

## 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School  
(Check all that apply)

Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Mrs. Rebecca Kain Weddle

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

Martinsville,

Indiana

46151-8734

City

State

Zip Code+4(9 digits total)

County Morgan

State School Code Number\* 1765

Telephone (317) 831-3410

Fax (317) 831-3439

Web site/URL http://msdadmin.scican.net/firecracker E-mail weddle@msdmail.net

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

Principal's Signature \_\_\_\_\_

Name of Superintendent Dr. Ron Furniss

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

District Name Metropolitan School District of Martinsville Tel. (765) 342-6641

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(Superintendent's Signature) \_\_\_\_\_

Name of School Board

President/Chairperson Mr. Kenneth Costin

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## 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 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 has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. 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.
7. 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.
8. 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

### DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ 8 Elementary schools  
 \_\_\_\_\_ 2 Middle schools  
 \_\_\_\_\_ 0 Junior High Schools  
 \_\_\_\_\_ 1 High schools  
 \_\_\_\_\_ 1 Other  
 \_\_\_\_\_ 12 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 5741  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 10029

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

3. Category that best describes the area where the school is located  
 Urban or large central city  
 Suburban school with characteristics typical of an urban are  
 Suburban  
 Small city or town in a rural are  
 Rural
4. \_\_\_\_\_ 18 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	0	0	0	7			0
K	7	14	21	8			0
1	25	25	50	9			0
2	18	27	45	10			0
3	12	21	33	11			0
4	19	16	35	12			0
5	33	25	58	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>242</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 1  | % American Indian or Alaska Native |
| 1  | % Asian or Pacific Islander        |
| 1  | % Black or African American        |
| 2  | % Hispanic or Latino               |
| 95 | % White                            |

**100 % TOTAL**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 7 %

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

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	6
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	11
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	17
<b>( 4 )</b>	Total number of students in the school as of October 1	242
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.07
<b>( 6 )</b>	Amount in row (5) multiplied by 100	7

8. Limited English Proficient students in the school: 1 %
- 1 Total Number Limited English Proficient

Number of languages represented 1

Specify languages: Gujarati

9. Students eligible for free/reduced-priced meals 21 %

Total number students who qualify: 51

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10 %  
26 Total Number of Students Serve

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>        </u> Autism	<u>1</u>	Orthopedic Impairment
<u>        </u> Deafness	<u>        </u>	Other Health Impairment
<u>        </u> Deaf-Blindnes	<u>5</u>	Specific Learning Disabilit
<u>1</u> Emotional Disturbanc	<u>19</u>	Speech or Language Impairment
<u>        </u> Hearing Impairment	<u>        </u>	Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>        </u>	Visual Impairment Including Blindness
<u>        </u> Multiple Disabilities	<u>        </u>	

11. Indicate number of full time and part time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>12</u>	<u>0</u>
Special resource teachers/specialist	<u>3</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support Staff	<u>20</u>	<u>0</u>
Total number	<u>36</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of 20 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	97 %	97 %	97 %
Daily teacher attendance	95 %	94 %	95 %	93 %	95 %
Teacher turnover rate	0 %	0 %	1 %	0 %	1 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

The daily teacher attendance includes maternity, medical, and family sickness leaves. Our teacher turnover rate is actually .07% and was due to a change in music teachers.

## PART III - SUMMARY

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The Centerton School 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. 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. By incorporating the Six Pillars of Character, Centerton develops a social awareness that reflects respect and compassion, and shapes the emotional growth of the student. These qualities are critical components of our commitment. Of primary importance is the realization that learning occurs continuously and is a lifelong process. The Centerton School staff, working as a team with the family and the community, strives to provide our students with the active learning environment necessary to acquire the knowledge and to master the skills necessary for lifelong success.

As one arrives at Centerton School, our marquee states: Centerton School-a school of honor, compassion, dedication, tradition, and excellence. The legacy and integrity of our school embraces this philosophy as an ongoing progression from kindergarten through fifth grade.

