U.S. Department of Education
2014 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 Mr. Andy Schemenaur
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 705 East Tallman St.
(If address is P.O. Box, also include street address.)

City Portland   State IN   Zip Code+4 (9 digits total) 47371-2099

County Jay   State School Code Number* 3287

Telephone 260-726-9418   Fax 260-726-9839

Web site/URL
                http://www.jayschools.k12.in.us/ea
st/index.html   E-mail aschemenaur@jayschools.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. Tim Long   E-mail: tlong@jayschools.k12.in.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Jay School Corp   Tel. 260-726-9341
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. Michael Masters
(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   <u>7</u> Elementary schools (includes K-8)
    (per district designation):   <u>2</u> Middle/Junior high schools
                                    <u>1</u> High schools
                                    <u>0</u> K-12 schools

                                    <u>10</u> 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. <u>8</u> 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	18	23	41
1	12	24	36
2	16	21	37
3	22	16	38
4	25	29	54
5	15	21	36
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	108	134	242

5. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 0 % Asian
                                       0 % Black or African American
                                       0 % Hispanic or Latino
                                       0 % Native Hawaiian or Other Pacific Islander
                                       100 % 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 2012 - 2013 year: 8%

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	11
(2) Number of students who transferred *from* the school after October 1, 2012 until the end of the 2012-2013 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	20
(4) Total number of students in the school as of October 1	242
(5) Total transferred students in row (3) divided by total students in row (4)	0.083
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 1 %
                                                        3 Total number ELL
    Number of non-English languages represented: 2
    Specify non-English languages: German, Spanish

8. Students eligible for free/reduced-priced meals: 50 %

    Total number students who qualify: 120

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>21</u> %

       <u>51</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.

2 Autism	0 Orthopedic Impairment
1 Deafness	10 Other Health Impaired
0 Deaf-Blindness	15 Specific Learning Disability
0 Emotional Disturbance	20 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
1 Mental Retardation	2 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	14
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	7
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   <u>17:1</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%	96%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

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

East Elementary opened in the fall of 1974, and was built as an "open" building. Grades one through six were in a totally open area, with kindergarten in its own separate area. Our students were—and continue to be—mostly from rural families. Never prosperous, in recent years the area's economy has struggled, so the percentage of free and reduced lunches has climbed to approximately 50%. The first staff—all volunteers— were given hours of in-service time to learn about open education, led by a Ball State University professor. Teachers were encouraged to be flexible, collaborative, and reflective. That shared beginning still resonates today, even though only one original teacher remains. Started as a three section building, recent remodeling to add partitions between classrooms, and a lower enrollment, reduced classes from three to two of each grade level from kindergarten to fifth grade. Two self-contained gifted/talented classes were added—one for fourth grade and one for fifth. There is one special needs teacher and one Reading Recovery teacher. Music, art, library, technology, and physical education classes are taught to each class once a week. Classroom teachers use this related arts time to collaborate with teammates; planning and adjusting lessons based on continual formative and summative assessments.

East Elementary is one of seven elementary schools, two middle schools, and one high school in the Jay School Corporation, which serves the whole, mostly rural, county. The corporation also has a preschool program to increase kindergarten readiness. East is located on the edge of Portland, Indiana, the county seat. Jay County is home to the John Jay Center for Education, through which college credits can be earned through Ivy Tech, Indiana Wesleyan, and Purdue University. In addition, Ball State University is about 30 miles away. East Elementary has benefited from the close proximity of these colleges; in earning degrees, continuing education, and having quality student teachers, which helps the staff keep abreast of current educational best practices. Previously, 100% of students were Caucasian and 50% received free and reduced lunches. As of August of 2013, East Elementary had 249 students, with 94.4% Caucasian, 1.7% Hispanic, 3.6% multiracial, and 0.3% Asian; 48.6% pay for lunch in full, 41.4% receive free lunch, and 10% have a reduced price.

East Elementary's vision is to develop students who achieve success throughout life. East Elementary will provide opportunities for students to become lifelong learners through experiences which include mastering our state and Common Core standards, the fine arts, extra-curricular activities, social interactions, and participation in responsible citizenship." A look at former students finds successful farmers, bankers, business people, doctors, lawyers, teachers, a published author, artists, musicians, and athletes, including a professional football and baseball player. East is also proud to have many "second generation" East Elementary students here, as former students are now in the role of parent.

East Elementary's strength lies in the hard work of its leadership, its staff, and its students and parents. There has never been much money for purchased programs or equipment. Technology consists of two computer labs for the building and primarily one computer per teacher. The staff is not often able to attend conferences, but is always reading and looking online for new ideas and best practices. When something is found that works, teachers are quick to share it with teammates and others. An open building helps by allowing teachers to "listen in" on other's lessons, contributing to a model of reflection on student growth and areas of need. Good ideas spread fast, and instead of being competitive, collaboration is valued. East did struggle for two years in a row (2006 and 2007) when Adequate Yearly Progress (AYP) was not met in the area of special education. The staff brainstormed solutions, and a plan was formed that allowed special needs students to be successful that crucial third year. East test scores continue to improve. Teachers keep the standards in mind at all times, and constantly reflect on lessons taught as well as keeping track—both formally and informally — of the growth of each student. Teachers self-monitor their teaching and use formative assessments to adjust their instruction for students. Ideas for improvement come from the ground up. Each person on the staff is a valued part of the program. East has been designated a Four Star School in Indiana, which means the school is in the top 25% in the state in the content areas and attendance. The staff at East is proud to be an Indiana Four Star School and to be nominated for the National Blue Ribbon School award, although the goal was never for recognition, but to help each student succeed.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. The foundation for evaluating student performance is the state mandated Indiana Statewide Testing for Educational Progress Plus (ISTEP+). At East Elementary, students in grades three through five take the ISTEP+ in the spring of the school year to determine their level of achievement. Starting in the spring of 2012, third graders also take the IREAD-3 assessment to measure student reading levels and to determine if they are proficient readers going into the fourth grade. These results are compiled and used in determining the school's grade (A-F) each year.

