2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

[X] Public [ ] Private

Cover Sheet

Type of School (Check all that apply)

[X] Elementary [X] MIddle [ ] High [ ] K-12
[ ] Charter [ ] Title I [X] Magnet [ ] Choice

Name of Principal: Ms. Margaret E Higgs
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Rousseau McClellan School 91
(As it should appear in the official records)

School Mailing Address: 5111 Evanston AV
(If address is P.O. Box, also include street address.)

Indianapolis	Indiana	46205-1366
City	State	Zip Code+4(9 digits total)

County: Marion State School Code Number*: 5591

Telephone: (317) 226-4291 Fax: (317) 226-4544

Web site/URL: www.ips.k12.in.us E-mail: higgsm@ips.k12.in.us

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

District Name: Indianapolis Public Schools Tel.: (317) 226-4000

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: Dr. Mary E Busch
(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

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:

49	Elementary schools
9	Middle schools
	Junior High Schools
5	High schools
16	Other
79	TOTAL

2. District Per Pupil Expenditure: 13357

   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

[X] 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. 9 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	**7**	24	15	39
K	35	33	68	**8**	12	15	27
1	32	45	77	**9**			0
2	30	32	62	**10**			0
3	23	32	55	**11**			0
4	27	22	49	**12**			0
5	27	15	42	**Other**			0
6	16	14	30				
TOTAL STUDENTS IN THE APPLYING SCHOOL							449

6. Racial/ethnic composition of the school:

	% American Indian or Alaska Native
	% Asian or Pacific Islander
60	% Black or African American
9	% Hispanic or Latino
31	% 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 yea 8 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	21
(2)	Number of students who transferred from the school after October 1 until the end of the year	17
(3)	Total of all transferred students [sum of rows (1) and (2)]	38
(4)	Total number of students in the school as of October 1	453
(5)	Total transferred students in row (3) divided by total students in row	0.08
(6)	Amount in row (5) multiplied by 100	8

8. Limited English Proficient students in the school: 6 %

25 Total Number Limited English Proficient

Number of languages represented 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals 62 %

Total number students who qualify: 273

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: 27 %

121 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.

29	Autism		Orthopedic Impairment
	Deafness	10	Other Health Impairment
	Deaf-Blindnes	35	Specific Learning Disabilit
3	Emotional Disturbanc	37	Speech or Language Impairment
1	Hearing Impairment		Traumatic Brain Injury
8	Mental Retardation		Visual Impairment Including Blindness
1	Multiple Disabilities		

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

	Number of Staff	
	Full-time	**Part-time**
Administrator(s)	2	
Classroom teachers	22	
Special resource teachers/specialist	6	
Paraprofessionals	30	
Support Staff	16	
Total number	76	0

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 — 20 **: 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	96	%	96	%	97	%	95	%	96	%
Teacher turnover rate	3	%	5	%	6	%	7	%		%
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

PART III - SUMMARY

Rousseau McClellan School 91 is located at 5111 Evanston Avenue in Indianapolis, Indiana. It is one of 49 elementary schools within the Indianapolis Public Schools, the state's largest school district. The school opened in 1925 as a traditional school and became a Montessori magnet in 1986. The transition to a magnet school came at the request of parents seeking the Montessori option to meet their children's learning needs. Over the years, the program has grown from two classrooms to the current 20 classrooms serving grades K-8.

The Rousseau McClellan School 91 student population is a diverse mix of African-American, Caucasian and Hispanic children. As one of three Montessori magnet schools in the district, School 91 is able to draw students from around the city to attend. Our special education students are served in classrooms that follow the inclusion model, although we do house two full-time Autistic classrooms to serve children with severe needs.

At Rousseau McClellan School 91, 'Our mission is to prepare the whole child as a lifelong learner and problem-solver in an ever-changing society by following the Montessori philosophy and method.' The Rousseau McClellan School 91 staff believes we have the responsibility to develop the whole child according to the principles of the Montessori philosophy: physically, socially, emotionally and intellectually within a safe and positive learning environment. We believe that high expectations should be set for all students and staff, and that a variety of strategies, experiences, technologies and assessments are needed to encourage children to develop the skills necessary for lifelong learning.