Centerton Elementary is comprised of dedicated people who share the responsibility of leadership through its mission and vision. Mrs. Weddle, our principal, welcomes the students each morning as they enter the building and helps them start their day on a positive note. She is constantly moving throughout the building and interacting with parents, students, and staff. Her expectations are clear as is her willingness to help. Our custodial staff is tireless in their quest to maintain our building and keep it bright and clean. They do an outstanding job and clearly take pride in our building and students. Our food service personnel, secretary, nurse, teachers' aides, and other support members do their utmost for our students each and every day. Our librarian has transformed the library into a medieval castle and is even a puppeteer! She uses the puppets to teach good character traits along with library and research skills. Another major contributor to the atmosphere at Centerton is the faculty. Most of our teachers are master teachers who have been at Centerton for many years. They bring a depth of experience and a sense of caring for the community that is unmatched. They also incorporate the latest teaching practices and spend many hours integrating the best of those practices into their classrooms. They are still excited about teaching and care deeply about the students who are entrusted to them. Moreover, the teachers truly enjoy working with each other, and they love working at Centerton School. At the end of each day, all of the teachers share strategies, ask for ideas, encourage each other, or share a funny anecdote. They are truly friends, as well as professional colleagues. Our Parent Teacher Organization is very active and is an integral part of our success. Many parents are in the building on a regular basis to share lunch with their children, celebrate birthdays, help with seasonal parties, go on field trips, or volunteer in the classroom. The students at Centerton School take real pride in their school and in their successes. They know that their 'job' is to learn, and that they are the captains of their own learning teams. Their teams include: teachers, family, coaches, and other community members.

As one moves through the halls of Centerton School one can hear music playing over the intercom, see brightly painted characters on the walls, and view many motivational posters, banners, and numerous examples of student work proudly displayed. More importantly, one can see the interaction of students, parents, and staff. This interaction reflects the atmosphere at Centerton. It is an atmosphere of sharing, reading, singing, listening, painting, helping, applauding, asking, telling, eating, reciting, instructing, and most of all caring.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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

Students in grades 2-5 take a monthly computerized assessment in math and reading based on specific skills and strands at each grade level. This Tungsten Benchmark gives immediate results on each child's progress. Benchmark Review is invaluable to students and teachers. The utilization of these Benchmarks enables teachers to adjust their instruction in order to better serve the educational needs of the child. Students in grades 2-5 are referred to the Intervention Specialist when areas of need are demonstrated. Benchmark results show that students receiving special services score 3% below the general population. Benchmark data also indicates that students on free/reduced lunch score 5% below the general population. Centerton's multi-racial and Hispanic students scored 3% above the white population.

Students in K-1 are given the standardized DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment three times each year to identify students who are at risk for having reading difficulties. Students who are found to be at-risk participate in an ongoing intervention program to improve their reading skills. The progress of these students in this strategic intervention program is monitored monthly. When students meet the target benchmark two times, they are removed from this program. The students then receive intervention in the classroom. Students who do not remain at benchmark mastery can be added at any time. There is no disaggregated data available for DIBELS.

Each grade level gives research-based and standard-driven assessments of the reading series. The building principal reviews these weekly tests to monitor struggling students. Remediation for those struggling students is done through reteaching, spiraling, tutoring with an aide, peer tutoring, resource teacher, and daily review in the classroom.

Centerton School utilizes various assessments in mathematics. Some standard-based assessments that are used include Daily Oral Math, Problem of the Day, Drops in a Bucket, and the Scott Foresman Intervention books. Students are given timed tests to assess mastery of the basic facts on a daily basis. Chapter tests, spiral review and test prep, and Checkpoint pages give teachers additional tools for assessment.

ISTEP+ stands for Indiana Statewide Testing for Educational Progress-Plus and is an annual testing regimen designed by the Indiana Department of Education to encourage students to master basic language and math skills. All students in grades 3-5 take the ISTEP+. ISTEP+ subgroups are rarely applicable due to a small student population. Performance levels for the ISTEP+ are Pass, Pass+, and Did Not Pass. The disaggregated data for Centerton can be accessed at <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=6341>.

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

Our corporation provides professional development days throughout the school year, which allows teachers to discuss and disaggregate data from standardized tests. Tungsten Benchmark, DIBELS, and Indiana Statewide Testing for Educational Progress (ISTEP+) are the tests that provide valuable data.

By using the Tungsten Benchmark, DIBELS data, and ISTEP+ results, the school realigns and adjusts the district scope and sequence to ensure that heavily weighted skills are introduced, reinforced, mastered, and enriched at the appropriate time and grade level. This results in improving student achievement in these areas and promoting a strong commitment to provide the best instruction for children.

