

# 2005-2006 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

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

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

School Mailing Address 518 Speed Road  
(If address is P.O. Box, also include street address)

Milltown Indiana 47145-0518  
City State Zip Code+4 (9 digits total)

County Crawford State School Code Number\* 1065

Telephone ( 812 ) 633-4335 Fax ( 812 ) 633-4336

Website/URL http://www.cccs.k12.in.us/Milltown%20Website/Welcome%20Page/Welcome%20Page.html

E-mail tgeltmaker@cccs.k12.in.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent Dr. Mark Eastridge  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Crawford County Tel. ( 812 ) 365-2135

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

Name of School Board  
President/Chairperson Mr. Tim Jellison  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

## PART I - ELIGIBILITY CERTIFICATION

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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 with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2005-2006 school year.
3. If the school includes grades 7 or higher, it has 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the 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

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:       5   Elementary schools  
    Middle schools  
   1   Junior high schools  
   1   High schools  
    Other  
  
   7   TOTAL
2. District Per Pupil Expenditure:      \$9,400    
  
     Average State Per Pupil Expenditure:  \$9,600

**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 area  
 Suburban  
 Small city or town in a rural area  
 Rural
4.   5   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
PreK				7			
K	26	13	39	8			
1	23	16	39	9			
2	15	15	30	10			
3	22	13	35	11			
4	15	14	29	12			
5	18	17	35	Other			
6	15	13	28				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>235</b>

6. Racial/ethnic composition of the students in the school:

<u>  97  </u> % White
<u>    1  </u> % Black or African American
<u>    1  </u> % Hispanic or Latino
<u>    1  </u> % Asian/Pacific Islander
<u>      </u> % American Indian/Alaskan Native
<b>100% Total</b>

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:   20   %

[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 <i>to</i> the school after October 1 until the end of the year.	<b>29</b>
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	<b>17</b>
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	<b>46</b>
<b>(4)</b>	Total number of students in the school as of October 1	<b>235</b>
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	<b>.195</b>
<b>(6)</b>	Amount in row (5) multiplied by 100	<b>19.5</b>

8. Limited English Proficient students in the school:   0   %  
    0   Total Number Limited English Proficient

Number of languages represented:   0    
Specify languages:

9. Students eligible for free/reduced-priced meals:   59   %

Total number students who qualify:   138  

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: 14 %  
34 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>3</u> Autism                   | <u>    </u> Orthopedic Impairment                 |
| <u>    </u> Deafness              | <u>1</u> Other Health Impaired                    |
| <u>    </u> Deaf-Blindness        | <u>7</u> Specific Learning Disability             |
| <u>1</u> Emotional Disturbance    | <u>12</u> Speech or Language Impairment           |
| <u>1</u> Hearing Impairment       | <u>    </u> Traumatic Brain Injury                |
| <u>9</u> Mental Retardation       | <u>    </u> Visual Impairment Including Blindness |
| <u>    </u> Multiple Disabilities |   |

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>    </u>
Classroom teachers	<u>12</u>	<u>1</u>
Special resource teachers/specialists	<u>2</u>	<u>    </u>
Paraprofessionals	<u>5</u>	<u>2</u>
Support staff	<u>5</u>	<u>1</u>
Total number	<u>25</u>	<u>4</u>

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

13. Show the attendance patterns of teachers and students as a percentage. 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 between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	96%	96%	96%	96%
Daily teacher attendance	93%	97%	97%	96%	95%
Teacher turnover rate	7%	7%	11%	7%	0%
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

## PART III – SUMMARY

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Milltown Elementary is proud to be nominated as a Blue Ribbon School in both categories.

**The mission of Milltown Elementary School is to ensure a safe environment, provide quality education, and encourage all students to become productive citizens.**

The school is located in rural northeastern Crawford County. Milltown Elementary, despite being in one of the most impoverished counties in the state with the highest state-wide rate of students under the age of 18 living in poverty, has continuously proven that economic challenges do not limit success. Milltown's ISTEP+ scores rank in the top seven percent of the state. The extremely dedicated, motivated, and compassionate staff ensures that every child's individual academic needs are met.

Milltown Elementary was established in 1976 when Crawford County consolidated grades seven through twelve into a junior/senior high school. The original brick building was built in 1923, and rebuilt in 1935 after a fire. In 1955, a separate building was constructed to include classrooms and a gym. The brick building was torn down in 1997, and the gymnasium building was remodeled to include more classrooms for grades K-6, lunchroom facilities, and administrative space. Renovation also provided the opportunity to enhance technology.

Milltown Elementary educates an average of 242 students, and provides the only K-6 Moderately Mentally Handicapped classroom in the corporation. Fourteen percent of our student body has identified disabilities, while 59% are from disadvantaged backgrounds. Thirty-six percent of our students qualify for Title I services. Lacking local employment opportunities, Milltown's mobility rate averages 20-23%.

Milltown Elementary has set a tradition of high expectation for staff and the student body. Milltown's teachers, staff, students, and limited support staff work as a team, meeting the needs of all students. Through constant adjustment and accommodation, staff and faculty diligently strive to improve curriculum to ensure state and national standards are mastered or exceeded. Benchmarks have been created and revised to evaluate student progress on a regular basis. Incentive programs for students have been implemented to improve attendance and academics. Remediation and individual plans are implemented to ensure student success.

A major component of Milltown's success is open communication and cooperation among faculty, staff, parents, and the community. Parents regularly volunteer in the classroom, helping with field trips, social events, and extra-curricular activities.

Professional development training and educational research is an on-going process. Numerous professional development opportunities are provided to meet the needs of our staff and students.

# PART IV – INDICATORS OF ACADEMIC SUCCESS

## 1. Interpretation of School Assessment Results

### Summary of Assessment Tools

Website: <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=1065>

In September of 2002, Indiana schools changed from the Indiana Statewide Testing for Educational Progress (ISTEP) to the Indiana Statewide Testing for Educational Progress Plus (ISTEP+). ISTEP+ was created in order to have Indiana’s statewide assessment test be aligned with Indiana State Standards.

Indiana Statewide Testing for Educational Progress Plus (ISTEP+) has received wide praise and recognition from the United States Department of Education as being an excellent standards-based assessment test. All students in grades three through ten take the test in September of each school year.