ISTEP+ scores are divided into the following categories: Pass Plus, Pass, and Did Not Pass, each of which contain cut scores for the respective grade levels in the areas of language arts, mathematics, science (4) and social studies (5). The data is further disaggregated into subcategories—special education, limited English proficiency, gender, socioeconomic status, and ethnicity.

For the past five years (2008-2013), East Elementary has maintained high achievement in all areas of testing (language arts, mathematics, social studies, and science) as reported on the Indiana Department of Education's website. This achievement is noteworthy in light of the fact that East did not make Adequate Yearly Progress (AYP) in the years 2006 and 2007. In the spring of 2012, 46 students took the IREAD-3 standardized reading exam, and 95.6% of those students passed the exam. East students historically score above state average scores. Another measure of success is the state's disaggregation summary report. This report is used by the faculty and school improvement committee in their analysis of the subgroups data. The findings help identify strengths and areas of concern which are addressed in individual classrooms.

The students take Acuity tests (predictive and diagnostic for grades three through five) on a quarterly basis. The data generated is managed on a Data Wall for the teachers to reflect on and make adjustments to programming decisions in the classroom. Students scoring below or slightly below targets are identified and additional assistance is provided within the regular classroom setting. This information provides teachers with targets as they prepare students for ISTEP+ testing in the spring.

Grades three, four, and five have a reading program for individuals who are not reading at grade level. These students are identified for READ 180, a highly managed reading class that allows students to start at their current reading level and progress until they reach a high level of reading. Reading Recovery is available to students in the primary grades who need assistance with foundational reading skills. Response to Intervention (RTI) is available for all students.

East Elementary extends its accountability measure into kindergarten through second grade as teachers monitor student progress through mCLASS evaluations on a quarterly basis. This method quickly identifies the needs of each student and provides instant analysis, targeting instruction for individual needs. East also partners with the Jay School Corporation Preschool program and has found it to be an important component to the successful transition to kindergarten. Their evaluations coincide with kindergarten diagnostic tests conducted at registration. The preschool curriculum reflects the kindergarten baseline skills found on the Kindergarten Diagnostic Instrument (KDI). These skills also contain readiness skills that have been developed with East's kindergarten teachers. The emphasis placed on early identification of special needs, speech, occupational therapy, and physical therapy also improves the learning readiness of the incoming classes.

Important indicators reflected in the 2013 ISTEP+ data include: 91.3% of special education population passed English/language arts, and 91.7% passed math; 98% of fifth grade students passed math; 100% of fourth grade students passed math; 98% of third grade students passed math; 95.4% of students tested passed English/language arts; and 98.5% of students tested passed math. In addition, 95.7% of third graders passed IREAD-3.

East Elementary was awarded Four Star School status for the 2012-2013 school year. This recognition

reflects that East has scored in the top 25% of schools in the state. East has also received an overall "A" rating and consistently made Adequate Yearly Progress before the No Child Left Behind Act was discontinued in Indiana. These gains demonstrate a school culture that expects excellence, and the community is a partner in that endeavor.

B. In the past five years, East's student test scores have steadily improved, remaining above 90% for the past three years. Overall test scores in both English/language arts and mathematics have risen nearly 20% since 2008. Each year East Elementary strives for students to show appropriate growth on standardized tests and to maintain a 90% or higher passing rate school-wide on the statewide assessment. The staff does understand that there are many extenuating circumstances and factors—not classroom related—which may impede students from reaching their highest potential and meeting the passing rate goal established by the staff, but this fact does not serve as an excuse for some students not meeting proficiency at East. Rather, staff members embrace the challenge and focus on the many factors within their control that have a direct impact on student learning.

In the most recent year's (spring of 2013) test scores, there has been no evidence of an achievement gap between the test scores of all students and that of any subgroup. 95.1% of students who receive free and reduced lunch passed the English/language arts portion of ISTEP+ which is only three-tenths of a percentage point below all students (95.4%). On the math portion of ISTEP+, 98.4% of free and reduced lunch students passed as compared to 98.5% of overall students. Additionally, there has been a nearly 40% increase in special education student test scores over the past five years. In the spring of 2013, 91.3% and 91.7% of special needs students passed the English/language arts and math portions of ISTEP+ respectively. The staff feels that there are several contributing factors to the continued improvement.

East Elementary staff members are committed to using data to drive instruction, to assure all students achieve academic success, and to address emerging achievement gaps as soon as they are detected. By utilizing Acuity for the past three years, the staff has tracked and monitored the data by grade level and posted the results on a data wall. The wall quickly shows the number of students who have exceeded (blue) or met (green) standards, or fall in the two lower categories (yellow and red). The staff also has a goal of moving 100% of students in the lower two categories into the category in which standards are met (green) by focusing on remediation of concepts for this area of students.

Students who do not pass ISTEP+, or are predicted not to pass based on Acuity, and/or classroom performance data, are placed in RTI. They are placed in small ability groups in the classroom to receive more precise instruction, and additional goals are developed in RTI in order to address the gaps. The committee including classroom teachers, a special needs teacher, an education diagnostician, a reading specialist, and the principal meets monthly to develop comprehensive, individualized plans that provide students with additional educational assistance which targets specific academic goals. Parents are kept informed of assessment data, and notified through letters as to the nature of individualized student achievement goals. A home-school connection is encouraged, whenever appropriate, to give parents the opportunity to work with their own children at home on targeted skills. Students in grades three through five of any academic level, especially struggling ones, are provided the opportunity to participate in an after-school program to gain additional targeted instruction. Community volunteers, through a program called Kids Hope, offer more intervention opportunities during the school day to help close achievement gaps and to focus on other aspects of child development. Instructional assistants are also utilized to work with students one-on-one or in small group settings to target specific academic standards and reinforce classroom instruction. Small class size and targeted instruction are implemented to further close achievement gaps.