The teachers meet on a monthly basis to collaborate and target specific skills. Based on the data provided by testing, the teachers may use different strategies to improve the performance of those not meeting the state standards or specific skills. They may utilize small group instruction, re-teaching specific skills, or using other forms of intervention as needed. Teachers may use the resource teacher for a conference to provide a General Education Intervention. At this time, a student may be scheduled for an intervention aide, or assigned appropriate time with a prime time aide or peer tutor.

Parent volunteers, grandparents, high school students, and student teachers provide valuable student tutoring services. The family service coordinator is the liaison between school and family who works to eliminate barriers to the learning process.

### **3. Communicating Assessment Results:**

The Centerton Elementary School staff constantly communicates high expectations and a belief in the value of outstanding student performance. Students, parents, and the community are frequently made aware of the high level of student performance through a variety of communication methods.

Utilizing the Benchmark Assessment results, students monitor their progress by graphing the data to understand the significance of the scores. Teachers use this information to review the skills with students. With the understanding of set goals and objectives, students are awarded incentives for Rocket Reader and Accelerated Reader. At the culmination of each nine weeks' grading period, the student body meets to celebrate students who have earned Perfect Attendance, Honor Roll, and BUG Club (Bring Up Grades). The faculty, student body, and parents jointly participate in a celebration of Centerton's ISTEP+ results to acknowledge the importance of hard work and its correlation to success. We not only want the students to strive for excellence in learning, but also to acquire the skills needed for becoming productive citizens. Our Character Counts program rewards students who model good citizenship traits.

Parents may utilize the school website at any time to check their child's grades as well as the results of the state test. Parent letters with information about the Benchmark Assessment, ISTEP+, and other assessments are sent home. Midterms, report cards, and class-specific newsletters are sent to parents at least once during each grading period. Letters concerning skills assessments are sent home to parents of younger students. These letters may either reward excellence, or alert parents of at-risk students. Parent/teacher conferences are used for a more in-depth discussion on the assessment information.

Centerton School is proud to share information about student performance with the community. Our PTO Board has taken an active role in supporting our efforts to reward outstanding student performance with an ice-cream social, field trips, and other special events. Our assessment data is shared on-line, with other schools in the district, school board members, and state and local newspapers. Our community profile has information specific to Centerton School's outstanding reputation and is shared with local businesses.

### **4. Sharing Success:**

Whether within our district, across the state, or throughout the nation, Centerton Elementary is always eager to share our many successes with colleagues.

Centerton Elementary teachers participate in monthly MSD of Martinsville curriculum meetings to discuss content and best-teaching practices. School newsletters are available to other elementary schools within the district, and are, yet, another means of strategy-sharing. Teachers often use school email to ask for, or to provide assistance on curriculum development. Additionally, grade-level meetings offer teachers an opportunity to demonstrate their cutting-edge techniques three times each school year. At weekly principal meetings, our administrators communicate leadership ideas that promote the success and well-being of their students.

Martinsville's Channel 15, a student-run cable program, highlights the exciting activities of our local schools. Martinsville's radio station, WCBK, along with local and state newspapers, allows Centerton to demonstrate its achievements throughout the mid-state area.

Centerton's website, <http://msdadmin.scican.net/firecrackers/>, as well as the on-line DOE snapshot, <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=6341>, allows schools across the nation to review the great accomplishments of Centerton Elementary.



## **PART V - CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

The core curriculum for all grade levels includes reading, language arts, mathematics, social studies, science, technology, art, music, health, and physical education. The core curriculum is built on the Indiana State Standards. Based on these objectives, teachers work to meet the needs of each individual child. Each year, students are assessed on these standards using the ISTEP+ as well as numerous classroom and school-wide assessments.

Classroom teachers use the state standards in planning integrated units of study throughout the school year. These units of study are enhanced through the use of technology, print and non-print resources in the library and media center, and through Bloom's Taxonomy.

The curriculum is a developmentally appropriate integrated curriculum design for grades K-5, which emphasizes building meaningful content connections for the students. The curriculum has been written to give students the tools to be self-directed learners, complex thinkers, contributors of the community, productive citizens, effective communicators, and quality producers in society.