Along with the Montessori instructional method, the staff uses other creative ways to engage students as learners, relying on research-based strategies including:
Problem Based Learning/Technology
Conflict resolution training
Infusion of multicultural materials into instructional planning

We also understand the importance of maintaining partnerships with parents and community members in order for children to reach their full potential as caring, productive citizens in an ever-changing society. Our school is blessed with many fabulous partnerships. First and foremost, Rousseau McClellan School 91 believes the key to our success is our collaboration with parents. We believe it is critical that parents understand how to extend classroom learning into the home. We publish a weekly newsletter that includes parenting tips and suggestions for how to help children with their reading, writing and math skills. We have a Montessori Parent-Teacher Association that provides presentations by guest speakers and workshops tailored to the Montessori method. Parents are encouraged to visit the building at all times and are provided with many volunteer opportunities once they walk in the door.

Rousseau McClellan School 91 also taps into the expertise of the many higher learning institutions in and around Indianapolis. The school is a professional development site for Butler University and Indiana University-Purdue University at Indianapolis (IUPUI). Both universities teach classes on-site and partner with staff to provide practicum courses and student teaching opportunities. Ball State University, Franklin College and Indiana University education students visit the school to observe Montessori instruction and to see quality urban education in action.

Our surrounding neighborhood is a never-ending source of support. Steak 'n Shake Restaurant, Panera Bread, and The Hartford Insurance are Partners In Education and provide on-going financial and human capital. Each year, the Rousseau McClellan School 91 Silent Auction is eagerly awaited by neighborhood residents who serve as a tremendous source of support.

The staff of Rousseau McClellan School 91 believes every child can be successful. Students are given the opportunities to discover, explore, be challenged, and use problem-solving strategies. These strategies will help the students grow to be independent, self-confident, self-controlled, and responsible citizens of the United States. The staff is proud to be the nurturers of tomorrow's leaders.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Assessment for students at Rousseau McClellan School 91 begins in third grade with the Indiana Statewide Testing for Educational Progress (ISTEP), which is given annually in September. Information on state performance levels can be found at: http://doe.state.in.us/ayp/2006/2006-AYPFactSheet.pdf

We believe the Montessori instructional method is an extremely effective program. This is especially true for students who remain in the program throughout their elementary and middle school careers. ISTEP testing confirms this belief, particularly at the upper-grade levels. Test scores for our middle school students show growth in achievement in all students and -- most heartening -- a decreasing disparity in performance among our subgroups.

Rousseau McClellan School 91 has shown significant improvement in test scores since 2000-2001 when the Average Percent Passing ISTEP at all tested grades in both English/Language Arts and Math was only 57%, while the state average was 65%. The Average Percent Passing ISTEP at all tested grades in both English/Language Arts and Math in the 2007-2008 school year is 82%, while the state average is 73%. The student population is extremely diverse, coming from all socioeconomic backgrounds and several ethnic backgrounds. In the past three years, 60 percent or more of our children qualified for free or reduced-price meals, compared to 48% in the 2002-2003 school year.

Results of the 2007 ISTEP exam show 100% of eighth-grade students qualifying for free or reduced-price meals mastered all English/Language Arts academic standards. Of their paid-meal counterparts, only 87% passed. At the seventh-grade level 93% of the students qualifying for free or reduced-price meals demonstrated mastery, compared to 98% of the paid meal students.
The same test showed 93% of seventh-grade African American students demonstrated mastery on all math academic standards, while Caucasian students demonstrated 95% mastery. Although there were 16 African American students at eighth grade, there were less than 10 white students at grade 8 for comparison purposes.

Based on the 2007-2008 school year achievement scores, students at grades 7 and 8 are ranked as some of the most qualified in the state. In English/Language Arts, the school is ranked 3rd out of 684 schools and grade 8 is ranked 9th out of 460 schools. In Math, grade 7 is ranked 6th and grade 8 is ranked 15th. Many of the students also are scoring in the Pass Plus, or highest, range on the state assessment. In English/Language Arts, 25% of 6th graders, 19% of 7th graders and 15% of 8th graders scored in the Pass Plus range. In Math, 39% of 6th graders, 35% of 7th graders and 15% of 8th graders scored in the Pass Plus range.

The ISTEP results indicate our students are demonstrating consistent improvement and that the educational needs of all subgroups are being met. These test scores represent very high achievement in an urban school that faces many educational challenges.