2. **Using Assessment Results:**

East Elementary uses a wide variety of student data to analyze and improve student and school performance. Data includes ISTEP+ test results and Acuity testing in grades three through five, mCLASS testing in primary grades, Star Reading inventories, Accelerated Reading tests, unit tests, running records, rubrics, computer programs such as Fastt Math and SuccessMaker, and RTI screenings, as well as teacher observations of student work and participation.

ISTEP+ tests student mastery of both state and Common Core standards. Acuity testing has two components, one a predictive test on how a student should do on the ISTEP+ test, and one a diagnostic test to let the teachers know what skills are still not mastered. mCLASS testing in the primary grades gives formative assessments in reading and mathematics and pinpoints areas of need for each student. The results for these tests are continually updated on a Data Wall in the teacher workroom, so they are always available and easily seen. Teachers and staff can tell at a glance how students are doing. The color-coded wall indicates the following: Blue is above expectations, green is right on track, yellow is slightly below needed levels, and the red area is for those students who are having difficulty with the standards at this time. The staff can look at trends within the school, within grade levels, and with individual students at any time to check progress and adjust instruction. Grade level teachers update the Data Wall after each testing cycle, so it is always current.

RTI (Response to Intervention) includes universal screening three times a year and weekly student progress monitoring. Meetings of the RTI committee and staff are held on a monthly basis to allow classroom teachers and the RTI instructional assistant to monitor and modify lessons for optimum growth in reading and math.

The READ 180 teacher works with students in grades three, four, and five who are below level in reading. Assessments are built into the program which constantly analyze student performance in the language arts areas. In the primary grades, mCLASS and Reading Recovery continually monitor student success, and that data is communicated to parents. Research-based activities are designed in the mCLASS program for students at risk. Diagnostic interviews are part of mCLASS to help diagnose any underlying causes of poor performance. The Star Reading Inventory makes teachers, students, and parents aware of the current reading levels of the students, and helps guide instruction. It also focuses on the instructional reading level, which is vital in improving students' reading scores, as well as subject area reading.

Students and parents are informed of the students' academic achievement in many ways. ISTEP+ test results are sent to the home each year. Often those results come out before parent/teacher conferences in the fall, making it easy to go over and explain the results to parents. ISTEP+ results for school corporations and individual schools are given to area and local newspapers for community information. Parents and students are also informed of daily work by the online grade program called Information Now (INOW). mCLASS results are shared with parents through a home connect letter generated through the mCLASS program. These results show parents the specific area of strength or weakness for their child. These letters also suggest activities to do at home to increase academic skills. Students see their Acuity, Fastt Math, and SuccessMaker scores as soon as they complete each test. Parents are informed of RTI placement, READ 180 placement, and also receive reading level updates as tested on the Star Reading Inventory. Informal communications also are encouraged, such as notes, emails, phone calls, and individual parent conferences for communication of student achievement.

3. **Sharing Lessons Learned:**

Within the school corporation, East staff has shared successful strategies with other schools through county-wide grade level meetings, as well as through text book adoption meetings and other committee work. Just this year, as a component of the new evaluation system, teachers can upload their best lessons and videos of their teaching through an online program called BloomBoard. East is in the beginning stages now, but will be able to share more fully as the staff continues to learn and practice.

Fifth grade teachers mentor a beginning teacher in another, smaller, school within the school corporation. She has no other teacher to learn from or share with her, so East's fifth grade teachers have shared plans, ideas, pacing, and ways to meet state and Common Core standards. They meet after school or communicate through phone, email, and text messaging.

During monthly RTI meetings, interventions are suggested by team members based on individual student needs. Successful strategies used are shared amongst the team in hopes those strategies can help another

child with similar struggles.

Funds have not allowed the staff to attend many conferences, so they have not had a chance to present any of their ideas or methods lately. One staff member did speak at a session of the Indiana Library Association on the topic of genre reading a few years ago. The Reading Recovery teacher meets with colleagues at conferences and training sessions, where she shares strategies. The staff belongs to a state-sponsored online community called The Learning Connection where they share information and ideas online across the state. Several staff members recently read the book Teach like a Pirate by Dave Burgess. One reader participated in an online book discussion group sponsored by the IDOE called the E-learning Book Club (elearningbookclub.blogspot.com), sharing ideas and information with teachers from all over the state of Indiana.

4. Engaging Families and Community:

Being in a small, close-knit community has been an advantage for East Elementary in working with family and community members for student success and school improvement. Almost all the staff at East lives within the community, so opportunities are available for informal sharing of success and ideas. Students in grades two through five have an agenda book to take home daily with assignments written down and notes from teacher to parent or vice versa. The principal sends out parent newsletters, as does each grade level, to give parents ideas on programs and current topics of instruction. INOW allows parents to keep track of assignments completed and scores. East has almost 100% participation in parent/teacher conferences at the end of the first nine weeks' grading period. At the conferences, teachers go over standards, evaluations, strengths and weaknesses of the students, as well as give parents a chance to give personal insight into each individual student. East not only sends home grade cards at the end of the nine weeks, but grades are sent home halfway through the grading period as well. Teachers email, write notes to, and call individual parents with news of both difficulty and success throughout the year. Teachers attend Parent/Teacher Organization (PTO) meetings monthly to inform parents of successes and areas of need. The PTO supports the staff with their time and money. The PTO hosts a school carnival in the fall or spring that involves the entire community with games and prizes that make school a fun and inviting place for the students, parents, and community. East has parents who volunteer in classrooms, go on field trips, and attend events such as speech contests, spelling bees, and musical programs. Many parents volunteer for the annual field day as well as the all-school cookout every spring. The community is invited into classrooms to help teach standards. Student cadet teachers come from the high school, FFA members and local farmers come during Agriculture Week activities, and community leaders serve as judges for contests or come in to help teach math, social studies, or science standards. The county engineer comes in to help teach fifth graders about building bridges using science, math, and economic skills; a member of the local Indiana Solid Waste District teaches conservation and the science of wetlands to several grade levels. Kindergarten has a career afternoon, which involves six to eight members of different businesses or community service workers providing a hands-on approach to learning about careers available in the community. The Jay County Public Library becomes part of the school, when the JCPL Bookmobile comes to East twice a month.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:**