ISTEP+ measures student mastery levels in language arts, mathematics, and science. Currently, only 5<sup>th</sup> and 7<sup>th</sup> grade students are required to take the test based on science standards. Indiana State standards have been established to ensure that every student in Indiana receives the same quality education.

In the past six years, the principal and staff have reviewed disaggregated data scores from the ISTEP and ISTEP+. Reviewing the data and brainstorming improvement strategies have consistently improved test scores in all grade levels at Milltown Elementary School. The table below demonstrates that hard work by everyone at M.E.S. leads to academic successes.

All students at Milltown Elementary have scored overwhelmingly high results on the ISTEP+ exam despite having **≥50% of M.E.S students participating on the free and reduced lunch program** each year. The tables on Part VII-Assessment Results clearly show how exemplary our students perform on ISTEP+. Milltown Elementary outperforms most schools in our state annually.

### Percentage of Milltown Students Passing Both Language Arts and Math With State Rankings by Grade Level

Year	Grades Tested	State Average	M.E.S. Average	% of Difference	State Ranking (≈1,116 schools)			
					Gr.3	Gr.4	Gr.5	Gr.6
2000	3 and 6	65%	69%	+4%	*N/A	*N/A	*N/A	*N/A
2001	3 and 6	65%	75%	+10%	*N/A	*N/A	*N/A	*N/A
2002	3 and 6	69%	78%	+9%	*N/A	*N/A	*N/A	*N/A
2003	3 and 6	71%	92%	+21%	30	*N/A	*N/A	25
2004	3, 4, 5, 6	72%	92%	+20%	*N/A	47	49	*N/A
2005	3, 4, 5, 6	73%	89%	+16%	296	288	3	43

\*N/A denotes rankings not published in local newspaper

## **2. Using Assessment Results**

Assessment directs instruction, grade level discussions, and professional development.

Based on our school-wide goals, Milltown Elementary has utilized ISTEP+, CTBS, Tera Nova, grade level aligned benchmark tests, and adopted series assessments to measure academic success and to target individual and grade-level strengths and weaknesses. To ensure that “no child is left behind”, teachers align instruction directly with standards and assessment results. Remediation is provided through programs such as Safe Haven tutoring, Title I Reading, CARES After School tutoring, Jump Start summer remediation, and peer-tutoring. Areas of weakness are discussed with parents throughout the year to enlist their help.

Assessment data is constantly analyzed at meetings between the classroom teacher and the teachers in cross grade levels. Teachers coordinate instructional methods and skills needed to improve student achievement. Milltown instructors realize that instructional modification is a continuous process based on data analysis.

Teachers and staff regularly attend professional development based on student needs demonstrated by assessment results.

The principal and teachers take pride in and continuously track students’ progress through the 6th grade. The academic progress of former students is monitored by the staff after students have left Milltown Elementary.

## **3. Communicating Assessment Results**

Student assessment data, performance, achievement, and progress are regularly reported to parents, students, and the community. Report cards are sent home every six weeks and the intermediate grades send mid-term progress reports. Daily progress is communicated through assignment folders, written reports, phone calls, and e-mail. A weekly newsletter is sent to each household with important updated school information.

Families, community members, and the entire school celebrate student success and attendance every six weeks at awards programs. Incentives are awarded to encourage student academic, social, and attendance performance. Students and staff attend pep sessions to celebrate achievement and progress throughout the school year.

Meet the Teacher Night is held during the first few weeks of school. Expectations, rules, and ISTEP+ are discussed as parents are made aware of how they will assist the school with their child’s education.

A handbook that explains school and corporation policies and expectations is discussed with each student and then sent home at the beginning of every school year. Parent/teacher conferences and meetings are scheduled throughout the year to accommodate all parents.

ISTEP+ results are sent home with each student. Parents are given information to help interpret the results. The principal prepares presentations for parent and teacher meetings, PTO and school board meetings, and at administrative meetings to share future goals based on ISTEP+ results. Community and regional newspapers publish assessment results.



## 4. Sharing Success

Milltown Elementary proudly shares accomplishments with its students, parents, community members, other school systems, and at teacher meetings as far away as Japan.

Numerous corporations have sent teachers, staff, and administrators to visit Milltown Elementary to observe our best practices leading to ISTEP+ scores in the top seven percent and for programs such as our Accelerated Class. Principals in our county meet regularly to share successful strategies enabling all of our schools to benefit from the information.

Milltown School has been honored with:

- The School Improvement Award through Indiana School Incentive Awards Program in 1998-1999
- The Top Gainer Award for ISTEP+ Improvement in 2002-03 and 2003-2004
- The Governor's Award for Environmental Excellence in Recycling/Reuse in 2004
- Crawford County Recycling Award 2003-04
- School staff have been invited to the North Central Accreditation Conference to share ideas on Milltown's high performance

Fulfilling all requirements except one tenth of a point in attendance, the staff and parents have set a goal to become a Four Star School in the near future. Milltown has been asked each year to present our achievements and successes at a meeting with the school board members.

Teachers and staff have conducted workshops in subjects that have proven successful with students including:

- Differentiating Instruction
- Starting a school recycling program
- Web site development
- Tucker Signing
- Indiana Writing Initiative
- Muggin's Math
- Ruby Payne Poverty
- Microsoft Office Technology
- Writing prompt committee for the ISTEP+ test in 2005
- Saxon Math Institute
- Hands on Equations
- Autism

Milltown Elementary has a consistently strong and successful athletic program. The students are rewarded not only with trophies and ribbons, but with praise in our local newspapers and school assemblies. Many of the top athletes are also the top academic students.

## PART V – CURRICULUM AND INSTRUCTION

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Indiana State Standards and the needs of our students establish the framework for Milltown’s curriculum. Milltown Elementary teachers recognize the state standards as a minimum requirement and strive to exceed the standards. Committees of teachers organized each grade-level set of Indiana State Standards into six grading-period mastery checklists. These lists are consistently used throughout the building and are monitored by the building principal. An Indiana Department of Education Language Arts consultant worked with county teachers to develop age-appropriate, challenging benchmarks in the areas of Language Arts and writing assessment strategies. A grant to provide full-time Kindergarten classes enables students to be more prepared to meet the challenges of first grade.

Differentiated instruction is incorporated into all classrooms. The Accelerated Program was created and designed to meet the special needs of 4/5/6th grade Gifted and Talented students. The special needs staff continually provides additional support, materials, and time to ensure that “no child is left behind”. Intermediate grades are departmentalized in reading, math, science, and writing to allow instructors to specialize in their area of expertise.