2. **Using Assessment Results:**

In 2002-2003, the staff reviewed test score data trends and determined our student performance could be rated stagnant, at best. We combed through the data to find academic skills in need of improvement and developed a plan to address the deficits. We dedicated ourselves to ensuring the days of poor student achievement were over!

Staff identified professional development as one area that would improve student performance. We created book clubs, selected readings to review, and began both distance learning and on-site Montessori training. Staff organized an annual summer institute to undergo intensive training and used staff meetings and early student release days for ongoing staff development.

As we dug deeper into the data, we identified academic areas that our subgroups had yet to master and created a plan to increase student achievement in the targeted areas. In reviewing this data, it became clear to each of us that all staff needed to increase our cultural competency. Clearly, our African American students' needs were not being met. We selected five books to read over the course of the next five years, including the one we are reading this year, Learning While Black by Janice E. Hale and V.P. Franklin. We also determined that the free and reduced-price meal population was not achieving as well as the paid

lunch population, prompting us to provide more experiential learning opportunities to our students.

Several members of the staff wrote grants in 2003 to provide assistance in the areas we believed would best affect our stagnant test scores and our subgroup deficits. Math problem solving was our lowest academic area and yet one we as a staff believed was a necessary life skill. The school received a federal magnet grant that focused on Problem Based Learning, Technology and Spanish. We also applied for and were granted the Indiana Department of Education Enhancing Education Through Technology Grant for Science. Staff received on-going professional development through both workshops and in-class modeling to enhance their own skills before instructing the students.

Parents were recruited to assist teachers with tutoring sessions, some held during the school day and others after school. To enhance students' hands-on learning and broaden their knowledge, the school formed a number of clubs, including German, Chess, Karate, Knitting, Boy Scouts and Girl Scouts.

3. **Communicating Assessment Results:**

An important piece of the success at Rousseau McClellan is the communication between school personnel and the students, parents, and community. Teachers have high expectations for students and will accept nothing less than their best work. Students must redo any work that is not acceptable and demonstrate their knowledge of the subject. Students are expected to complete the work for the intrinsic value of the work and not for a reward as no rewards are given in Montessori classrooms.

The staff strongly believes that the school needs parental support in order to be successful. There is open communication between school personnel and the children's guardians. Weekly student academic/behavioral reports, weekly school newsletter, report cards, phone calls, and home visits are all part of the communication network with parents. Connect Ed phone calls are used to communicate to the school community as a whole. Parent participation in Parents InTouch conferences averages about 93%. Parents also have opportunities to conduct individual conferences with teachers and write responses on report cards. An Open House and Class Coffees are also held to share information with parents.

Rousseau McClellan has many visitors to the building from Universities and colleges, business partners in the community, prospective parents, and colleagues within the district. and encourages the community to visit anytime. Staff is competent at discussing the school, its goals and achievement with visitors.

School test results are published in The Indianapolis Star, on the IPS and Indiana Department of Education web sites. Articles including some test score data have appeared in Nuvo Magazine (a free publication) and Indianapolis Woman Monthly.

4. **Sharing Success:**

Rousseau McClellan School 91 shares its successes with many different segments of the community and with schools outside of our own school community. Staffers have visited Montessori sites in Indiana, Ohio and Kentucky to gain insight on how others are using the Montessori instructional method within their public Montessori schools and to share our ideas. We also have hosted staff from other school districts who have come to visit our site. Rousseau McClellan School 91 has been featured in the Indianapolis Star newspaper, NUVO Newsweekly newspaper, Indianapolis Woman magazine and on local television newscasts for our efforts to provide students with a first-class education. In April 2006 several staff members presented a session at the National Magnet Conference in Omaha, Nebraska, which featured our students presenting a webcast from their classroom. Students have presented their Problem Based Learning projects throughout the city, including at the Children's Museum of Indianapolis and at the popular Glendale Mall. Students have presented their science projects at statewide professional development conferences on Science.

Rousseau McClellan School 91 is involved with the Indiana School Achievement Institute (InSAI) to develop a school improvement plan that meets NCLB guidelines. We work with a cadre of schools districtwide that share ideas and successes with each other.

