

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

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[X] Public or [ ] Non-public

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

Name of Principal Ms. Debbie Lipps

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

Official School Name Centerton Elementary School

(As it should appear in the official records)

School Mailing Address 6075 High Street

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

City Martinsville State IN Zip Code+4 (9 digits total) 46151-8734

County Morgan State School Code Number\* 6341

Telephone 317-831-3410 Fax \_\_\_\_\_

Web site/URL \_\_\_\_\_

http://msdadmin.scican.net/firecrackers/ E-mail debbie.lipps@msdmail.net

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. Michelle Moore

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

E-mail: michelle.moore@msdmail.net

Other)

District Name MSD Martinsville Tel. 765-342-6641

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Beckie Weddle

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

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

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

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

## **PART I – ELIGIBILITY CERTIFICATION**

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

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education 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

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All data are the most recent year available.

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

1. Number of schools in the district (per district designation):
- 8 Elementary schools (includes K-8)
  - 2 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 11 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. 6 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	24	30	54
1	21	25	46
2	22	19	41
3	24	14	38
4	15	22	37
5	28	21	49
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	134	131	265

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 2 % Asian
  - 1 % Black or African American
  - 2 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 91 % White
  - 4 % 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: 16%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	18
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	19
(3) Total of all transferred students [sum of rows (1) and (2)]	37
(4) Total number of students in the school as of October 1	232
(5) Total transferred students in row (3) divided by total students in row (4)	0.159
(6) Amount in row (5) multiplied by 100	16

7. English Language Learners (ELL) in the school: 0 %  
4 Total number ELL  
 Number of non-English languages represented: 3  
 Specify non-English languages: Spanish, Vietnamese, Gujarati
8. Students eligible for free/reduced-priced meals: 32 %  
 Total number students who qualify: 74

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 32 % 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: 18 %  
42 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>1</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>3</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>11</u> Specific Learning Disability         |
| <u>2</u> Emotional Disturbance | <u>31</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>1</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</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:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	12
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	2
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 23:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

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

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

Yes  No

If yes, select the year in which your school received the award. 2008

15. Please summarize your school mission in 25 words or less: Centerton Elementary School strives for excellence. Our positive learning environment and partnership with parents and community create an educational experience that produces successful, competent citizens.

## **PART III – SUMMARY**

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Centerton Elementary School is located outside the city limits of Martinsville on eleven acres in a rural community. We have two sections of each grade from Kindergarten through fifth grade, with an enrollment of 275 students. This is an increase of 40 students from last year. Our student population comes from rural homes and subdivision housing. The free-reduced lunch percentage for Centerton is approximately 30%, with at least 29% of our students meeting the poverty criteria.

The building contains 39,100 square feet, and was built in 1955 with additions in 1964, 1972, and 1995. It is a one story building with two main hallways. The primary hallway houses Kindergarten through third grade, while the secondary hallway houses grades four and five. Art, music, computer lab, and library are also located in the secondary hallway. The multipurpose room houses the YMCA before and after school daycare. Many outside groups utilize the facility for meetings, sports, and community events.

Centerton has been named a Four Star School (ranks in the top 25% of the state on ISTEP+ scores for grades three-five) for eighteen out of the past twenty years. We were named a National Blue Ribbon School in 2008. Each year that the school grading system has been in existence, Centerton has received an A from the Indiana Department of Education. We have also met Adequate Yearly Progress (AYP) each year.

Centerton Elementary is an excellent place to learn. Our school provides an orderly environment with rules, values, high expectations, caring, and commitment that together foster a healthy, family-type atmosphere. We provide the proper assistance and time to promote the academic and personal success of each student. We offer programs for special education, gifted and talented, and general education students.

Our staff consists of twelve classroom teachers, one resource teacher, four special area teachers, one speech/language pathologist, and a full time principal. The support staff consists of one secretary, four instructional assistants, three cooks, three custodians, and eight bus drivers. All of these staff members are committed to helping students reach their full potential through a variety of learning experiences that enhance the application of knowledge and the use of technology to successfully meet the demands of daily living. We believe that the development of the unique potential of each student is the overriding mission of the school. To optimize high student achievement, the planning and teaching process is driven by the Indiana State Standards and required proficiencies. We use the Six Pillars of Character and Kelso's Choice to help develop a social awareness that reflects respect and compassion while shaping the emotional growth of the student.