The Four Block literacy program, McGraw Hill Reading series, Indiana Writing Initiative, 6-Traits of Writing, standards-based benchmarks, and Ruby Payne strategies are incorporated into a balanced curriculum providing essential tools for the mastery of language arts standards.

Saxon Math has been utilized in the building for six years. Our test scores have proven Saxon’s “spiraling”, repetitive nature and manipulative-based strategies, combined with additional programs on an individual needs basis, have proven to meet the needs of our students. Standards-based benchmarks strengthen areas of weakness in our adopted text. Many of our teaching staff have been trained to teach Muggin’s Math, Touch Math, and other programs to assist in remediation. Students that have mastered their grade-level math standards are encouraged to move through the required material more quickly and in depth. Our county-wide Math Bowl academic competition emphasizes the importance of math skills and increases school pride.

The Scott Foresman Social Studies series is used throughout the building as a resource. Standards are further reinforced through hands-on project-based activities and field trips. Speakers are invited to address the student body concerning state, local and national issues. Milltown intermediate students have been the county champions for ten years straight in GeoBowl competition. The county academic competition tests student knowledge of Geography facts. Through the use of positive life skills such as integrity, respect, responsibility, and caring, the importance of good citizenship is reinforced daily and at all grade levels. Every grading period a student from each class is honored as a Milltown Excellent Citizen.

The Scott Foresman Science series is incorporated into our curriculum as a resource. Science instruction has been greatly enriched through the Merlin curriculum, provided though a grant from the Lilly Corporation. The standards-based science units in the Merlin Curriculum were initially designed and developed by a professional curriculum writing group with input from staff throughout the county. Teachers perfected and completed the curriculum based on the needs of the students. Science vocabulary lists are aligned at each grade level to ensure proper and consistent coverage of important terms. An outdoor learning lab was constructed on the property in 2004 to provide hands-on science training. The annual, local, and county-wide science fair enables students to showcase scientific processes learned.

Art, music, and physical education are integrated across the curriculum by each classroom teacher. Licensed music and physical education teachers provide organized instruction once a week for all students. All students are encouraged to participate in an annual, school-wide Art and Talent Show. Kindergarten through third grade students participate in the annual “Charlie Brown Olympics” day. Milltown’s athletic department offers fourth through sixth grade students award-winning extracurricular activities such as basketball, track, cross-country, football, cheerleading, and dance which compliment the physical education curriculum and provide opportunities for growth in organization, time management, and self discipline.

## 2. Reading and Writing

Reading instruction is based on a combination of research proven programs and strategies and staff-developed instruction. The school's philosophy is that no single program design sufficiently covers students' reading instructional needs. The following are incorporated into reading instruction:

- The district's adopted reading series, Scott Foresman, was scrutinized for its ability to meet the state standards and to provide a balanced literacy curriculum.
- All K-3 instructors, Title I staff, and selected 4-6 instructors were trained in and use daily, The Four Block literacy program.
- Literacy benchmarks are used as teaching guides and assessment. Benchmarks were aligned to thoroughly cover language arts standards at each grade level. Benchmark tests are given at the end of each grading period and remediation is given as needed.
- All grade levels incorporate the use of quality trade books into their reading instruction. Through an Educate Indiana Grant, each teacher purchased over \$500 worth of trade books for their classroom. Each year a RIF (Reading is Fundamental) Grant is written, and if acquired, is used to purchase books for every child in the building.
- The intermediate grades incorporate a technology-based program called Accelerated Reader to help students increase their reading comprehension through the use of trade books.
- All K-3 students are required to read every night with family members or by themselves.
- Milltown students compete every year in district Academic Bowls. Spell Bowl helps our 4-6 grade students acquire a more extensive vocabulary while Battle of the Books is a reading comprehension competition. Students compete against other student groups from the county.
- Reading incentive programs such as Scholastic Reading and Pizza Hut's Book-It are incorporated throughout the school.
- At Milltown Elementary, a Title I teacher has been trained to teach Reading Recovery.
- Tucker Signing, Title I remediation, and At-Risk tutors help students to be more successful readers.

The ability to communicate clearly and effectively through writing is a priority at Milltown Elementary. The following has been incorporated throughout the building:

- Students write for a variety of purposes every day through journal writing, specific prompts, and in response to math, science, social studies, art and literature.
- Every day, as outlined in the Four Block model, individual and small group writing conferences provide immediate feedback and support to the student.
- Writing benchmarks are used as teaching guides and assessment. Benchmarks were aligned to thoroughly cover writing standards at each grade level. Benchmark tests are given at the end of each grading period and remediation is given as needed.
- Excellent literature is read daily to model appropriate writing examples.
- Milltown's second grade teacher was selected to assist the state in the writing prompt section of the ISTEP+ test this fall. This teacher has been a writing "resource" for all teachers in the building.
- Several Milltown teachers attended The Indiana Writing Initiative and shared the strategies with staff. Writer's Workshops are used throughout the building.
- Starting in first and second grades, "strong language" is stressed daily to improve students' writing ability. Words are brainstormed, posted, and reinforced daily.
- Many aspects of the 6-Traits of Writing program are incorporated in writing instruction.
- Teachers and support staff integrate writing into all academic areas.
- Instruction is constantly being adapted to meet individual student's needs.

### **3. Math**

Milltown staff recognizes the importance of acquiring the necessary math skills needed to be successful as a student and as an adult. Teachers and staff have incorporated the following:

- The last 5 years of test scores have consistently proven that Saxon Math is an excellent vehicle to help students achieve math goals. Direct instruction is supplemented with manipulative usage, cooperative learning groups, math meetings, daily problem solving, and daily review.
- Math vocabulary lists for each grade level ensure that students have knowledge of important terminology.
- Intermediate students can accelerate at their own pace, meeting individual needs.
- Two teachers attended the Saxon Math Institute summer workshop. They shared information at staff meetings which is incorporated into daily instruction.
- Math benchmarks are used as teaching guides and assessment. Benchmarks were aligned to thoroughly cover math standards at each grade level. Benchmark tests are given at the end of each grading period and remediation is given as needed.
- Math Bowl is a countywide academic competition. Milltown 4-6 graders participate each year.