Internally, teachers share at grade level meetings, staff meetings, and at InSAI sharing sessions. These meetings are held weekly and monthly. Everyone is welcome to share what has worked well in his or her classroom.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The basic principles of the Montessori Philosophy, as developed by Dr. Maria Montessori, address the needs of a child's development with the use of concrete, hands on materials in a sequence that moves toward greater abstraction. The materials invite self-discovery and manipulation and are self-correcting and purposeful. Choice in the selection of these materials leads to self-confidence and independent learning. Children work together in multi-age classrooms which enhance their ability to learn from each other. The Montessori materials are arranged in different areas of the classroom -- sensorial and practical life activities, math, language, and cultural subjects. However, these subjects are presented in an integrated fashion so that the child may see the natural relationships between them.

The Montessori language program begins with the prepared environment. The open, decentralized design encourages children to talk to one another, to work together, and to practice speaking and listening skills. The language lessons, group meetings, and concrete materials are designed to develop skills in all areas of language arts. A literature-based reading program provides the framework for the development of those skills necessary for reading and interpreting print.

Montessori math and geometry materials are designed to enable the child to discover mathematical patterns, shapes, and number relationships through the exploration of a sequence of concrete objects. The initial focus of the lessons is on the process rather than the product of the activity. This discovery approach helps the child to develop an attitude of inquiry and it strengthens the powers of logical thinking and problem solving which are prerequisites for abstract math work.

The cultural subjects include history, physical and life sciences, and geography. The history curriculum begins with the study of time and its representation. The children learn how to create and use timelines as they study various cultures, both ancient and modern. As children study the history of life on earth, they are also introduced to map work and land/water formations. The science curriculum begins in the primary grades with the development and classification of plants and animals.

The program values the practice of isolation of difficulty in presenting and evaluating any given activity. The teacher presents skills such as penmanship, grammar and spelling in isolation, so as not to confuse or overwhelm the child. When a child creates an original piece of writing the teacher will only evaluate the piece on its content. Later, penmanship and spelling errors will be specifically addressed during the penmanship and spelling exercises. As children move into the intermediate grades, they are expected to combine those skills into a finished product, rather than concentrating on one skill at a time. As children freely choose a task (work) and through self-correcting activities find success, so is their confidence in learning increased. They are drawn to choose more and more challenging activities that lead to mastery of skills.

Students receive Physical Education, Art and Music from licensed specialists. These teachers work with classroom teachers to incorporate the academic focus into their special area classes. The students are working on 'Cultures Around the World' for our school wide Spring program utilizing a cross-curricular focus. From grade four (4) on, students receive Spanish instruction either through distance learning or classroom instruction from licensed specialists.

In 2004-2005 staff aligned instructional strategies and materials with the Indiana State Standards to confirm we were teaching all standards. During the 2006-2007 school year staff developed a Montessori Pacing Guide to ensure that we were on target teaching the necessary skills by semester. In some instances we discerned that certain skills were not being taught as in depth as needed and discussed other ways to teach these skills. Staff reviewed ISTEP scores and determined the teachers whose students were successful with those skills and discussed with them the methods they were using to instruct these skills.

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

Dr. Montessori recognized that children as young as two had an interest in written letters. She observed that writing usually preceded reading. Children in Montessori classrooms write stories with movable alphabet long before they can read. Teachers at kindergarten immerse children in print. Students have curious minds and active imaginations that are encouraged.

An important aspect of any Elementary Language Arts Curriculum involves teaching children to understand and identify the elements of literature. Staff teaches Reading as an integrated process which includes language experience, interrelated skills, whole language activities, and phonetic instruction. At the early grade levels, Reading is based on the cultural subjects of history, physical and life sciences, and geography. Trade books at varying reading levels are utilized as the basis for instruction in other areas of the curriculum.

In the intermediate and middle school levels students read novels that they share through small group student led literature circles. Students go through the writing process and use these same literature groups for writing circles.

3. **Additional Curriculum Area:**

An additional area of curriculum offered at Rousseau McClellan is Spanish for students in grades four (4) through eight (8). Intermediate students are taught by a licensed teacher through distance learning classes twice a week. These students join students from 2 other schools for interactive learning sessions. Students learn about the culture, the customs and language. A licensed teacher instructs the middle school students within the classroom setting on a daily basis. Students work on language, the structure of language and conversational skills such that they can hold a three (3) minute conversation. Students are learning basic Spanish grammar. verb conjugation and sentence structure. They complete projects on different countries, learning about different Hispanic cultures in recognition of the diversity within the Hispanic culture itself.