Our staff, comprised of master teachers, as well as, first year teachers, incorporates best-practice teaching methods. Many hours are spent in collaboration and planning during grade-level discussions. Each child who enters our school is valued and helped to attain his highest potential. Our Parent Teacher Organization is an active and integral part of our school's successes. Parents are in the building regularly for lunch with their children, birthday celebrations, assisting with parties, chaperoning field trips, or volunteering in the classrooms. Centerton Elementary students take pride in their school and in their successes. The students recognize that they are members of a learning team that includes teachers, families, coaches, and other community members. All students are encouraged to accept the responsibility of their own learning. Our diligence was acknowledged in 2008 with the National Blue Ribbon Schools Award. We have experienced growth in our school population, especially within the lower grades. This can be credited to our reputation for success. New families research schools prior to relocating to the area, and Centerton's achievements have proven to be a considerable draw. This award has also prompted inquiries from other schools about our learning strategies and consistent success. Parents, students, and faculty feel pride in our accomplishments which fosters continued effort and accountability. We have high expectations with evidence of these expectations being met.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

The Core Curriculum for all grade levels (K-5) includes reading, language arts, mathematics, social studies, and science. The curriculum is a developmentally appropriate, integrated design for students which emphasizes a scaffold approach to learning. It is built using appropriate Indiana State Academic Standards, as well as, the multiple intelligences as defined by Howard Gardner. The teachers of Centerton resolve to create self-directed and lifelong learners, complex thinkers, and productive citizens of society while striving to achieve the highest level of learning.

Cross-curricular instruction is a key strategy when teaching reading/English language arts. Centerton uses Houghton Mifflin, Journeys as its main K-5 reading education component. This series provides students with weekly fiction and non-fiction selections that offer a variety of learning experiences as they progress from ‘learning to read’ to ‘reading to learn’. Aligned with the Indiana State Standards, this series focuses on the five components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). Each lesson offers a developmentally appropriate approach to phonemic awareness/phonics, vocabulary, comprehension, spelling patterns, writing, grammar, informational skills, and reading strategies. Leveled readers accompany each story and offer small group instruction for struggling to above-level performers. Diagnostic tools, assessments, and ELL materials are provided by the series and are utilized appropriately depending on each child’s unique learning needs. Assessments are administered weekly and allow for quick remediation for students performing below grade level. Accelerated Reader and Rocket Reader, although not a part of the reading series, provide enrichment and are incorporated into our reading core to promote a self-directed love of reading while improving overall fluency and comprehension.

Centerton adopted Houghton Mifflin Harcourt, Math in Focus, in 2010. It is a unique math series that is aligned with Indiana State Standards and is researched-based. This particular approach offers students hands-on activities, manipulatives, and an abundance of visual representations. The vocabulary and mathematical models allow for scaffolding throughout each grade level while the problem solving strategies and critical thinking skills provide challenge to our highest performing students. Lower performing students have more success when given concrete models, drawings, and hands-on opportunities to solve problems. Math in Focus allows the opportunity to teach whole concepts and relies less on fact memorization. Although fact practice is not an emphasized skill within the series, teachers incorporate math fact drills in their daily lessons to build mathematical fluency. Overall, Math in Focus allows educators to provide a deeper understanding of mathematical concepts and vocabulary for our students.

Scott Foresman Science, Centerton’s science curriculum, is a scaffold program that follows various directed, guided, and full-inquiry approaches. This cross-curricular approach follows our Indiana State Standards for science education. Children learn scientific methods and vocabulary through lessons that incorporate hands-on investigations; require critical thinking and problem-solving skills; and provide opportunities for kinesthetic, auditory, and visual learning. Centerton teachers offer multiple options for students to acquire information, comprehend concepts, and demonstrate what they have learned. Teachers often introduce a concept with the entire class, and then follow up with small group active learning tasks. This allows students of all abilities to demonstrate learning while teachers are able to remediate one-on-one with children who struggle with concepts.

Our Social Studies curriculum utilizes Macmillian MacGraw-Hill, Timelinks. Historical content is relevant and appropriate for each grade level. The textbooks provide familiarity as they incorporate state history and landmarks. Teachers align lessons with the Indiana State Standards and provide a variety of relevant activities. Projects, foldables, and writing assignments provide varied opportunities for students to use their preferred method of learning. Graphic Organizers and anchor charts assist teachers in differentiated instruction, as well as, assist all students in simplifying and organizing information. Time for Kids is a weekly classroom magazine that Centerton teachers utilize to incorporate current events. This supplemental magazine motivates students of all ability levels to read and become interested in real-world topics.