### **4. Instructional Methods**

Milltown Elementary faculty and staff recognize the benefits of students being exposed to multiple teaching strategies to meet the many styles of learning. Teachers incorporate information gained from workshops such as Differentiating Instruction and Multiple Intelligences to meet these individual learning needs. An important element of our success is the emphasis that is placed on mastery learning. The teaching staff believes the State Standards are minimum requirements and set goals for learning that exceed the standards.

Student grouping in the classroom includes cooperative learning, peer tutoring, partnering older students with younger students, and mentoring. Hands-on activities, experiments, learning centers and projects reinforce instruction. Field trips that support the State Standards are planned to expose students to new information and experiences. Overnight field trips provide the opportunity for invaluable life experiences.

The principal incorporates planning time each week to be used by teachers to coordinate instruction strategies with other grade level teachers, align standards, analyze test data, plan curriculum improvements, and for cross-grade collaboration. A professional library is available to all faculty and staff for support materials.

Support staff works with teachers to reinforce and re-teach using programs such as Title I reading and math, Reading Recovery, and At-Risk tutoring. General Education Intervention plans are developed for students needing extra support to master the grade level standards. The teacher and the GEI team meet throughout the year to identify specific areas of need, establish goals, and design activities to encourage continued success.

Daily homework promotes responsibility, as well as practice of skills being taught. Milltown Elementary staff has high expectations for homework participation. Parents are expected to reinforce lessons at home. Rewards and programs have been designed to encourage the completion of homework.

## 5. Professional Development

The staff and administration consider differentiated professional development a key component to improving student learning and achievement. Crawford School Corporation was awarded a Lilly Foundation Grant that provided funds for professional development so that “no child is left behind”. The teaching and support staff has attended research-based professional development that includes:

<b>Curriculum Workshops</b>	<b>Conferences and Conventions</b>	<b>Differentiated Curriculum Training</b>
-Reading Recovery, Fast Gains in Reading Fluency, Literacy Circles, -6-Traits, Barry Lane, Teaching the Craft of Writing, 4-Block, Jim Trelease -Muggins Math, Hands on Equations -Website development and management, Grading programs, Microsoft Office program -Project Learning Tree/Wild, Indiana History Workshop	-Kindergarten, First, and - Second grade, Gifted and Talented Conferences -Indiana Writing Initiative, “Best Practices” -C.L.A.S.S. project with Barb Peterson -Conference of Math teachers, Saxon Math Institute -HASTI Science Conference, Merlin Science Curriculum Indiana Council of Social Studies Teachers -Star Lab Space Exploration	-Ruby Payne- Poverty in the Classroom, ADD/ADHD in the classroom -How to Handle the Hard to Handle Student -Dynamic Indicators of Basic Early Literacy Skills -Differentiation in the Classroom, Inclusion: Showcase for Success, Autism Training, -IDEA (No Child Left Behind – special needs) -Brain Research – Multiple Intelligences -Assessment Data Analysis

Administration monitors individual classrooms to ensure quality implementation. Weekly meetings are used to analyze student work and testing data to determine progress and target weaknesses for instructional modification. All grade levels meet regularly to coordinate instruction. Mentoring is used for all teachers new to our building or a grade level. Faculty is encouraged to observe other school corporations to gain insight into best practices. Milltown teachers have conducted workshops in our county and in other districts. Book studies, benchmark development groups, and beginning/end of year curriculum meetings all contribute to successful teaching in the classroom. A well-educated staff is better prepared to meet student needs ensuring that “no child is left behind”.

# PART VII – ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

**Subject:** Language Arts                      **Grade:** 3

**Test:** Indiana Statewide Testing for Educational Progress (ISTEP+)

**Edition/Publication Year:** Same year as test administered    **Publisher:** CTB/McGraw-Hill

### **What groups were excluded from testing? Why and how were they assessed?**

Moderately Mentally Handicapped children at Milltown Elementary are tested using the Indiana Standards Tool for Alternate Reporting (ISTAR). ISTAR is an individualized assessment aligned with Indiana State Standards and assesses the academic progress of each student and is completed by the teacher.

### **Brief Summary of ISTEP+**

Indiana Statewide Testing for Educational Progress Plus (ISTEP+) has received wide praise and recognition from the United States Department of Education as being an excellent standards-based assessment test. All students in grades 3, 4, 5, 6, 7, 8, 9, and 10 take the test in September of each school year.

ISTEP+ measures student mastery levels in language arts and mathematics. Currently, only 5<sup>th</sup> and 7<sup>th</sup> grade students are required to take an additional test based on science standards.

Third grade students at Milltown Elementary have scored overwhelmingly high results on the ISTEP+ exam despite having **68% of our 3<sup>rd</sup> grade students participating on the free and reduced lunch program** this year. The following tables (3.1 -3.4) clearly show how exemplary our students perform on ISTEP+. Milltown Elementary's 3<sup>rd</sup> grade outperforms most other schools in our state annually.

**Table (3.1) Grade 3 Milltown Elementary / Indiana Language Arts Comparison Table**

<b>School Year</b>	<b>Language Arts Indiana State Avg.</b>	<b>Language Arts Milltown School Avg.</b>	<b>Percentage of Difference</b>
<b>2000-2001</b>	65%	65%	+0%
<b>2001-2002</b>	67%	86%	+19%
<b>2002-2003</b>	73%	79%	+6%
<b>2003-2004</b>	75%	88%	+13%
<b>2004-2005</b>	76%	88%	+12%
<b>2005-2006</b>	76%	76%	+0%

**Table (3.2) 3<sup>rd</sup> Grade Language Arts ISTEP+ Data**

<b>Year</b>	2005-06	2004-05	2003-04	2002-03	2001-02	2000-01
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.	Sept.
<b>SCHOOL SCORES</b>						
% Passing State Standards ( <b>Proficient</b> )	76%	88%	89%	78%	86%	65%
% Pass Plus ( <b>Exemplary</b> )	19%	19%	24%	14%	N/A	N/A
Number of students tested	37	32	34	28	21	26
Percent of total students tested	97%	97%	100%	100%	100%	N/A
Number of students alternatively assessed	1	1	0	0	0	N/A
Percent of students alternatively assessed	3%	3%	0%	0%	0%	N/A
<b>SUBGROUP SCORES</b>						
<b>1. Economically Disadvantaged</b>						
% Passing State Standards ( <b>Proficient</b> )	68%	75%	81%	75%	80%	65%
% Pass Plus ( <b>Exemplary</b> )	12%	6%	6%	8%	N/A	N/A
Number of students tested	25	16	16	12	10	N/A
<b>2. Gender</b>						
a.% Females Passing State Standards ( <b>Proficient</b> )	86%	83%	89%	* N/A	90%	54%
a. % Females Pass Plus ( <b>Exemplary</b> )	33%	18%	24%	* N/A	N/A	N/A
a. Number of female students tested	15	17	17	*9	11	13
b.% Males Passing State Standards ( <b>Proficient</b> )	68%	93%	89%	84%	82%	77%
b. % Males Pass Plus ( <b>Exemplary</b> )	9%	20%	24%	21%	N/A	N/A
b. Number of male students tested	22	15	17	19	10	13
<b>STATE SCORES</b>						
% Passing State Standards ( <b>Proficient</b> )	76%	76%	75%	73%	67%	65%
% Pass Plus ( <b>Exemplary</b> )	12%	12%	13%	10%	N/A	N/A