4. **Instructional Methods:**

Dr. Montessori developed her method of instruction in a different era when technology was not an integral part of daily life. Acknowldeging the global society in which we live, staff believe that Dr. Montessori would see technology as integral to the students process of learning. In looking at the school NCA goal of improving problem solving, we researched methods that would be compatible with the Montessori Philsophy and improve our students higher level thinking and problem solving. We believed that Problem Based Learning with a strong emphasis on technology was one method that would have a cross-curricular focus and would bring our students into a greater awareness of the world in which they would soon compete.

The Federal Magnet Grant assisted us in obtaining technology and staff training (teachers and assistants) over the three (3) years the school received grant money. There is a one to one ratio of laptop per student in grades 6-8, two (2) to one ratio per student in grades 1-5 and a three (3) to one ratio in kindergarten. Technology is fully integrated within the classroom and is not an add-on to the instruction. Students use a wireless environment regularly for research on the internet. By the intermediate grades they are capable of creating multimedia presentations using Keynote, IPhoto, IMovie, Garage Band, and Word, They move into podcasts, webcasts, creating web pages and spreadsheets in middle school.

5. **Professional Development:**

Staff at Rousseau McClellan believes that on-going professional development is the key to staff maintaining and improving their own skills so that they do not become stagnant in their instruction and knowledge. The world we live in is changing so rapidly that we must regularly revisit our own view of it and make sure that we are able to teach what the adults of the tomorrow need now.

Staff participates in book clubs, select readings to review, and complete both distance learning and on-site Montessori training. Staff organizes and attends an annual summer institute to undergo intensive training in different areas such as Montessori instruction, PBL, Technology, and Cultural Competence. Staff meetings and early student release days are utilized on a regular basis for staff development. Staff attend state and national conferences in their curricular areas.

The impact that our own staff development has had on the students is clearly shown by our school test scores rising from 57% to 82% in ISTEP passing percentage over the past 6 years. Staff has gained confidence in their ability to teach technology, has improved their delivery of Montessori instruction, are aware of and understand more about different cultures, and provide more opportunities for problem solving for their students.

Proactively thinking about next year's professional development, we are planning to read 'The World is Flat' by Thomas L. Friedman. We want to spark discussions and future research by reading his book. Understanding the world our students will live in is important so that we are certain we are educating them for success in that world.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 3 Test ISTEP

Edition/Publication Year 2005-2008 Publisher

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	September
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards		55	60		
% "Exceeding" State Standards		10	6		
Number of students tested		49	53		
Percent of total students tested		100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Female					
% "Meeting" plus % "Exceeding" State Standard		76	52		
% "Exceeding" State Standards		0	13		
Number of students tested		21	23		
2. Male					
% "Meeting" plus % "Exceeding" State Standard		39	67		
% "Exceeding" State Standards		18	0		
Number of students tested		28	30		
3. African-American					
% "Meeting" plus % "Exceeding" State Standard		52	52		
% "Exceeding" State Standards		3	0		
Number of students tested		31	27		
4. White					
% "Meeting" plus % "Exceeding" State Standard		64	71		
% "Exceeding" State Standards		36	14		
Number of students tested		11	21		

Subject Math Grade 4 Test ISTEP

Edition/Publication Year 2005-2008 Publisher

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month		September	September		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards		69	70		
% "Exceeding" State Standards		8	14		
Number of students tested		49	44		
Percent of total students tested		100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Female					
% "Meeting" plus % "Exceeding" State Standard		79	71		
% "Exceeding" State Standards		0	5		
Number of students tested		19	21		
2. Male					
% "Meeting" plus % "Exceeding" State Standard		63	70		
% "Exceeding" State Standards		13	22		
Number of students tested		30	23		
3. African-American					
% "Meeting" plus % "Exceeding" State Standard		69	74		
% "Exceeding" State Standards		0	5		
Number of students tested		26			
4. White					
% "Meeting" plus % "Exceeding" State Standard		74	70		
% "Exceeding" State Standards		16	20		
Number of students tested		19	21		