## **2. Other Curriculum Areas:**

Centerton School has a variety of other curricular areas in addition to the core curriculum. It is our objective to provide vast opportunities for all students in grades K-5, and in all areas with the intent of a well-rounded education. All students are offered art education once weekly for 50 minutes at Centerton Elementary School and lessons adhere to the Indiana Academic Standards for visual art education. These standards include critical inquiry into art, art history, career opportunities, and interdisciplinary approaches of art with other disciplines. Artwork is displayed throughout the school and select artworks are exhibited at the administration office, as well as, the annual art show at the Martinsville Art Sanctuary. It is essential that the students appreciate the value of art as it serves as a vehicle to understand and interpret the world around them.

Beginning in Kindergarten and through the fifth grade, a love for the performing arts is instilled in our students. While at Centerton students are involved in a minimum of two music productions which include various mediums of performance. Students are asked to sing, play instruments, act, as well as participate in the stage crew, costuming and set design. Winter and spring programs are customary for our kindergarten students. Recorders, introduced in the fourth grade, are one of many instruments students experience. Third grade students perform a program for a local nursing home. Second grade students attend a live production of the Nutcracker during the holiday season. Centerton's fourth grade students experience the symphony during their trip to the Discovery Concert in Indianapolis. With so many opportunities, our students are able to enrich and expand on their knowledge of the performing arts while mastering Indiana Academic Standards.

The physical education program offered to all students K-5, occurs twice each week for 25 minutes per class. Centerton students are provided with a wide variety of activities to foster a love of movement. These activities, which use Indiana Academic Standards as a framework, develop students' sense of cooperation and teamwork while providing integration into other curricular areas. Assessment for physical education includes five components of fitness which are evaluated and used to measure students' development and progress. These components include muscle/strength endurance, cardio, endurance, speed, and agility/flexibility. Students can participate in various fitness programs such as The Presidential Award, Jump Rope for Heart; Pound the Playground, Martial Arts, and 5th grade basketball teams for girls and boys.

Health and nutrition are pluridisciplinary, as they are taught during physical education as well as in the classroom and cafeteria. Health is taught in grades K-5 using the Harcourt Brace series, Your Health. Students learn an array of health and wellness concepts based on Indiana Academic Standards. We also provide enrichment opportunities and field trips. BAT (Basic Aid Training) is taught on-site by the school nurse to our fourth grade students. Third grade students attend The Health Fair at the Morgan County Fairgrounds, and our fifth graders visit the Ruth Lilly Education Center in Indianapolis. Nutrition education is taught in the classroom, but is also achieved each day in our school cafeteria. Students are provided the opportunity to choose entrees and a variety of fresh fruits and vegetables. Students are encouraged to try new and interesting foods such as jicama, peppers, zucchini, cherries, and grapefruit. Students are offered an opportunity to sample new foods they may never have tried.

Technology at Centerton continues to adapt and change each year. Our building provides a computer lab with 31 desktop computers. Each classroom in K-5 is given 30 minutes per day to use this facility. Various programs are utilized during this time, as directed by the classroom teachers. Curriculum programs such as Reading Eggs, ACUITY, IXL, Math Helpers, Skills Tutor, Spelling City, and Accelerated Reader complement and enhance the Indiana State Standards taught in the classroom. These programs provide students, teachers, and parents with immediate results.

## **3. Instructional Methods and Interventions:**

Centerton Elementary prides itself in recognizing each student as an individual with the goal to create a curriculum that will allow each child to find success. Data-based assessments, differentiated instruction, collaboration among staff, and creating a positive learning environment are all crucial when constructing an

individualized curriculum. At Centerton we recognize that technology has the ability to enhance a student's educational journey, therefore it is used frequently and enthusiastically. The needs of Centerton students are varied significantly and our staff works tirelessly to ensure that each child is given the opportunity to become a well-rounded individual.