East Elementary's core curriculum is based on the Indiana state standards and the Common Core standards and supports the school's vision of students achieving success throughout life by becoming lifelong learners. Grade level teams meet daily to look at student work, discuss curriculum, check pacing, review and revise common assessments, and identify instructional strategies that are felt to have impact on student learning. Regular assessments, both formal (ISTEP+, mCLASS, Acuity) and informal (unit tests, teacher observations, etc.) are used to determine student needs and guide daily instruction.

Reading and writing skills as articulated in the state and Common Core standards, are integrated into all content areas. Members of the staff regularly review current research to analyze and then incorporate effective reading strategies into lessons. Language arts instruction consists of a ninety-minute reading block. East utilizes a balanced literary approach delivered in a workshop model for reading instruction focusing on the areas of phonological awareness, phonics, fluency, vocabulary, and comprehension; taught through modeling, direct and indirect instruction. Writing, except for response to literature, is in a separate time block. Teachers have been trained to use the Six Traits of Writing as a foundation for instruction, focusing on ideas, organization, voice, word choice, sentence fluency, conventions, and presentation.

In the math curriculum, East staff members emphasize conceptual understanding while building mastery of basic skills. Many materials and programs are available to help each child become proficient in mathematic standards. Children are given many opportunities to use hands-on materials to maximize their conceptual understanding. The staff utilizes daily problem-based interactive math learning followed by visual learning strategies, as well as ongoing diagnosis, intervention, and differentiation. Students are taken through a natural progression of learning, starting with concrete examples, and moving to representational, and then to abstract. Technology programs such as Acuity, Fastt Math, and SuccessMaker also enrich the students' math knowledge.

Science is taught using an experiential, inquiry-based approach and is integrated throughout the curriculum. Physical, earth, and life science are the foundations for building a basic understanding of scientific inquiry. Students begin each lesson with hands-on experiences and real world investigations, taking ownership of learning. With teachers as their guide, students gain science process skills and master the scientific method. Community resources are also used to allow for real world application of skills, such as the study of the recently restored wetlands in the Limberlost Swamp near the area, and a conservation day sponsored by the Indiana Solid Waste District.

East's social studies curriculum is based on grade level standards, but it also revolves around "Character Counts," a program that encourages good citizenship through the attributes of trustworthiness, respect, fairness, responsibility, and caring. The inclusion of these character traits takes place whether studying communities (such as Jay County), Indiana, or United States history. Field trips to the county historical museum, Conner Prairie, the state Capitol, and the Indianapolis 500 track enrich the students' knowledge as well as give them experiences they are not able to get on their own. Student council elections and activities allow students to experience elections and government, as well as give back to the community by donating money to the local United Way.

East's staff believes that technology enhances learning opportunities for students and positively affects student achievement, attitude, and engagement. In East's community, not every student has technology in the home, so it is important that the school provides opportunities for various uses of technology at school. There are two computer labs available, one for the weekly scheduled technology classes, and one lab for class research or extra practice of skills using the technology programs or diagnostic tools. Primary teachers have a classroom computer and one iPad to use for mCLASS testing. Intermediate teachers have one teacher computer. Teachers—as much as possible with limited resources—integrate technology throughout the curriculum.

East has two self-contained, gifted and talented classes within the building. Those classes, for high achieving students from around the county, have their own text book adoptions and more rigorous curriculum, as well as follow grade level (and advanced) standards. The school corporation also provides a coordinator for the program. These classes participate in FIRST LEGO League competitions, and every other year go on a field trip to The Henry Ford Museum and Greenfield Village in Dearborn, Michigan.

Students at East Elementary receive weekly instruction in art, music, library, technology, and physical education. The music program strives to build life-long musicians through the implementation of the Orff Schulwerk method. Within this method, the students use exploration, dance, song, play, improvisation, and speech to gain understanding and application of the nine national standards of music education. Quality art education offers a balance between creating art and responding to art. The components of a quality art education feature these content areas: history, criticism, aesthetics, production, careers and community, and integrated studies. These six national standards for visual arts education are intrinsically embedded in the Indiana standards, and serve as the major guidelines for the art education offered to students at East Elementary. Yoga has been implemented in the Physical Education classroom, which not only helps PE but also allows students to focus more in the regular classroom setting. Exercise promotes learning, and the complex nature of yoga poses may challenge the brain even more. The improvements in kids' concentration that come with regular yoga practice allow more effective learning in the classroom.

2. Reading/English:

East Elementary's reading curriculum is based on Indiana's state standards and the Common Core standards. Each student's uniqueness in learning style, interests, needs, and/or reading level makes it necessary to have a wide variety of programs and materials available in order to help individual students acquire foundational reading skills. Indiana requires a ninety-minute reading block, and recommends having a basal reader as the framework for reading skills. East's basal series is Scott Foresman Reading Street by Pearson (Common Core), chosen by a committee formed by the school corporation. During reading instruction, teachers focus on the foundational skills involved in literacy such as phonological awareness, phonics, fluency, vocabulary, and reading comprehension. Students learn to read, comprehend, and connect materials of all genres as teachers provide daily opportunities for modeled, shared, guided, and independent reading and writing.