Teachers use a variety of resource materials to assist each child's growth in reading, writing, and mathematics. The core curriculum has, as its foundation, emphasis on developing basic skills in language arts and math. Centerton teachers emphasize community projects that enable students to become service oriented and become self-directed learners and collaborative workers. Technology serves as a tool for such activities as information processing, simulations, and problem solving. Teachers collect evidence of student growth as part of the assessment plan.

Literacy development, mathematics, and core curriculum units integrate social studies, science and the arts: using reading, writing, and communication tools. All units are aligned with the state standards and guide the instruction.

At Centerton Elementary School we promote national and state standards for visual art education. These standards include art history, critical inquiry into art, aesthetics for appreciating the value of art, art production, art careers and the link between art and the broader community, and the integration of art with other disciplines. Art is essential for a well-rounded education, as it offers students a vehicle for understanding and interpreting the world around them. It enhances the students' creativity and ability to solve complex problems through hands on experiential learning. At Centerton students learn the value of perseverance through challenging personal experiences with art. Finally, art education serves to reinforce the knowledge of math and language arts acquired by students in their regular classroom.

A love for the performing arts is instilled in the children of Centerton Elementary beginning in kindergarten. During a student's career at Centerton, he/she is involved in a minimum of two full scale musical productions where singing, performing on instruments, acting, stage crew, and costume and set design are incorporated into the curriculum. Students begin learning to compose and perform original instrumental and vocal pieces as early as the first grade and students continue to expand on these skills through the fifth grade. The Indiana State Music Standards are not only met, but exceeded, with the opportunities given students at Centerton Elementary.

### **2a. (Elementary Schools) Reading:**

To deliver reading instruction, Centerton uses the Houghton Mifflin Reading series in its K-5th classrooms. The series is divided into reading themes with fiction and non-fiction selections that provide the students a variety of experiences as they progress from 'learning to read' (K-2) to 'reading to learn' (3-5). Aligned to the Indiana State Standards, the series focuses on the five elements of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Our chosen approach offers step-by-step instruction in these reading skills: phonemic awareness/phonics, vocabulary, comprehension, spelling, writing, grammar, informational skills, and reading strategies. Along with these skills, it provides diagnostic tools and assessment. Accelerated Reader and Rocket Reader are utilized to enrich the reading curriculum.

This approach is the foundation for reading success. It delivers effective standards-based instruction in reading. All areas of language arts are integrated into this approach, which gives the teachers the opportunity to use differentiated instruction to meet the needs of all students. While reading instruction is

taking place, daily monitoring of progress enables the teacher to adjust the curriculum by reteaching and altering instruction. It is a tool to connect the content areas, while incorporating technology. Both our chosen approach and textbook choice build skills and success in the area of reading.

### 3. **Additional Curriculum Area:**

Centerton Elementary uses the Scott Foresman/Addison Wesley Mathematics series in grades K-5. This series was adopted in 2004, and is a research-based mathematics program. Addison Wesley/Scott Foresman supports all of the Indiana State Standards which include:

Number Sense  
Computation  
Algebra and Functions  
Geometry  
Measurement  
Problem Solving  
Data Analysis and Probability

Today, more than ever, mathematics is extremely important in daily living. When students complete their educations, they will use mathematics in their work and everyday lives. They may be operating computer equipment, planning timelines and schedules, interpreting data, managing personal and business finances, and completing other problem-solving activities. Our mission, to equip our students with the skills and knowledge for life-long success, is the focus of our mathematical instruction.

In addition to our excellent textbooks, our mathematics program incorporates the following:

Problem of the Day  
Drops in a Bucket (ancillary mathematics resource book)  
Math Bowl  
Daily timed math fact tests  
Operation Math Facts (peer remediation for at-risk students)  
Daily Oral Math  
Benchmark math remediation  
Use of manipulatives  
On-line practice/problem-solving activities

The use of a variety of resources and strategies insures that each student can perform to his/her best ability.

### 4. **Instructional Methods:**

We recognize that children are different. Some respond well to verbal instruction, visual aids, and kinesthetic involvement in their learning. Teachers who know their students' various learning styles are going to be more successful in optimizing learning.