**\*Denotes insufficient data amount (<10) to be computed.**

## STATE CRITERION-REFERENCED TESTS

**Subject:** Mathematics

**Grade:** 3

**Test:** Indiana Statewide Testing for Educational Progress (ISTEP+)

**Edition/Publication Year:** Same year as test administered **Publisher:** CTB/McGraw-Hill

**What groups were excluded from testing? Why and how were they assessed?**

Moderately Mentally Handicapped children at Milltown Elementary are tested using the Indiana Standards Tool for Alternate Reporting (ISTAR). ISTAR is an individualized assessment aligned with Indiana State Standards and assesses the academic progress of each student and is completed by the teacher.

**Brief Summary of ISTEP+**

Indiana Statewide Testing for Educational Progress Plus (ISTEP+) has received wide praise and recognition from the United States Department of Education as being an excellent standards-based assessment test. All students in grades 3, 4, 5, 6, 7, 8, 9, and 10 take the test in September of each school year.

ISTEP+ measures student mastery levels in language arts and mathematics. Currently, only 5<sup>th</sup> and 7<sup>th</sup> grade students are required to take an additional test based on science standards.

Third grade students at Milltown Elementary have scored overwhelmingly high results on the ISTEP+ exam despite having **68% of our 3<sup>rd</sup> grade students participating on the free and reduced lunch program** this year. The following tables (3.1 -3.4) clearly show how exemplary our students perform on ISTEP+. Milltown Elementary's 3<sup>rd</sup> grade outperforms most other schools in our state annually.

**Table (3.3) Grade 3 Milltown Elementary / Indiana Mathematics Comparison Table**

School Year	Mathematics Indiana State Avg.	Mathematics Milltown School Avg.	Percentage of Difference
2000-2001	71%	54%	-17%
2001-2002	71%	86%	+15%
2002-2003	67%	82%	+15%
2003-2004	72%	97%	+25%
2004-2005	74%	97%	+23%
2005-2006	74%	84%	+10%



**Table (3.4) 3<sup>rd</sup> Grade Mathematics ISTEP+ Data**

<b>Year</b>	2005-06	2004-05	2003-04	2002-03	2001-02	2000-01
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.	Sept.
<b>SCHOOL SCORES</b>						
% Passing State Standards ( <b>Proficient</b> )	84%	97%	97%	82%	86%	54%
% Pass Plus ( <b>Exemplary</b> )	11%	44%	35%	21%	N/A	N/A
Number of students tested	37	32	34	28	21	26
Percent of total students tested	97%	97%	100%	100%	100%	N/A
Number of students alternatively assessed	1	1	0	0	0	N/A
Percent of students alternatively assessed	3%	3%	0%	0%	0%	N/A
<b>SUBGROUP SCORES</b>						
<b>1. Economically Disadvantaged</b>						
% Passing State Standards ( <b>Proficient</b> )	76%	94%	94%	75%	90%	54%
% Pass Plus ( <b>Exemplary</b> )	8%	31%	25%	17%	N/A	N/A
Number of students tested	25	16	16	12	10	N/A
<b>2. Gender</b>						
a.% Females Passing State Standards ( <b>Proficient</b> )	100%	94%	100%	*N/A	73%	54%
a. % Females Pass Plus ( <b>Exemplary</b> )	7%	47%	47%	*N/A	N/A	N/A
a. Number of female students tested	15	17	17	*9	11	13
b.% Males Passing State Standards ( <b>Proficient</b> )	73%	100%	94%	79%	100%	54%
b. % Males Pass Plus ( <b>Exemplary</b> )	14%	40%	24%	32%	N/A	N/A
b. Number of male students tested	22	15	17	19	10	13
<b>STATE SCORES</b>						
% Passing State Standards ( <b>Proficient</b> )	74%	74%	72%	67%	71%	71%
% Pass Plus ( <b>Exemplary</b> )	13%	13%	13%	9%	N/A	N/A

**\*Denotes insufficient data amount (<10) to be computed.**

## STATE CRITERION-REFERENCED TESTS

**Subject:** Language Arts

**Grade:** 4

**Test:** Indiana Statewide Testing for Educational Progress (ISTEP+)

**Edition/Publication Year:** Same year as test administered **Publisher:** CTB/McGraw-Hill

**What groups were excluded from testing? Why and how were they assessed?**

Moderately Mentally Handicapped children at Milltown Elementary are tested using the Indiana Standards Tool for Alternate Reporting (ISTAR). ISTAR is an individualized assessment aligned with Indiana State Standards and assesses the academic progress of each student and is completed by the teacher.

**Brief Summary of ISTEP+**

Indiana Statewide Testing for Educational Progress Plus (ISTEP+) has received wide praise and recognition from the United States Department of Education as being an excellent standards-based assessment test. All students in grades 3, 4, 5, 6, 7, 8, 9, and 10 take the test in September of each school year.

ISTEP+ measures student mastery levels in language arts and mathematics. Currently, only 5<sup>th</sup> and 7<sup>th</sup> grade students are required to take an additional test based on science standards.

Fourth grade students at Milltown Elementary have scored overwhelmingly high results on the ISTEP+ exam despite having **57% of our 4th grade students participating on the free and reduced lunch program** this year. The following tables (4.1 -4.4) clearly show how exemplary our students perform on ISTEP+. Milltown Elementary's 4th grade outperforms most other schools in our state annually.