Subject Math Grade 5 Test ISTEP

Edition/Publication Year 2005-2008 Publisher

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month		September	September		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards		70	68		
% "Exceeding" State Standards		18	19		
Number of students tested		33	47		
Percent of total students tested		100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Female					
% "Meeting" plus % "Exceeding" State Standard		64	70		
% "Exceeding" State Standards		21	10		
Number of students tested		14	20		
2. Male					
% "Meeting" plus % "Exceeding" State Standard		74	67		
% "Exceeding" State Standards		16	26		
Number of students tested		19	27		
3. African-American					
% "Meeting" plus % "Exceeding" State Standard		80	76		
% "Exceeding" State Standards		0	5		
Number of students tested		15			
4. White					
% "Meeting" plus % "Exceeding" State Standard		63	58		
% "Exceeding" State Standards		31	33		
Number of students tested		16	24		

Subject Math Grade 6 Test ISTEP

Edition/Publication Year 2005-2008 Publisher

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month		September	September		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards		64	66		
% "Exceeding" State Standards		30	23		
Number of students tested		47	35		
Percent of total students tested		100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Female					
% "Meeting" plus % "Exceeding" State Standard		80	70		
% "Exceeding" State Standards		10	15		
Number of students tested		20	20		
2. Male					
% "Meeting" plus % "Exceeding" State Standard		52	60		
% "Exceeding" State Standards		44	33		
Number of students tested		27	15		
3. African-American					
% "Meeting" plus % "Exceeding" State Standard		87	75		
% "Exceeding" State Standards		4	5		
Number of students tested		23			
4. White					
% "Meeting" plus % "Exceeding" State Standard		36	54		
% "Exceeding" State Standards		59	46		
Number of students tested		22	13		

Subject Math Grade 7 Test ISTEP

Edition/Publication Year 2005-2008 Publisher

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month		September	September		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards		66	32		
% "Exceeding" State Standards		31	61		
Number of students tested		29	28		
Percent of total students tested		100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Female					
% "Meeting" plus % "Exceeding" State Standard		65	50		
% "Exceeding" State Standards		35	42		
Number of students tested		17	12		
2. Male					
% "Meeting" plus % "Exceeding" State Standard		67	19		
% "Exceeding" State Standards		25	75		
Number of students tested		12	16		
3. African-American					
% "Meeting" plus % "Exceeding" State Standard		78	64		
% "Exceeding" State Standards		17	18		
Number of students tested		18			
4. White					
% "Meeting" plus % "Exceeding" State Standard		50	0		
% "Exceeding" State Standards		50	100		
Number of students tested		10	12		

Subject Math Grade 8 Test ISTEP

Edition/Publication Year 2005-2008 Publisher

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month		September	September		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards		32	59		
% "Exceeding" State Standards		56	32		
Number of students tested		25	22		
Percent of total students tested		100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Female					
% "Meeting" plus % "Exceeding" State Standard		45	50		
% "Exceeding" State Standards		36	33		
Number of students tested		11	12		
2. Male					
% "Meeting" plus % "Exceeding" State Standard		21	70		
% "Exceeding" State Standards		71	30		
Number of students tested		14	10		
3. African-American					
% "Meeting" plus % "Exceeding" State Standard		0	73		
% "Exceeding" State Standards		0	9		
Number of students tested		9			
4. White					
% "Meeting" plus % "Exceeding" State Standard		0	50		
% "Exceeding" State Standards		100	50		
Number of students tested		12	10		

Subject Reading (ELA) Grade 3 Test ISTEP

Edition/Publication Year 2005-2008 Publisher

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month		September	September		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards		55	53		
% "Exceeding" State Standards		10	13		
Number of students tested		49	53		
Percent of total students tested		100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Female					
% "Meeting" plus % "Exceeding" State Standard		62	52		
% "Exceeding" State Standards		10	17		
Number of students tested		21	23		
2. Male					
% "Meeting" plus % "Exceeding" State Standard		50	53		
% "Exceeding" State Standards		11	10		
Number of students tested		28	30		
3. African-American					
% "Meeting" plus % "Exceeding" State Standard		55	52		
% "Exceeding" State Standards		3	0		
Number of students tested		31			
4. White					
% "Meeting" plus % "Exceeding" State Standard		64	57		
% "Exceeding" State Standards		36	29		
Number of students tested		11	21		