The perceptual pathways to learning are: visual (sight), kinesthetic (body, sensation, motion), and auditory (sound). The three states of consciousness are conscious, subconscious and unconscious. By combining these and other factors, a child can be identified in one of six learning style categories. Connecting perceptual pathways and states of consciousness identifies a learning style.

The learning styles addressed at Centerton School are as follows:

1. Lecture
2. Whole group instruction
3. Small group instruction
4. Individualized instruction
5. Peer tutoring
6. Hands-on techniques
7. Visual and auditory orientation
8. Software-Power Point Presentation

9. Kinesthetic learning
10. Mastery learning
11. Remediation
12. After-school tutoring
13. Six-Traits Writing Process
14. Utilization of Ruby Payne's approach to under-resourced children

#### 5. **Professional Development:**

All professional development is based upon our state standards and goals set at the state, district, and building level. Teachers use professional development for Six Traits workshop to increase the achievement levels of student writing. Our state testing uses the same guidelines and rubrics to evaluate students' writing responses. We have seen a great increase in their achievement levels. This is evident in daily work as well as on ISTEP testing.

Teachers use Tungsten Benchmark each month to test children on specific skills. The staff uses professional development time to disaggregate the data and go into specific strands for each child. Our areas where improvement is needed are in geometry, number sense, and computation. The teachers meet with the intervention aide and provide practice based on weaknesses in the Benchmark scores. We have seen immediate results using the professional days to quickly look at students that are struggling and provide them with the necessary remediation. Students receiving this additional help have improved their Benchmark scores each month.

Staff members have received Ruby Payne training on children of poverty. We are seeing an increase in the number of at-risk students at our school and their need for support. We took professional development time to call and meet with the parents of these students. Discussion at these conferences included the areas where improvement is needed as well as ways to help students at home. Our response was very positive and student achievement has improved because the parent has partnered with us. There is an increase in grades, responsibility with homework, and behavior. A level of understanding and respect is now in place, which has opened up the line of communication between home and school. Positive results in student achievement are evident.

# PART VII - ASSESSMENT RESULTS

Subject Math Grade 5 Test ISTEP+

Edition/Publication Year updated annual Publisher CTB McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Pass and Pass+	95	98	78	96	
% "Exceeding" State Standards					
Pass+	49	32	38	31	
Number of students tested	37	47	45	48	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
1. Free/reduced					
% "Meeting" plus % "Exceeding" State Standard					
Pass and Pass+	90	100			
% "Exceeding" State Standards					
Pass+	10	20			
Number of students tested	10	10			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Pass and Pass+	95	91	98	96	
% "Exceeding" State Standards					
Pass+	30	21	29	10	
Number of students tested	37	47	45	48	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
1. Free/reduced					
% "Meeting" plus % "Exceeding" State Standard					
Pass and Pass+	90	90			
% "Exceeding" State Standards					
Pass+	0	10			
Number of students tested	10	10			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Pass and Pass+	98	94	86	94	
% "Exceeding" State Standards					
Pass+	32	34	8	39	
Number of students tested	59	35	50	51	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
1. Free/reduced					
% "Meeting" plus % "Exceeding" State Standard					
Pass and Pass+	100		83		
% "Exceeding" State Standards					
Pass+	10		8		
Number of students tested	10		12		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Pass and Pass+	98	91	84	94	
% "Exceeding" State Standards					
Pass+	20	29	18	39	
Number of students tested	59	35	50	51	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
1. Free/reduced					
% "Meeting" plus % "Exceeding" State Standard					
Pass and Pass+	100		67		
% "Exceeding" State Standards					
Pass+	0		17		
Number of students tested	10		12		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Pass and Pass+	91	86	97	63	
% "Exceeding" State Standards					
Pass+	3	19	11	2	
Number of students tested	35	57	35	46	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
1. Free/reduced					
% "Meeting" plus % "Exceeding" State Standard					
Pass and Pass+				50	
% "Exceeding" State Standards					
Pass+				0	
Number of students tested				10	
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					



	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Pass and Pass+	97	96	100	91	
% "Exceeding" State Standards					
Pass+	20	33	26	13	
Number of students tested	35	57	35	46	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
1. Free/reduced					
% "Meeting" plus % "Exceeding" State Standard					
Pass and Pass+				90	
% "Exceeding" State Standards					
Pass+				10	
Number of students tested				10	
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					