**Table (4.1) Grade 4 Milltown Elementary / Indiana Language Arts Comparison Table**

School Year	Language Arts Indiana State Avg.	Language Arts Milltown School Avg.	Percentage of Difference
2000-2001	*N/A	*N/A	*N/A
2001-2002	*N/A	*N/A	*N/A
2002-2003	*N/A	*N/A	*N/A
2003-2004	*N/A	*N/A	*N/A
2004-2005	74%	91%	+17%
2005-2006	75%	89%	+14%

\* Denotes ISTEP+ exam not given to 4<sup>th</sup> grade.

**Table (4.2) 4<sup>th</sup> Grade Language Arts ISTEP+ Data**

<b>Year</b>	2005-06	2004-05	2003-04	2002-03	2001-02	2000-01
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.	Sept.
<b>SCHOOL SCORES</b>						
% Passing State Standards ( <b>Proficient</b> )	89%	91%	*N/A	*N/A	*N/A	*N/A
% Pass Plus ( <b>Exemplary</b> )	18%	24%	*N/A	*N/A	*N/A	*N/A
Number of students tested	28	33	*N/A	*N/A	*N/A	*N/A
Percent of total students tested	97%	100%	*N/A	*N/A	*N/A	*N/A
Number of students alternatively assessed	1	0	*N/A	*N/A	*N/A	*N/A
Percent of students alternatively assessed	3%	0%	*N/A	*N/A	*N/A	*N/A
<b>SUBGROUP SCORES</b>						
<b>1. Economically Disadvantaged</b>						
% Passing State Standards ( <b>Proficient</b> )	81%	79%	*N/A	*N/A	*N/A	*N/A
% Pass Plus ( <b>Exemplary</b> )	6%	14%	*N/A	*N/A	*N/A	*N/A
Number of students tested	16	14	*N/A	*N/A	*N/A	*N/A
<b>2. Gender</b>						
a. % Females Passing State Standards ( <b>Proficient</b> )	93%	89%	*N/A	*N/A	*N/A	*N/A
a. % Females Pass Plus ( <b>Exemplary</b> )	21%	39%	*N/A	*N/A	*N/A	*N/A
a. Number of female students tested	14	18	*N/A	*N/A	*N/A	*N/A
b. % Males Passing State Standards ( <b>Proficient</b> )	86%	93%	*N/A	*N/A	*N/A	*N/A
b. % Males Pass Plus ( <b>Exemplary</b> )	14%	7%	*N/A	*N/A	*N/A	*N/A
b. Number of male students tested	14	15	*N/A	*N/A	*N/A	*N/A
<b>STATE SCORES</b>						
% Passing State Standards ( <b>Proficient</b> )	75%	74%	*N/A	*N/A	*N/A	*N/A
% Pass Plus ( <b>Exemplary</b> )	11%	11%	*N/A	*N/A	*N/A	*N/A

\* Denotes years ISTEP+ was not yet created for 4<sup>th</sup> grade.

## STATE CRITERION-REFERENCED TESTS

**Subject:** Mathematics

**Grade:** 4

**Test:** Indiana Statewide Testing for Educational Progress (ISTEP+)

**Edition/Publication Year:** Same year as test administered **Publisher:** CTB/McGraw-Hill

### What groups were excluded from testing? Why and how were they assessed?

Moderately Mentally Handicapped children at Milltown Elementary are tested using the Indiana Standards Tool for Alternate Reporting (ISTAR). ISTAR is an individualized assessment aligned with Indiana State Standards and assesses the academic progress of each student and is completed by the teacher.

### Brief Summary of ISTEP+

Indiana Statewide Testing for Educational Progress Plus (ISTEP+) has received wide praise and recognition from the United States Department of Education as being an excellent standards-based assessment test. All students in grades 3, 4, 5, 6, 7, 8, 9, and 10 take the test in September of each school year.

ISTEP+ measures student mastery levels in language arts and mathematics. Currently, only 5<sup>th</sup> and 7<sup>th</sup> grade students are required to take an additional test based on science standards.

Fourth grade students at Milltown Elementary have scored overwhelmingly high results on the ISTEP+ exam despite having **57% of our 4th grade students participating on the free and reduced lunch program** this year. The following tables (4.1 -4.4) clearly show how exemplary our students perform on ISTEP+. Milltown Elementary's 4th grade outperforms most other schools in our state annually.

**Table (4.3) Grade 4 Milltown Elementary / Indiana Mathematics Comparison Table**

School Year	Mathematics Indiana State Avg.	Mathematics Milltown School Avg.	Percentage of Difference
2000-2001	*N/A	*N/A	*N/A
2001-2002	*N/A	*N/A	*N/A
2002-2003	*N/A	*N/A	*N/A
2003-2004	*N/A	*N/A	*N/A
2004-2005	74%	97%	+23%
2005-2006	76%	86%	+10%

\* Denotes ISTEP+ exam not given to 4<sup>th</sup> grade.

**Table (4.4) 4<sup>th</sup> Grade Mathematics ISTEP+ Data**

<b>Year</b>	2005-06	2004-05	2003-04	2002-03	2001-02	2000-01
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.	Sept.
<b><u>SCHOOL SCORES</u></b>						
% Passing State Standards ( <b>Proficient</b> )	86%	97%	*N/A	*N/A	*N/A	*N/A
% Pass Plus ( <b>Exemplary</b> )	36%	33%	*N/A	*N/A	*N/A	*N/A
Number of students tested	28	33	*N/A	*N/A	*N/A	*N/A
Percent of total students tested	97%	100%	*N/A	*N/A	*N/A	*N/A
Number of students alternatively assessed	1	0	*N/A	*N/A	*N/A	*N/A
Percent of students alternatively assessed	3%	0%	*N/A	*N/A	*N/A	*N/A
<b><u>SUBGROUP SCORES</u></b>						
<b>1. Economically Disadvantaged</b>						
% Passing State Standards ( <b>Proficient</b> )	75%	93%	*N/A	*N/A	*N/A	*N/A
% Pass Plus ( <b>Exemplary</b> )	25%	14%	*N/A	*N/A	*N/A	*N/A
Number of students tested	16	14	*N/A	*N/A	*N/A	*N/A
<b>2. Gender</b>						
a.% Females Passing State Standards ( <b>Proficient</b> )	86%	100%	*N/A	*N/A	*N/A	*N/A
a. % Females Pass Plus ( <b>Exemplary</b> )	43%	33%	*N/A	*N/A	*N/A	*N/A
a. Number of female students tested	14	18	*N/A	*N/A	*N/A	*N/A
b.% Males Passing State Standards ( <b>Proficient</b> )	86%	93%	*N/A	*N/A	*N/A	*N/A
b. % Males Pass Plus ( <b>Exemplary</b> )	29%	33%	*N/A	*N/A	*N/A	*N/A
b. Number of male students tested	14	15	*N/A	*N/A	*N/A	*N/A
<b><u>STATE SCORES</u></b>						
% Passing State Standards ( <b>Proficient</b> )	76%	74%	*N/A	*N/A	*N/A	*N/A
% Pass Plus ( <b>Exemplary</b> )	15%	13%	*N/A	*N/A	*N/A	*N/A

\* Denotes years ISTEP+ was not yet created for 4<sup>th</sup> grade.

