and District Curriculum. State testing workshops for ISTEP and IREAD are held to best prepare the teachers for an efficient and well-organized state testing period.

Since we are a school-wide Title school, our Title I program allows our principal and staff to implement appropriate schedules that accommodate all students, from at-risk to high ability. Teachers have daily common planning time to collaborate, prepare, and adjust for all students.

Our five school board members meet monthly to ensure that the most current questions and concerns throughout our corporation are handled quickly and effectively. The community is welcome at each school board meeting to voice any concerns. In addition to the school board's involvement, the corporation's resource officer visits the school weekly to ensure safety and security for our entire school.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Pass & Pass+	94	84	81	83	88
Pass+	19	23	24	21	33
Number of students tested	56	59	54	42	49
Percent of total students tested	93	95	91	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	7	5	9	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass & Pass+	84	80	70	69	85
Pass+	16	21	5	15	23
Number of students tested	19	29	20	13	26
2. Students receiving Special Education					
Pass & Pass+	100			69	74
Pass+	25			0	7
Number of students tested	12			13	15
3. English Language Learner Students					
Pass & Pass+					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass & Pass+					
Pass+					
Number of students tested					
5. African- American Students					
Pass & Pass+					
Pass+					
Number of students tested					
6. Asian Students					
Pass & Pass+					
Pass+					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Pass & Pass+					
Pass+					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass & Pass+					
Pass+					
Number of students tested					
9. White Students					
Pass & Pass+	96	83	82	83	87
Pass+	21	23	24	22	33
Number of students tested	48	52	49	41	46
10. Two or More Races identified Students					
Pass & Pass+					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass & Pass+					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass & Pass+					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass & Pass+					
Pass+					
Number of students tested					

NOTES: In the ISTEP+ years of 2012-2013, 2011-2012, there were fewer than 10 students in the subgroup of Students receiving Special Education in the INORS system under the Disaggregation Group Report. INORS is the data base system for CTB (ISTEP+) in Indiana. This system does not compute the data for that area if there are less than 10 students in the subgroup.

In 2013-14 students took the alternative test IMAST

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB-McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Pass and Pass+	94	91	88	73	87
Pass+	30	32	20	22	33
Number of students tested	55	58	45	56	56
Percent of total students tested	96	91	91	91	96
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	9	9	9	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass and Pass+	93	84	83	64	80
Pass+	41	11	8	7	25
Number of students tested	27	19	12	28	20
2. Students receiving Special Education					
Pass and Pass+			100	50	
Pass+			20	7	
Number of students tested			10	14	
3. English Language Learner Students					
Pass and Pass+					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass and Pass+					
Pass+					
Number of students tested					
5. African- American Students					
Pass and Pass+					
Pass+					
Number of students tested					
6. Asian Students					
Pass and Pass+					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass and Pass+					
Pass+					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass and Pass+					
Pass+					
Number of students tested					
9. White Students					
Pass and Pass+	94	91	88	70	89
Pass+	30	32	20	21	35
Number of students tested	50	53	40	47	46
10. Two or More Races identified Students					
Pass and Pass+					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass and Pass+					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass and Pass+					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass and Pass+					
Pass+					
Number of students tested					

NOTES: In the ISTEP+ years of 2013-2014, 2012-2013, 2009-2010 there were fewer than 10 students in the subgroup of Students receiving Special Education in the INORS system under the Disaggregation Group Report. INORS is the data base system for CTB (ISTEP+) in Indiana. This system does not compute the data for that area if there are less than 10 students in the subgroup.

In 2013-14 students took the alternative test IMAST.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB-McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Pass and Pass+	100	98	88	92	97
Pass+	55	37	27	36	34
Number of students tested	56	56	54	56	67
Percent of total students tested	91	93	89	95	96
Number of students tested with alternative assessment					
% of students tested with alternative assessment	9	7	11	5	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass and Pass+	100	93	83	89	100
Pass+	40	29	8	26	37
Number of students tested	15	14	24	19	19
2. Students receiving Special Education					
Pass and Pass+			90		
Pass+			10		
Number of students tested			10		
3. English Language Learner Students					
Pass and Pass+					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass and Pass+					
Pass+					
Number of students tested					
5. African- American Students					
Pass and Pass+					
Pass+					
Number of students tested					
6. Asian Students					
Pass and Pass+					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass and Pass+					
Pass+					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass and Pass+					
Pass+					
Number of students tested					
9. White Students					
Pass and Pass+	100	98	86	92	97
Pass+	55	38	27	37	35
Number of students tested	51	50	44	52	60
10. Two or More Races identified Students					
Pass and Pass+					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass and Pass+					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass and Pass+					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass and Pass+					
Pass+					
Number of students tested					