Centerton uses the results of a variety of data-based assessments to generate a curriculum that meets students' needs. The programs that Centerton takes advantage of are: DIBELS, ACUITY, Accelerated Reader, and ESGI (Kindergarten screening assessment). Results obtained from these assessments guide teachers in the planning and implementation of grade appropriate instruction. DIBELS is used to test the knowledge of all kindergarten, first and second grade students. ACUITY is used to test third, fourth, and fifth grade students. Both tests are administered three times throughout the year. Teachers use the data obtained from these tests to differentiate instruction, provide necessary interventions, and guarantee that students are meeting instructional goals. In addition to these district wide benchmark tests, Centerton utilizes data received from weekly assessments, Accelerated Reader, and ESGI to influence instructional direction.

Staff collaboration plays a key role in student success. Teachers work together, not only within their own grade level, but also throughout the building. Teachers collaborate by sharing ideas for both curriculum and classroom management strategies. Centerton's small size allows for a more personal connection between teachers and students. Our goal is not only to create a safe classroom environment, but also a school wide sense of community. This allows students to grow and learn in a caring, positive, and nurturing learning environment.

At Centerton our teachers recognize the importance of having high expectations. Our staff is committed to helping students reach their full potential through a variety of learning experiences that enhance the application of knowledge and the use of technology to successfully meet the demands of daily living. When a child graduates from Centerton Elementary, he is fully prepared for the next chapter in his life.

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

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### **1. Assessment Results Narrative Summary:**

Centerton Elementary School administers the ISTEP+ assessment each spring. Our students receive a Pass, Pass+, or Did Not Pass score based on their performances. Our data indicates that over the five year period between 2009 and 2014, we have increased our Pass and above English/Language Arts scores by approximately 5% (92% to 97%) in third grade, 12% (86% to 98%) in fourth grade, and 14% (86% to 100%) in fifth grade. Our Math Pass and above scores increased by approximately 3% (94% to 97%) in third grade, 8% (92% to 100%) in fourth grade, and 7% (93% to 100) in fifth grade. Our overall pass scores have increased across all grade levels in both English/Language Arts and Math.

We feel our increases in math scores are due, in part, to the use of Math in Focus: The Singapore Approach. Our amplified focus on the mastery of math facts has also proved to be beneficial. ACUITY IR's (instructional resources), IXL online remediation/practice activities, and RTI (Response to Intervention) grade level meeting times have also had a significant, positive impact on our math scores.

Our increases in English/Language Arts have been positively affected by our RTI meetings, our Accelerated Reader requirements, our use of Six Traits for the writing process, and increased exposure to writing prompts. The Write in Reader, provided by the Journeys reading series (Houghton Mifflin Harcourt) provides invaluable text-based writing activities for Tier II students. ACUITY, IXL, and the CARS assessment were also instrumental in our success. The CARS assessment (Comprehensive Assessment of Reading Strategies) measures student performance in twelve reading strategies, and is a research-based evaluation. The SRA Reading Laboratory is utilized, as well, for reading fluency and skills practice.

These measures, along with teacher dedication, expertise, and parent involvement make Centerton Elementary a high performing school.

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

Centerton Elementary students in grades K-2 participate in the DIBELS assessment three times per year to identify students who require additional reading intervention. Students requiring additional help are provided with remediation to improve reading skills. The progress of these students is monitored on a bi-weekly basis and is adjusted as needed.

Students in grades 3 through 5 are administered the ACUITY assessment three times per year. This online assessment gives valuable feedback to students, teachers, and administrators. Instructional resources are assigned based on individual student performance. This assessment is aligned with Indiana State Standards, and is predictive of ISTEP+ performance. This data allows teachers to address identified academic needs.

The IREAD assessment is administered to third grade students one time per year in the spring. This standardized, pass/fail assessment measures reading skills. If a student does not attain a passing score, intervention is provided immediately to address needs. This remediation is provided until the end of the school year. In addition, an intensive two week summer session is provided with an additional testing opportunity at the end of remediation. If the student still receives a non-passing score, mandatory retention is the result.

Centerton Elementary utilizes standard-driven, research-based assessments in both the Math in Focus: The Singapore Approach and Journeys (Houghton Mifflin Harcourt) series. The weekly skills tests in reading, and the chapter tests in math drive instruction. Students who are having difficulty are tracked by teacher provided data in an at-risk folder. This information is monitored by the building principal and is sent home to parents. Based on the above data, students are grouped according to need and grade level. These groups meet one half hour per day for remediation and enrichment.