## STATE CRITERION-REFERENCED TESTS

**Subject:** Language Arts

**Grade:** 5

**Test:** Indiana Statewide Testing for Educational Progress (ISTEP+)

**Edition/Publication Year:** Same year as test administered **Publisher:** CTB/McGraw-Hill

**What groups were excluded from testing? Why and how were they assessed?**

Moderately Mentally Handicapped children at Milltown Elementary are tested using the Indiana Standards Tool for Alternate Reporting (ISTAR). ISTAR is an individualized assessment aligned with Indiana State Standards and assesses the academic progress of each student and is completed by the teacher.

**Brief Summary of ISTEP+**

Indiana Statewide Testing for Educational Progress Plus (ISTEP+) has received wide praise and recognition from the United States Department of Education as being an excellent standards-based assessment test. All students in grades 3, 4, 5, 6, 7, 8, 9, and 10 take the test in September of each school year.

ISTEP+ measures student mastery levels in language arts and mathematics. Currently, only 5<sup>th</sup> and 7<sup>th</sup> grade students are required to take an additional test based on science standards.

Fifth grade students at Milltown Elementary have scored overwhelmingly high results on the ISTEP+ exam despite having **54% of our 4th grade students participating on the free and reduced lunch program** this year. The following tables (5.1 -5.4) clearly show how exemplary our students perform on ISTEP+. Milltown Elementary's 5<sup>th</sup> grade outperforms most other schools in our state annually.

**Table (5.1) Grade 5 Milltown Elementary / Indiana Language Arts Comparison Table**

School Year	Language Arts Indiana State Avg.	Language Arts Milltown School Avg.	Percentage of Difference
2000-2001	*N/A	*N/A	*N/A
2001-2002	*N/A	*N/A	*N/A
2002-2003	*N/A	*N/A	*N/A
2003-2004	*N/A	*N/A	*N/A
2004-2005	73%	86%	+13%
2005-2006	75%	97%	+22%

\* Denotes ISTEP+ exam not given to 5<sup>th</sup> grade.

**Table (5.2) 5<sup>th</sup> Grade Language Arts ISTEP+ Data**

<b>Year</b>	2005-06	2004-05	2003-04	2002-03	2001-02	2000-01
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.	Sept.
<b>SCHOOL SCORES</b>						
% Passing State Standards ( <b>Proficient</b> )	97%	86%	*N/A	*N/A	*N/A	*N/A
% Pass Plus ( <b>Exemplary</b> )	29%	11%	*N/A	*N/A	*N/A	*N/A
Number of students tested	35	28	*N/A	*N/A	*N/A	*N/A
Percent of total students tested	100%	93%	*N/A	*N/A	*N/A	*N/A
Number of students alternatively assessed	0	2	*N/A	*N/A	*N/A	*N/A
Percent of students alternatively assessed	0%	7%	*N/A	*N/A	*N/A	*N/A
<b>SUBGROUP SCORES</b>						
<b>1. Economically Disadvantaged</b>			*N/A	*N/A	*N/A	*N/A
% Passing State Standards ( <b>Proficient</b> )	95%	67%	*N/A	*N/A	*N/A	*N/A
% Pass Plus ( <b>Exemplary</b> )	16%	8%	*N/A	*N/A	*N/A	*N/A
Number of students tested	19	12	*N/A	*N/A	*N/A	*N/A
<b>2. Gender</b>			*N/A	*N/A	*N/A	*N/A
a.% Females Passing State Standards ( <b>Proficient</b> )	94%	91%	*N/A	*N/A	*N/A	*N/A
a. % Females Pass Plus ( <b>Exemplary</b> )	29%	9%	*N/A	*N/A	*N/A	*N/A
a. Number of female students tested	17	11	*N/A	*N/A	*N/A	*N/A
b.% Males Passing State Standards ( <b>Proficient</b> )	100%	82%	*N/A	*N/A	*N/A	*N/A
b. % Males Pass Plus ( <b>Exemplary</b> )	28%	12%	*N/A	*N/A	*N/A	*N/A
b. Number of male students tested	18	17	*N/A	*N/A	*N/A	*N/A
<b>STATE SCORES</b>						
% Passing State Standards ( <b>Proficient</b> )	75%	73%	*N/A	*N/A	*N/A	*N/A
% Pass Plus ( <b>Exemplary</b> )	9%	9%	*N/A	*N/A	*N/A	*N/A

\* Denotes years ISTEP+ was not yet created for 5<sup>th</sup> grade.

## STATE CRITERION-REFERENCED TESTS

**Subject:** Mathematics

**Grade:** 5

**Test:** Indiana Statewide Testing for Educational Progress (ISTEP+)

**Edition/Publication Year:** Same year as test administered **Publisher:** CTB/McGraw-Hill

**What groups were excluded from testing? Why and how were they assessed?**

Moderately Mentally Handicapped children at Milltown Elementary are tested using the Indiana Standards Tool for Alternate Reporting (ISTAR). ISTAR is an individualized assessment aligned with Indiana State Standards and assesses the academic progress of each student and is completed by the teacher.

**Brief Summary of ISTEP+**

Indiana Statewide Testing for Educational Progress Plus (ISTEP+) has received wide praise and recognition from the United States Department of Education as being an excellent standards-based assessment test. All students in grades 3, 4, 5, 6, 7, 8, 9, and 10 take the test in September of each school year.

ISTEP+ measures student mastery levels in language arts and mathematics. Currently, only 5<sup>th</sup> and 7<sup>th</sup> grade students are required to take an additional test based on science standards.