NOTES: In the ISTEP+ years of 2013-2014, 2012-2013, 2010-2011, 2009-2010 there were fewer than 10 students in the subgroup of Students receiving Special Education in the INORS system under the Disaggregation Group Report. INORS is the data base system for CTB (ISTEP+) in Indiana. This system does not compute the data for that area if there are less than 10 students in the subgroup.

In 2013-14 students took the alternative test IMAST.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB-McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Pass and Pass+	100	92	91	88	93
Pass+	46	23	11	24	30
Number of students tested	58	70	58	75	54
Percent of total students tested	98	89	91	88	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	11	9	12	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass and Pass+	100	89	91	78	83
Pass+	46	7	9	22	22
Number of students tested	13	28	23	18	23
2. Students receiving Special Education					
Pass and Pass+					
Pass+					
Number of students tested					
3. English Language Learner Students					
Pass and Pass+					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass and Pass+					
Pass+					
Number of students tested					
5. African- American Students					
Pass and Pass+					
Pass+					
Number of students tested					
6. Asian Students					
Pass and Pass+					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass and Pass+					
Pass+					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass and Pass+					
Pass+					
Number of students tested					
9. White Students					
Pass and Pass+	100	91	90	87	96
Pass+	47	21	12	27	30
Number of students tested	55	57	52	60	50
10. Two or More Races identified Students					
Pass and Pass+					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass and Pass+					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass and Pass+					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass and Pass+					
Pass+					
Number of students tested					

NOTES: In the ISTEP+ years of 2013-2014, 2012-2013, 2011-2012, 2010-2011, 2009-2010 there were fewer than 10 students in the subgroup of Students receiving Special Education in the INORS system under the Disaggregation Group Report. INORS is the data base system for CTB (ISTEP+) in Indiana. This system does not compute the data for that area if there are less than 10 students in the subgroup.

In 2013-14 students took the alternative test IMAST.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Pass & Pass+	96	95	88	83	86
Pass+	19	9	10	10	14
Number of students tested	56	59	54	42	49
Percent of total students tested	93	95	91	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	7	5	9	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass & Pass+	95	90	80	69	77
Pass+	16	7	0	8	4
Number of students tested	19	29	20	13	26
2. Students receiving Special Education					
Pass & Pass+	83			62	53
Pass+	17			8	0
Number of students tested	12			13	15
3. English Language Learner Students					
Pass & Pass+					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass & Pass+					
Pass+					
Number of students tested					
5. African- American Students					
Pass & Pass+					
Pass+					
Number of students tested					
6. Asian Students					
Pass & Pass+					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass & Pass+					
Pass+					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass & Pass+					
Pass+					
Number of students tested					
9. White Students					
Pass & Pass+	96	94	88	83	85
Pass+	21	10	10	10	13
Number of students tested	48	52	49	41	46
10. Two or More Races identified Students					
Pass & Pass+					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass & Pass+					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass & Pass+					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass & Pass+					
Pass+					
Number of students tested					

NOTES: In the ISTEP+ years of 2012-2013, 2011-2012, there were fewer than 10 students in the subgroup of Students receiving Special Education in the INORS system under the Disaggregation Group Report. INORS is the data base system for CTB (ISTEP+) in Indiana. This system does not compute the data for that area if there are less than 10 students in the subgroup.