Teachers provide interactive, hands-on instruction for phonics, vocabulary, and spelling. They help students to develop their comprehension skills and to read words quickly and accurately through word study programs (Words Their Way). Staff facilitates the progression through spelling stages from emergent to advanced. Teachers engage students in discovering generalizations in spelling and expanding vocabulary through active exploration such as word/picture sorts. Primary grades offer a multisensory approach (Lindamood Phoneme Sequencing Program) for reading, spelling, and speech to develop phonological awareness, decoding, spelling, and reading skills. The goal is to develop fluent readers and competent spellers. East staff guides young and/or struggling students through steps to learn how to move their mouths to produce sounds, to verify and sequence sounds within words, and to self-correct in reading, spelling, and speech. Primary grades also utilize mCLASS and DIBELS benchmarks and progress monitoring to check for mastery of skills at various times throughout the year. Teachers identify students' foundational skills and provide instruction based on student performance on these assessments and progress monitoring. They gather this information to drive instruction and remediation, while intermediate grades use Acuity and its study feature to detect struggling students, assign additional practice, and inform instruction in the classroom and in RTI. Successmaker is used by all grades to supplement reading instruction by assigning objectives based on student need. Intermediate grades implement The Daily 5 and The Reading Café to address the essential five areas of reading on a daily basis. Teachers become facilitators and guides as students take control and make choices involved with reading. Teachers instruct in these areas using mini-lessons on reading strategies (comprehension, accuracy, fluency, expanding vocabulary), phonics, and grammar. Students then participate in self-selected reading activities—choosing from Read to Self, Read to Someone, Work on Writing, Listen to Reading, and Word Work. This allows students to work on authentic reading practice and daily habits of reading, writing, and working independently while teachers meet with small groups/individuals based on the specific needs of each student.

Of course the library has always been the symbolic center of the school. From first graders' daily book bags to fifth graders reading to their kindergarten buddies, all teachers and staff encourage independent reading. All grades use technology programs that facilitate independent reading such as Accelerated Reader and STAR Reading Each grade level sets appropriate AR goals for students to reach independently each nine weeks of school. East staff uses STAR Reading to complement this program by assessing students' current reading levels and monitoring progress throughout the year. This provides a framework for students to choose books within their zone of proximal development. Conversely, teachers are able to use the knowledge gained from AR and STAR Reading to supplement trade books and to provide additional instruction based on the reading needs of their classes. Staff also uses STAR Reading to track trends towards the ITEP+ assessments and identify standards in which students fall below the trend line. Teachers at East believe there is no single approach to reading that can address the needs of every individual student. For this reason, guided reading, targeted small groups, and literacy centers are also implemented to encompass a variety of techniques for multiple intelligences.

There is assistance for students both above and below grade levels in reading. For students needing extra help, Scholastic READ 180, a reading intervention program, is implemented. The staff also includes an assistant trained in Response to Intervention, who works with students at risk of failing ISTEP+ and I-READ tests. Reading Recovery is available to students in primary grades who need assistance with foundational literacy skills. In fourth and fifth grades, there are self-contained gifted and talented classes. A special needs teacher and two instructional assistants help students with IEPs in small groups and individually.

3. Mathematics:

East Elementary bases the mathematics curriculum on Indiana state standards and Common Core standards. The chosen text is enVision Math (Scott-Foresman-Addison Wesley). A committee of administrators, parents, and teachers throughout the seven elementary schools adopted this series. With this text as the basic resource, teachers move students from concrete to abstract understandings of mathematical concepts. Teachers provide an inquiry-based approach that maintains the core principles of mathematics. Number sense, computation, and problem solving are integrated into hands-on groups—both large and small—to accommodate various types of learning and to meet the academic needs of each student. Students will learn to apply logical reasoning, justify procedures and solutions, design and analyze multiple representations, in order to connect and communicate ideas outside of school in a real-world setting. In addition, manipulatives, systematic, timed fact tests (Rocket Math), problem-solving tasks, and daily math meetings are the bbkey to the success we have seen in recent years. Various other programs and methods are added, depending on the needs of the students. Each grade level and individual teacher makes daily decisions about which instructional method works best for each child and each standard.

Foundational skills begin in the corporation's preschool program and in all day kindergarten. Kindergarten teachers at East work as a team with their two instructional assistants as well as volunteers working with small groups. Many methods and materials are used, including computer programs, manipulatives, and the text materials. Students are continually monitored to determine which skills have been mastered and which students need more or differentiated instruction. This approach to mathematics instruction continues through the grade levels with math centers, manipulative work, and Fastt Math. Fastt Math is a technology program used to support and reinforce instruction. East staff uses this program to assist in math fluency and automaticity in all four operations, so more time is spent teaching the rigorous, higher math skills students need in order to be prepared and meet standards for each grade. All grades have access to the RTI assistant for students who need extra help. For special needs students, the special education teacher and two instructional assistants are available for both working individually or in small groups with students, or as a resource for other instructional methods. Primary grades have Waterford Math and mCLASS. These teachers use Waterford Math to build the foundation for early math learning. Students get scaffolded support and enrichment at their own pace while teachers gain ongoing assessment data to drive instruction in the classroom. mCLASS is also used as a one-on-one assessment to inform instruction by identifying foundational skills and providing teachers with individualized data about each child's progress throughout the year. Intermediate grades have Acuity. The teachers in these grades use the program to gain predictive

and diagnostic data pertaining to how each indviiual student is or is not progressing in the mastery of Indiana Academic State Standards. Intermediate grades are able to use this data to identify areas of need. Teachers then assign concepts for review/remediation or create customized tests based on individual need. All grades have a program called SuccessMaker that the staff at East uses to support mathematics instruction in the classroom. SuccessMaker allows an opportunity for teachers at East to personalize math instruction and focus on the interests of students while simultaneously addressing learning needs and instructional goals of each student. Other materials used by teachers are Daily Oral Math, Math4Today, and a variety of materials based on Indiana or Common Core standards. A few minutes of oral or mental math at the start of each day has been show to be very effective at solidifying key understandings of essential math skills. Exercises are completed daily, and teachers include critical ideas in a continuous spiral pattern to review and even remediate math concepts. Students are exposed to frequent practice of basic computation and are able to formulate and share their own problem-solving methods with fellow students.