Parents are always kept abreast of their student's progress. The results of state-required assessments are provided in easily understood graphs and are sent by mail. Centerton's many successes are celebrated in many forms of media, including newsletters and our website.

## **Part VI School Support**

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### **1. School Climate/Culture**

Our school strives daily to engage, motivate, and help create a well-rounded child. Not only do we want to encourage academic excellence, but we also celebrate good citizens here at Centerton Elementary. Students that we catch going out of the way to help others are given a “Cool Kid” ticket. This ticket entitles them to be entered into a drawing for a prize. Students are excited to receive these tickets because they have discovered that additional entries increase their chances of winning. Another motivational program is our Student of the Month Award. Students are nominated on a monthly basis for this program. These students are chosen by the teacher based on academic, social, or emotional growth. Students’ pictures are posted in the monthly newsletter, outside classrooms doors, and on the Student of the Month bulletin board in the hopes that others will aspire to achieve this recognition.

Every nine weeks, students who have perfect attendance, have made honor roll, or have become members of the BUG Club (Bringing Up Grades) are recognized in front of the entire student body and receive prizes. Students receiving these awards are included in the monthly newsletter which is circulated throughout the community. In addition to these programs, the principal reviews weekly reading skills tests and acknowledges academic improvement with personal notes and trinkets.

Parent involvement is paramount to our positive learning environment at Centerton. Parents are invited to awards ceremonies, Open House, Family Night, All Pro Dad/Student Breakfast, Christmas and Mother’s Day programs, and fifth grade graduation. In addition, parent volunteers host a variety of programs and activities throughout the school to engage and enrich our students.

Not only do our students feel valued at Centerton, but our teachers do as well. Our P.T.O. does an excellent job of providing monetary support for classroom supplies. Teachers are also recognized during Teacher Appreciation Week. Furthermore, the P.T.O. does an excellent job of addressing any classroom or school needs. Books have been donated to classrooms, and money has been raised for new playground equipment. The principal cultivates a positive school climate by promoting camaraderie among staff members. At Centerton, we celebrate the successes and the milestones in the lives of our teachers. The principal encourages a family atmosphere, thereby creating a feeling of cohesiveness throughout the school year.

### **2. Engaging Families and Community**

Centerton Elementary School students’ success can be attributed to belonging to a close-knit community that is invested in the growth of their population. Our teachers strive to have positive and frequent communication, while utilizing numerous strategies to keep parents and the community involved.

Teachers involve and welcome parents before the child’s career as a student even begins. Kindergarten roundup is held to introduce incoming students to our policies, procedures, and daily routines. This helps to alleviate fears for both parents and children. An open house allows students to meet teachers and review expectations set for the coming year. The Centerton Elementary and MSD of Martinsville websites are updated regularly. Parent Access is a link presented on the website that allows parents to review their child’s grades and obtain other useful information. Weekly newsletters are sent home in order to update families on upcoming events and information pertaining to the school and classroom. Agendas, conferences, phone calls, and e-mails maintain individual communication between parent and teacher.

As a way to bring parents into the positive atmosphere that is our school, activities are planned throughout the year. These activities include: Family Night, Movie Night, All PRO Dad/Student breakfast, holiday parties, Silly Safari, spring carnival, Colts Camp, Mother’s Day Tea, Veteran’s Day program, Christmas program and fifth grade graduation. Our PTO supports Centerton’s academic success by providing volunteers to assist teachers with programs such as Rocket Reader and the 300 Word Club. They also

provide volunteers for field trips, parties, field day, and monetary support for instructional equipment and supplies for the classroom. Additionally, they form a network of parental communication.

Centerton Elementary School keeps ties with the community through several programs such as the Education Foundation, a canned food drive which benefits a local food bank, and providing supplies to the local kennel. The YMCA , Girl Scouts, and Boy Scouts, are some activities that are given access to the school. Girls' and Boys' Basketball, Honor Choir, Math Bowl, and Spell Bowl teams are organized through Centerton as well. Once a week, Weekday Religious Education is held at the church across the street for third and fourth grade students. Students in fifth grade get the opportunity to learn about nature while camping at Bradford Woods.

Centerton Elementary School recognizes that we are only strong when all stakeholders take an active role in molding and educating children during their formative years.