Subject Reading (ELA) Grade 4 Test ISTEP

Edition/Publication Year 2005-2008 Publisher

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month		September	September		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards		67	66		
% "Exceeding" State Standards		10	18		
Number of students tested		49	44		
Percent of total students tested		100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Female					
% "Meeting" plus % "Exceeding" State Standard		79	71		
% "Exceeding" State Standards		11	19		
Number of students tested		19	21		
2. Male					
% "Meeting" plus % "Exceeding" State Standard		60	61		
% "Exceeding" State Standards		10	17		
Number of students tested		30	23		
3. African-American					
% "Meeting" plus % "Exceeding" State Standard		65	63		
% "Exceeding" State Standards		4	16		
Number of students tested		26			
4. White					
% "Meeting" plus % "Exceeding" State Standard		79	70		
% "Exceeding" State Standards		16	20		
Number of students tested		19	20		

Subject Reading (ELA) Grade 5 Test ISTEP

Edition/Publication Year 2005-2008 Publisher

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month		September	September		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards		73	68		
% "Exceeding" State Standards		15	15		
Number of students tested		33	47		
Percent of total students tested		100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Female					
% "Meeting" plus % "Exceeding" State Standard		79	65		
% "Exceeding" State Standards		14	15		
Number of students tested		14	20		
2. Male					
% "Meeting" plus % "Exceeding" State Standard		68	70		
% "Exceeding" State Standards		16	15		
Number of students tested		19	27		
3. African-American					
% "Meeting" plus % "Exceeding" State Standard		67	67		
% "Exceeding" State Standards		7	10		
Number of students tested		15			
4. White					
% "Meeting" plus % "Exceeding" State Standard		75	71		
% "Exceeding" State Standards		25	21		
Number of students tested		16	24		

Subject Reading (ELA) Grade 6 Test ISTEP

Edition/Publication Year 2005-2008 Publisher

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month		September	September		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards		74	57		
% "Exceeding" State Standards		11	26		
Number of students tested		47	35		
Percent of total students tested		100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Female					
% "Meeting" plus % "Exceeding" State Standard		85	55		
% "Exceeding" State Standards		5	30		
Number of students tested		20	20		
2. Male					
% "Meeting" plus % "Exceeding" State Standard		67	60		
% "Exceeding" State Standards		15	20		
Number of students tested		27	15		
3. African-American					
% "Meeting" plus % "Exceeding" State Standard		83	60		
% "Exceeding" State Standards		0	10		
Number of students tested		23			
4. w					
% "Meeting" plus % "Exceeding" State Standard		64	54		
% "Exceeding" State Standards		23	46		
Number of students tested		22	13		

Subject Reading (ELA) Grade 7 Test ISTEP

Edition/Publication Year 2005-2008 Publisher

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month		September	September		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards		83	68		
% "Exceeding" State Standards		7	21		
Number of students tested		29	28		
Percent of total students tested		100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Female					
% "Meeting" plus % "Exceeding" State Standard		82	67		
% "Exceeding" State Standards		12	17		
Number of students tested		17	12		
2. Male					
% "Meeting" plus % "Exceeding" State Standard		83	69		
% "Exceeding" State Standards		0	25		
Number of students tested		12	16		
3. African-American					
% "Meeting" plus % "Exceeding" State Standard		83	73		
% "Exceeding" State Standards		0	0		
Number of students tested		18			
4. White					
% "Meeting" plus % "Exceeding" State Standard		80	58		
% "Exceeding" State Standards		20	42		
Number of students tested		10	12		

Subject Reading (ELA) Grade 8 Test ISTEP

Edition/Publication Year 2005-2008 Publisher

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month		September	September		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards		52	68		
% "Exceeding" State Standards		28	14		
Number of students tested		25	22		
Percent of total students tested		100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Female					
% "Meeting" plus % "Exceeding" State Standard		36	58		
% "Exceeding" State Standards		27	17		
Number of students tested		11	12		
2. Male					
% "Meeting" plus % "Exceeding" State Standard		64	80		
% "Exceeding" State Standards		29	10		
Number of students tested		14	10		
3. African-American					
% "Meeting" plus % "Exceeding" State Standard		0	82		
% "Exceeding" State Standards		0	0		
Number of students tested		9			
4. White					
% "Meeting" plus % "Exceeding" State Standard		50	50		
% "Exceeding" State Standards		50	30		
Number of students tested		12	10		