Fourth and fifth grade students who are above grade level in math can be selected for the gifted and talented self-contained classroom in the building. They use Everyday Mathematics (University of Chicago Mathematics Project) and Connected Mathematics2 (Pearson). Everyday Mathematics is a spiral approach to revisit topics repeatedly, and in different ways, to increase the depth of understanding of each student. Through repeated exposure, concepts and skills become embedded in the student's long-term memory. Because gifted and talented students often have unique methods for problem-solving, students are able to focus on the meaning of operations and create and share alternative algorithms with peers. Gifted teachers also provide a problem-centered learning environment with Connected Mathematics2. This approach to mathematics takes the form of investigations so that math concepts are embedded in problems thought to be interesting and engaging to students. Each investigation has multiple lessons with three instructional phases in which the teachers guide students in launching, exploring, and summarizing mathematical concepts. Teachers at East introduce a challenge problem and define the mathematical goals. Students share ideas with others, justify their thinking, and develop solution strategies together. The teacher facilitates by asking questions, clarifying and redirecting as needed, but does not provide solutions. At the end of the investigation, students present their solution strategies while the teacher takes this opportunity to connect to prior learning and key understandings. As one can see, students at East are offered a variety of inquiry-based and problem-centered approaches to mathematics in order to gain a greater understanding of the math concepts needed in the real world, which has attributed to East Elementary's success in recent years.

4. **Additional Curriculum Area:**

In providing a quality education for every child in the school, it is important to address all aspects of human growth. This includes artistic as well as physical and intellectual development. The arts are essential in education for they provide students with the means to think, feel, and understand the world around them in ways that are unique to their discipline, yet supportive of other disciplines.

The Indiana Academic Standards for Visual Arts are formed around a discipline-based art education approach. Integrated within these are literacy standards, which are emphasized at all grade levels. Writing is incorporated as students use critical thinking in order to compare various artworks, and to determine meaning in their work and the works of others. Production of artwork develops students' problem solving skills as they must work within parameters of a given assignment to develop creative solutions.

The fine arts teacher works closely with the regular classroom teacher to create integrated lessons. Through these lessons, students make connections between art and other disciplines. For example, for the past several years East's fifth graders have studied landforms as part of their Social Studies curriculum. In the art room, this knowledge is enhanced through a lesson on American landscape artists and the construction of a miniature landform relief using clay. Looking at past ISTEP+ scores, a raise in Social Studies scores was shown to occur at the year of implementation of this integrated project. By studying a theme through multiple disciplines, students realize the intertwined nature of art and are provided a unique understanding of the world.

5. **Instructional Methods:**

The foundation of learning begins in the primary grades. Many methods are used to meet the needs of each individual learner at their present level. Primary grades are grouped based on ability to differentiate lessons in the core content areas of reading, writing, and math. The learning is center-based with a teacher or instructional assistant teaching group lessons which are adjusted to the level of the students. This provides the students with a variety of methods to meet each individual learning style. The lessons include hands-on learning with manipulatives, games, leveled readers, adjusted math lessons, and reading series mini-lessons. Writing is based on mini-lessons tailored to the students needs. The students work on one skill at a time for an extended period. After students consistently perform up to par then a new skill is introduced. This extended practice helps train them to write correctly and enjoy writing.

Students are taught to work cooperatively beginning in kindergarten with social centers and continuing throughout the school with partner learning, small group activities, and other collaborative approaches. Additional support is provided to students at risk through RTI, READ 180, Reading Recovery, and after school ISTEP+ remediation. Technology and media is integrated throughout the curriculum. Students are given access to technology programs weekly, such as Waterford, SuccessMaker, and Fastt Math. Two computer labs are available throughout the day for classroom use to reinforce and support instruction. These internet-based programs individualize instruction and create personalized, data-driven learning trajectories for each student based on his/her performance. Students are given access to a variety of manipulatives for problem solving which engages visual, auditory, and kinesthetic learners and provides them an opportunity to take ownership of their learning and discover interests. Teachers utilize Waterford, SuccessMaker, and Fastt Math to track progress towards specific, targeted learning goals and assign lessons by standard for additional coverage/remediation of skills. Additionally, intermediate grades also use Acuity assessments and instructional resources aligned with state standards to identify class or individual areas for improvement Study features can be assigned to small groups of students or individuals who need extra practice in order to support instruction carried out in the classroom. Technology also reaches students at advanced levels by providing enrichment and extension of concepts beyond current grade levels.

In fourth and fifth grades (and sometimes third), readers who are struggling with grade level standards get assistance through Scholastic's READ 180 program. A trained teacher works with the at-risk students with this research-based intervention program. The teacher begins and ends each session with whole group instruction; students then break into groups and rotate through three stations for small group and independent learning. This program has adaptive software that provides them with individualized practice in reading, spelling, vocabulary, and writing.

6. **Professional Development:**

Professional development has proven more difficult since the state reduced both time and money resources. However, East has been creative in allowing a few staff members to attend conferences, as well as getting relatively inexpensive activities that are aligned with academic standards and support student achievement and school improvement.