### **3. Professional Development**

Centerton Elementary is involved in professional development in many different capacities. Our school principal holds staff meetings monthly in order to address concerns and reassess goals . Teachers seek to achieve goals set at the state, district, and building level. Our professional development and ongoing work with the Indiana State Standards allows us to reach these goals and exceed expectations. Teachers attend monthly meetings depending on their grade level. Kindergarten through second grade meet in reference to the DIBELS test to ensure that we are reaching our state standardized testing goals. We then analyze how best to reteach students who are in need of intervention. This remediation has been extremely beneficial to our students as they increase their benchmark scores. Third through fifth grade meet to discuss ACUITY and ISTEP+ testing. All grades meet with our data analysis expert in order to make certain that each grade level is meeting the goals. In this meeting, past benchmarks are analyzed, so that future goals can be appropriately set and achieved. All grade levels use professional development time to examine the data of Response to Intervention (R.T.I.). All students are divided into tiers, and teachers differentiate for those students depending on their individual needs. Furthermore, common planning time between grade levels is employed to ensure that teachers are utilizing R.T.I. time in a consistent manner so that continuity is achieved.

Centerton teachers make use of professional development in such a way that benefits the students. All of these efforts combined have created a learning environment where we have achieved and exceeded expectations, while continuing to strive to be the best for Centerton students. Each month we attend grade level meetings which are led by an administrator and attended by the Assistant Superintendent of Instruction. Teachers get the opportunity to send in agenda items, discuss those items at the meetings, and hear professional feedback from their colleagues and administrators. We also attend curriculum meetings each month, where subject-specific needs are discussed. Furthermore, we attend curriculum mapping workshops, where we analyze the Indiana State Standards and our grade-level curriculum, and map the results in a fashion that encourages proper pacing throughout each grade level. We receive new technology, and each teacher utilizes an iPad to assess/remediate students and evaluate curriculum maps. We also spend time looking through the maps to ensure there are no gaps between grade levels or overlapping curriculum. Curriculum mapping ensures that all buildings and all grade levels from Kindergarten through twelfth grade are cohesive. Our goal is that a child could move from any school in the district and be right on track in another building. We are continually seeing positive impacts in these endeavors throughout our district.

### **4. School Leadership**

Centerton Elementary is comprised of dedicated people who share the responsibility of leadership through our mission and vision. The principal at Centerton has high expectations for herself and all staff members, students, and parents in her school. She sets high expectations and holds all members of the Centerton family to the same standard. The principal is available to the staff for direction and guidance at all times. She provides needed resources for teachers and students. The principal is a key participant in all

conferences that require her expertise and support. In addition, she assures that teachers are afforded the opportunity to benefit from professional development.

The staff at Centerton works together to provide a learning environment that promotes student success. The principal welcomes the students each morning as they enter the building and helps them to start the day on a positive note. She is visible and available throughout the building and interacts with parents, students, and staff. She knows the first names of all students at Centerton and strives to make personal contact with everyone who comes to our school. Each week the principal examines the reading skills tests of each student and comments on them. This weekly practice keeps her apprised of students' strengths and challenges.

The principal works with instructional leaders, the special education department, other administrators, and grade level teachers in order to be well informed in all areas. A thorough and in-depth understanding of district affairs allows her to make informed decisions. She attends district meetings, and serves on committees to help improve the Centerton and the entire school system.

Communication is an integral part of Centerton's success. Daily morning and lunchroom announcements celebrate student successes, as well as, publicize events at our school. Newsletters and our website help convey this information to the parents and the community.

It is the belief of the principal that "it takes a village" to educate and help students to be successful. This is an on-going process, and there will always be room for improvement. As part of the Centerton family, she will continually strive to perfect the quality of the school and the successes of Centerton students. "If you believe it, you can achieve it!!!"