In 2013-14 students took the alternative test IMAST.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB-McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Pass and Pass+	98	92	73	82	81
Pass+	23	26	20	10	20
Number of students tested	55	58	44	56	56
Percent of total students tested	96	91	91	91	96
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	9	9	9	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass and Pass+	100	79	75	79	75
Pass+	22	16	17	4	20
Number of students tested	27	19	12	28	20
2. Students receiving Special Education					
Pass and Pass+			60	57	
Pass+			20	0	
Number of students tested			10	14	
3. English Language Learner Students					
Pass and Pass+					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass and Pass+					
Pass+					
Number of students tested					
5. African- American Students					
Pass and Pass+					
Pass+					
Number of students tested					
6. Asian Students					
Pass and Pass+					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass and Pass+					
Pass+					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass and Pass+					
Pass+					
Number of students tested					
9. White Students					
Pass and Pass+	98	92	73	81	87
Pass+	22	26	20	9	22
Number of students tested	50	53	40	47	46
10. Two or More Races identified Students					
Pass and Pass+					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass and Pass+					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass and Pass+					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass and Pass+					
Pass+					
Number of students tested					

NOTES: In the ISTEP+ years of 2013-2014, 2012-2013, 2009-2010 there were fewer than 10 students in the subgroup of Students receiving Special Education in the INORS system under the Disaggregation Group Report. INORS is the data base system for CTB (ISTEP+) in Indiana. This system does not compute the data for that area if there are less than 10 students in the subgroup.

In 2013-14 students took the alternative test IMAST.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB-McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Pass & Pass+	94	79	77	81	78
Pass+	21	19	27	19	20
Number of students tested	56	56	54	56	67
Percent of total students tested	91	93	89	95	96
Number of students tested with alternative assessment					
% of students tested with alternative assessment	9	7	11	5	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass & Pass+	87	71	67	74	68
Pass+	33	0	8	16	16
Number of students tested	15	14	24	19	19
2. Students receiving Special Education					
Pass & Pass+			50		
Pass+			10		
Number of students tested			10		
3. English Language Learner Students					
Pass & Pass+					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass & Pass+					
Pass+					
Number of students tested					
5. African- American Students					
Pass & Pass+					
Pass+					
Number of students tested					
6. Asian Students					
Pass & Pass+					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass & Pass+					
Pass+					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass & Pass+					
Pass+					
Number of students tested					
9. White Students					
Pass & Pass+	94	78	77	81	77
Pass+	29	20	27	19	22
Number of students tested	51	50	44	52	60
10. Two or More Races identified Students					
Pass & Pass+					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass & Pass+					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass & Pass+					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass & Pass+					
Pass+					
Number of students tested					

NOTES: In the ISTEP+ years of 2013-2014, 2012-2013, 2010-2011, 2009-2010 there were fewer than 10 students in the subgroup of Students receiving Special Education in the INORS system under the Disaggregation Group Report. INORS is the data base system for CTB (ISTEP+) in Indiana. This system does not compute the data for that area if there are less than 10 students in the subgroup.

In 2013-14 students took the alternative test IMAST.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB-McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Pass and Pass+	89	79	92	77	83
Pass+	28	19	34	33	19
Number of students tested	58	70	58	75	54
Percent of total students tested	98	89	91	88	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	11	9	12	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass and Pass+	85	71	96	72	83
Pass+	31	4	26	39	9
Number of students tested	13	28	23	18	23
2. Students receiving Special Education					
Pass and Pass+					
Pass+					
Number of students tested					
3. English Language Learner Students					
Pass and Pass+					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass and Pass+					
Pass+					
Number of students tested					
5. African- American Students					
Pass and Pass+					
Pass+					
Number of students tested					
6. Asian Students					
Pass and Pass+					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass and Pass+					
Pass+					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass and Pass+					
Pass+					
Number of students tested					
9. White Students					
Pass and Pass+	89	77	92	75	82
Pass+	29	19	33	33	18
Number of students tested	55	57	52	60	50
10. Two or More Races identified Students					
Pass and Pass+					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass and Pass+					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass and Pass+					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass and Pass+					
Pass+					
Number of students tested					

NOTES: In the ISTEP+ years of 2013-2014, 2012-2013, 2011-2012, 2010-2011, 2009-2010 there were fewer than 10 students in the subgroup of Students receiving Special Education in the INORS system under the Disaggregation Group Report. INORS is the data base system for CTB (ISTEP+) in Indiana. This system does not compute the data for that area if there are less than 10 students in the subgroup.

In 2013-14 students took the alternative test IMAST.