The Reading Recovery teacher goes to the Reading Recovery conference annually in Columbus, Ohio, as well as regular training sessions with fellow teachers in the area. First grade teachers attended the 2013 Literacy Retreat by Smekens Education. Gifted and Talented teachers go to the National Association of Gifted Children conference some years. The art teacher has attended the Art Education Association of Indiana Convention. The music teacher has been trained and has an Orff Schulwerk Level III certification. The special needs teacher has attended training sessions led by a professor at Ball State University. All teachers were trained last year on the state-developed evaluation system (RISE), which includes BloomBoard, an online way to see and share the best practices of teachers.

A few teachers have been allowed to attend Kristina Smekens's literacy retreats. Her workshops are full of practical and useful ideas for increasing reading and writing skills on ISTEP+. Those teachers have brought back many ideas to share with the rest of the staff. Staff members liked her workshops so one of her

presenters was invited to spend the day at East. She worked with each grade level individually, then with the whole staff at the end of the day. Teachers continue to get newsletters from Smekens and use the ideas for reading and writing instruction often.

A large number of books have been collected that are always available for reading in a professional library. Teacher "book clubs" are encouraged. Interested teachers read a professional book and then discuss and share any new classroom ideas inspired by the reading. One book read was The Book Whisperer by Donalyn Miller. After reading this book, the staff learned to engage children with reading by allowing them to take charge of their learning. Since then, genre studies and requirements and The Daily 5 choices of reading to self or others, listening to reading, word work, and working on writing has fostered this reading independence. Students are given access to a wide array of reading materials at their independent levels and ample, daily time to read at school. Students are also given frequent opportunity to select reading materials based upon personal and academic preferences. Classrooms are set up to engage students in reading and foster self-efficacy. The entire school supports this approach by teaching consistent values of reading in all subjects and having a well-stocked library with a highly-qualified librarian to provide guidance when needed. Research proves that these components increase students' reading achievement and motivation to read. After implementing this independent reading program, several intermediate teachers have students who have already read over 40 books so far this year. That is a great boost to reading skills needed in many of the academic standards, not just reading. Additional ideas from The Daily 5, Fostering Literacy Independence in the Elementary Grades and The Daily CAFE—all by Gail Boushey and Joan Moser—have been carried out. Several teachers also read Teach like a Pirate by Dave Burgess, which also helps increase student engagement.

7. **School Leadership**

Because East was designed as an "open" building in the 1970's, the first staff learned to work together and collaborate with grade team members as well as other grade levels. Time to collaborate with team members was built into the schedule for each day. This has been carried throughout the years. Staff members are allowed to work together to make adjustments to methods, materials, and schedules. This flexibility and responsibility encourages staff growth and development. Successes are shared with others, who have the right to adopt and adapt new techniques and materials. Teachers are collaborative, not competitive. Teachers are allowed to reflect and modify within their own class, grade level, and the school. This makes East Elementary stronger as a whole. Students get a variety of methods that, taken together, make the curriculum stronger and our students more successful.

East Elementary has a variety of committees devoted to policies, programs, and relationships. Teachers volunteer for committees. Within these committees are various leaders who help make East better in many ways, such as focusing on student growth and achievement through textbook or program adoption, safety concerns, and interpersonal relationships of students and staff.

The principal has taken the role of facilitator, supporter, and encourager. He allows various staff members to take the lead when they have an idea for a new program or instructional method. He helps find needed funds, time, equipment, and resources. If an area of weakness is detected when looking at data, he does not attach blame. He points out needed improvement, giving the staff a chance to modify the plan, or go in a whole new direction. For example, this year the Reading Recovery teacher wanted to help teachers put more emphasis on writing: She had heard an author speak at the Reading Recovery conference and wanted to invite this author to come to our school for a "Writer's Conference." The principal encouraged teachers to work together for this goal under her leadership. Grants were received from a local foundation to pay for most of the expenses. The principal assured teachers he would help us come up with the rest of the funds needed for this writing project. Another teacher heard of a new program to encourage reading, sponsored by a nearby professional baseball team. With support from the principal and PTO, she was able to set up this program for the spring. This teacher leadership, with support from our principal, has served East Elementary students well through the years.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math   **Test:** ISTEP+
All Students Tested/Grade: 3   **Edition/Publication Year:** 2013
Publisher: CTB McGraw Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Pass	98	85	91	82	77
Pass +	30	37	22	22	23
Number of students tested	46	27	46	45	39
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Pass	100	92	84	78	70
Pass +	25	42	0	22	20
Number of students tested	20	12	19	23	20
2. Students receiving Special Education					
Pass					
Pass +					
Number of students tested					
3. English Language Learner Students					
Pass					
Pass +					
Number of students tested					
4. Hispanic or Latino Students					
Pass					
Pass +					
Number of students tested					
5. African- American Students					
Pass					
Pass +					
Number of students tested					
6. Asian Students					
Pass					
Pass +					
Number of students tested					
7. American Indian or					

Alaska Native Students					
Pass					
Pass +					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass					
Pass +					
Number of students tested					
9. White Students					
Pass	98	84	91	84	79
Pass +	31	32	23	23	24
Number of students tested	45	25	44	44	38
10. Two or More Races identified Students					
Pass					
Pass +					
Number of students tested					
11. Other 1: Other 1					
Pass	0	0	0	0	0
Pass +	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Pass	0	0	0	0	0
Pass +	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Pass	0	0	0	0	0
Pass +	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: Due to federal privacy laws, students preformance may not be displayed for any group of frewer than 10 students. In the sub groups our percent of students reporting were less than 1% as a result not numerical notation was made for those conditions.