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>ISTEP+</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Pass and above	97	100	100	96	94
Pass+	38	49	63	68	39
Number of students tested	34	39	32	28	51
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Pass and above	100	100	0	0	84
Pass+	20	40	0	0	32
Number of students tested	10	10	0	0	19
<b>2. Students receiving Special Education</b>					
Pass and above	0	100	0	83	0
Pass+	0	45	0	25	0
Number of students tested	0	11	0	12	0
<b>3. English Language Learner Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>5. African- American Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>6. Asian Students</b>					
Pass and above					
Pass+					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>9. White Students</b>					
Pass and above	97	100	100	96	94
Pass+	34	49	61	65	36
Number of students tested	32	37	31	26	47
<b>10. Two or More Races identified Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Pass and above					
Pass+					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Pass and above					
Pass+					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Pass and above					
Pass+					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>ISTEP+</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Pass and above	100	97	97	96	92
Pass+	42	52	54	30	22
Number of students tested	45	31	35	46	49
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Pass and above	0	100	0	93	82
Pass+	0	36	0	27	12
Number of students tested	0	11	0	15	17
<b>2. Students receiving Special Education</b>					
Pass and above	100	0	0	0	0
Pass+	54	0	0	0	0
Number of students tested	13	0	0	0	0
<b>3. English Language Learner Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>5. African- American Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>6. Asian Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Pass and above					
Pass+					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>9. White Students</b>					
Pass and above	100	97	100	98	94
Pass+	43	53	53	29	23
Number of students tested	42	30	32	42	48
<b>10. Two or More Races identified Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Pass and above					
Pass+					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Pass and above					
Pass+					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Pass and above					
Pass+					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>ISTEP+</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Pass and above	100	100	95	96	93
Pass+	63	54	48	39	57
Number of students tested	30	37	44	46	44
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Pass and above	0	0	88	93	81
Pass+	0	0	53	20	44
Number of students tested	0	0	17	15	16
<b>2. Students receiving Special Education</b>					
Pass and above					
Pass+					
Number of students tested	0	0	0	0	0
<b>3. English Language Learner Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>5. African- American Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>6. Asian Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Pass and above					
Pass+					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>9. White Students</b>					
Pass and above	100	100	95	98	95
Pass+	62	54	46	41	58
Number of students tested	29	35	41	44	40
<b>10. Two or More Races identified Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Pass and above					
Pass+					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Pass and above					
Pass+					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Pass and above					
Pass+					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>ISTEP+</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Pass and above	97	100	100	100	92
Pass+	18	21	31	29	22
Number of students tested	34	39	32	28	51
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Pass and above	90	100	0	0	84
Pass+	0	20	0	0	16
Number of students tested	10	10	0	0	19
<b>2. Students receiving Special Education</b>					
Pass and above	0	100	0	0	75
Pass+	0	9	0	0	0
Number of students tested	0	11	0	0	12
<b>3. English Language Learner Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>5. African- American Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>6. Asian Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Pass and above					
Pass+					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>9. White Students</b>					
Pass and above	97	100	100	100	91
Pass+	16	19	32	31	19
Number of students tested	32	37	31	26	47
<b>10. Two or More Races identified Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Pass and above					
Pass+					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Pass and above					
Pass+					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Pass and above					
Pass+					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>ISTEP+</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Pass and above	98	97	100	98	86
Pass+	24	39	37	30	27
Number of students tested	45	31	35	46	49
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Pass and above	0	100	0	100	71
Pass+	0	36	0	27	12
Number of students tested	0	11	0	15	17
<b>2. Students receiving Special Education</b>					
Pass and above	100	0	0	0	0
Pass+	15	0	0	0	0
Number of students tested	13	0	0	0	0
<b>3. English Language Learner Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>5. African- American Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>6. Asian Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Pass and above					
Pass+					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>9. White Students</b>					
Pass and above	98	97	100	100	88
Pass+	24	40	41	33	27
Number of students tested	42	30	32	42	48
<b>10. Two or More Races identified Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Pass and above					
Pass+					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Pass and above					
Pass+					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Pass and above					
Pass+					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>ISTEP+</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Pass and above	100	97	89	85	86
Pass+	40	41	27	30	39
Number of students tested	30	37	44	46	44
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Pass and above	0	0	82	73	75
Pass+	0	0	6	7	19
Number of students tested	0	0	17	15	16
<b>2. Students receiving Special Education</b>					
Pass and above					
Pass+					
Number of students tested	0	0	0	0	0
<b>3. English Language Learner Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>5. African- American Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>6. Asian Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Pass and above					
Pass+					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>9. White Students</b>					
Pass and above	100	97	90	84	90
Pass+	41	43	24	32	40
Number of students tested	29	35	41	44	40
<b>10. Two or More Races identified Students</b>					
Pass and above					
Pass+					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Pass and above					
Pass+					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Pass and above					
Pass+					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Pass and above					
Pass+					
Number of students tested					

**NOTES:**