STATE CRITERION--REFERENCED TESTS

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

Test: ISTEP+
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Pass	100	87	95	75	73
Pass +	54	11	29	20	17
Number of students tested	31	61	59	51	64
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Pass	100	88	92	69	54
Pass +	63	4	12	8	11
Number of students tested	19	24	25	26	28
2. Students receiving Special Education					
Pass	0	75	0	0	20
Pass +	0	0	0	0	0
Number of students tested	0	12	0	0	10
3. English Language Learner Students					
Pass					
Pass +					
Number of students tested					
4. Hispanic or Latino Students					
Pass					
Pass +					
Number of students tested					
5. African- American Students					
Pass					
Pass +					
Number of students tested					
6. Asian Students					
Pass					
Pass +					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass					
Pass +					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass					
Pass +					
Number of students tested					
9. White Students					
Pass	100	86	95	76	73
Pass +	55	12	30	20	17
Number of students tested	29	58	56	49	63
10. Two or More Races identified Students					
Pass					
Pass +					
Number of students tested					
11. Other 1: Other 1					
Pass	0	0	0	0	0
Pass +	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Pass	0	0	0	0	0
Pass +	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Pass	0	0	0	0	0
Pass +	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: Due to federal privacy laws, student performace data may not be displayed for any group fewer than 10 students.

STATE CRITERION--REFERENCED TESTS

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

Test: ISTEP+
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Pass	98	96	98	90	81
Pass +	24	51	49	31	30
Number of students tested	55	53	45	61	63
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Pass	96	87	100	83	70
Pass +	13	47	32	24	26
Number of students tested	23	15	22	29	23
2. Students receiving Special Education					
Pass	90	0	0	0	0
Pass +	0	0	0	0	0
Number of students tested	10	0	0	0	0
3. English Language Learner Students					
Pass					
Pass +					
Number of students tested					
4. Hispanic or Latino Students					
Pass					
Pass +					
Number of students tested					
5. African- American Students					
Pass					
Pass +					
Number of students tested					
6. Asian Students					
Pass					
Pass +					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass					
Pass +					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass					
Pass +					
Number of students tested					
9. White Students					
Pass	98	96	98	90	85
Pass +	25	51	51	31	32
Number of students tested	53	51	43	61	60
10. Two or More Races identified Students					
Pass					
Pass +					
Number of students tested					
11. Other 1: Other 1					
Pass	0	0	0	0	0
Pass +	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Pass	0	0	0	0	0
Pass +	0	0	0	0	0
Number of students tested	0	0		0	0
13. Other 3: Other 3					
Pass	0	0	0	0	0
Pass +	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: Due to federal privacy laws, student performance data may not be displayed for any group of fewer than 10 students.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA   **Test:** ISTEP +

All Students Tested/Grade: 3   **Edition/Publication Year:** 2013

Publisher: CTB McGraw Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Pass	93	93	91	89	85
Pass +	4	7	11	7	10
Number of students tested	46	27	46	45	39
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Pass	95	92	84	87	85
Pass +	0	17	0	9	0
Number of students tested	20	12	16	23	20
2. Students receiving Special Education					
Pass					
Pass +					
Number of students tested					
3. English Language Learner Students					
Pass					
Pass +					
Number of students tested					
4. Hispanic or Latino Students					
Pass					
Pass +					
Number of students tested					
5. African- American Students					
Pass					
Pass +					
Number of students tested					
6. Asian Students					
Pass					
Pass +					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass					
Pass +					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass					
Pass +					
Number of students tested					
9. White Students					
Pass	93	92	91	91	84
Pass +	4	8	11	7	11
Number of students tested	45	25	40	44	38
10. Two or More Races identified Students					
Pass					
Pass +					
Number of students tested					
11. Other 1: Other 1					
Pass	0	0	0	0	0
Pass +	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Pass	0	0	0	0	0
Pass +	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Pass	0	0	0	0	0
Pass +	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: Due to federal privacy laws, student performance data may not be displayed for any group of fewer than 10 students.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA   **Test:** ISTEP +
All Students Tested/Grade: 4   **Edition/Publication Year:** 2013
Publisher: CTB McGraw Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Pass	97	97	85	86	77
Pass+	29	26	20	10	17
Number of students tested	31	61	59	51	64
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Pass	95	92	72	81	61
Pass+	32	4	12	4	11
Number of students tested	19	24	25	26	28
2. Students receiving Special Education					
Pass	0	92	0	0	60
Pass+	0	0	0	0	0
Number of students tested	0	12	0	0	10
3. English Language Learner Students					
Pass					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass					
Pass+					
Number of students tested					
5. African- American Students					
Pass					
Pass+					
Number of students tested					
6. Asian Students					
Pass					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass					
Pass+					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass					
Pass+					
Number of students tested					
9. White Students					
Pass	97	97	84	86	76
Pass+	28	28	20	10	17
Number of students tested	29	58	56	49	63
10. Two or More Races identified Students					
Pass					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Pass	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Pass	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: Due to federal privacy laws, student performance data may not be displayed for any group of fewer than 10 students.

STATE CRITERION--REFERENCED TESTS

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

Test: ISTEP+
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Pass	93	98	96	82	72
Pass+	27	28	20	16	24
Number of students tested	55	53	45	61	63
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Pass	91	100	100	62	52
Pass+	9	20	14	14	17
Number of students tested	23	15	22	29	23
2. Students receiving Special Education					
Pass	70	0	0	40	0
Pass+	0	0	0	10	0
Number of students tested	10	0	0	10	0
3. English Language Learner Students					
Pass					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass					
Pass+					
Number of students tested					
5. African- American Students					
Pass					
Pass+					
Number of students tested					
6. Asian Students					
Pass					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass					
Pass+					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass					
Pass+					
Number of students tested					
9. White Students					
Pass	92	98	95	82	75
Pass+	28	27	21	16	25
Number of students tested	53	50	43	61	60
10. Two or More Races identified Students					
Pass					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Pass	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Pass	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: Due to federal privacy laws, student performance data may not be displayed for any group of fewer than 10 students.