Fifth grade students at Milltown Elementary have scored overwhelmingly high results on the ISTEP+ exam despite having **54% of our 4th grade students participating on the free and reduced lunch program** this year. The following tables (5.1 -5.4) clearly show how exemplary our students perform on ISTEP+. Milltown Elementary's 5<sup>th</sup> grade outperforms most other schools in our state annually.

**Table (5.3) Grade 5 Milltown Elementary / Indiana Mathematics Comparison Table**

School Year	Mathematics Indiana State Avg.	Mathematics Milltown School Avg.	Percentage of Difference
2000-2001	*N/A	*N/A	*N/A
2001-2002	*N/A	*N/A	*N/A
2002-2003	*N/A	*N/A	*N/A
2003-2004	*N/A	*N/A	*N/A
2004-2005	73%	86%	+13%
2005-2006	77%	97%	+20%

\* Denotes ISTEP+ exam not given to 5<sup>th</sup> grade.



**Table (5.4) 5<sup>th</sup> Grade Mathematics ISTEP+ Data**

<b>Year</b>	2005-06	2004-05	2003-04	2002-03	2001-02	2000-01
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.	Sept.
<b>SCHOOL SCORES</b>						
% Passing State Standards ( <b>Proficient</b> )	97%	86%	*N/A	*N/A	*N/A	*N/A
% Pass Plus ( <b>Exemplary</b> )	40%	25%	*N/A	*N/A	*N/A	*N/A
Number of students tested	35	28	*N/A	*N/A	*N/A	*N/A
Percent of total students tested	100%	93%	*N/A	*N/A	*N/A	*N/A
Number of students alternatively assessed	0	2	*N/A	*N/A	*N/A	*N/A
Percent of students alternatively assessed	0%	2%	*N/A	*N/A	*N/A	*N/A
<b>SUBGROUP SCORES</b>						
1. Economically Disadvantaged			*N/A	*N/A	*N/A	*N/A
% Passing State Standards ( <b>Proficient</b> )	100%	67%	*N/A	*N/A	*N/A	*N/A
% Pass Plus ( <b>Exemplary</b> )	21%	17%	*N/A	*N/A	*N/A	*N/A
Number of students tested	19	12	*N/A	*N/A	*N/A	*N/A
2. Gender			*N/A	*N/A	*N/A	*N/A
a. % Females Passing State Standards ( <b>Proficient</b> )	100%	91%	*N/A	*N/A	*N/A	*N/A
a. % Females Pass Plus ( <b>Exemplary</b> )	41%	0%	*N/A	*N/A	*N/A	*N/A
a. Number of female students tested	17	11	*N/A	*N/A	*N/A	*N/A
b. % Males Passing State Standards ( <b>Proficient</b> )	94%	82%	*N/A	*N/A	*N/A	*N/A
b. % Males Pass Plus ( <b>Exemplary</b> )	39%	41%	*N/A	*N/A	*N/A	*N/A
b. Number of male students tested	18	17	*N/A	*N/A	*N/A	*N/A
<b>STATE SCORES</b>						
% Passing State Standards ( <b>Proficient</b> )	77%	73%	*N/A	*N/A	*N/A	*N/A
% Pass Plus ( <b>Exemplary</b> )	18%	12%	*N/A	*N/A	*N/A	*N/A

\* Denotes years ISTEP+ was not yet created for 5<sup>th</sup> grade.

## STATE CRITERION-REFERENCED TESTS

**Subject:** Language Arts

**Grade:** 6

**Test:** Indiana Statewide Testing for Educational Progress (ISTEP+)

**Edition/Publication Year:** Same year as test administered **Publisher:** CTB/McGraw-Hill

### **What groups were excluded from testing? Why and how were they assessed?**

Moderately Mentally Handicapped children at Milltown Elementary are tested using the Indiana Standards Tool for Alternate Reporting (ISTAR). ISTAR is an individualized assessment aligned with Indiana State Standards and assesses the academic progress of each student and is completed by the teacher.

### **Brief Summary of ISTEP+**

Indiana Statewide Testing for Educational Progress Plus (ISTEP+) has received wide praise and recognition from the United States Department of Education as being an excellent standards-based assessment test. All students in grades 3, 4, 5, 6, 7, 8, 9, and 10 take the test in September of each school year.

ISTEP+ measures student mastery levels in language arts and mathematics. Currently, only 5<sup>th</sup> and 7<sup>th</sup> grade students are required to take an additional test based on science standards.

Sixth grade students at Milltown Elementary have scored overwhelmingly high results on the ISTEP+ exam despite having **37% of our 4th grade students participating on the free and reduced lunch program** this year. The following tables (6.1 -6.4) clearly show how exemplary our students perform on ISTEP+. Milltown Elementary's 6<sup>th</sup> grade outperforms most other schools in our state annually.

**Table (6.1) Grade 6 Milltown Elementary / Indiana Language Arts Comparison Table**

<b>School Year</b>	<b>Language Arts Indiana State Avg.</b>	<b>Language Arts Milltown School Avg.</b>	<b>Percentage of Difference</b>
<b>2000-2001</b>	53%	77%	+24%
<b>2001-2002</b>	54%	71%	+17%
<b>2002-2003</b>	70%	83%	+13%
<b>2003-2004</b>	71%	93%	+22%
<b>2004-2005</b>	71%	93%	+22%
<b>2005-2006</b>	72%	85%	+13%

**Table (6.2) 6<sup>th</sup> Grade Language Arts ISTEP+ Data**

<b>Year</b>	2005-06	2004-05	2003-04	2002-03	2001-02	2000-01
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.	Sept.
<b>SCHOOL SCORES</b>						
% Passing State Standards ( <b>Proficient</b> )	85%	93%	93%	83%	71%	77%
% Pass Plus ( <b>Exemplary</b> )	4%	15%	13%	7%	N/A	N/A
Number of students tested	26	27	30	41	35	31
Percent of total students tested	92%	100%	100%	100%	97%	N/A
Number of students alternatively assessed	2	0	0	0	1	N/A
Percent of students alternatively assessed	8%	0%	0%	0%	3%	N/A
<b>SUBGROUP SCORES</b>						
<b>1. Economically Disadvantaged</b>						
% Passing State Standards ( <b>Proficient</b> )	*N/A	100%	92%	88%	*N/A	77%
% Pass Plus ( <b>Exemplary</b> )	*N/A	17%	8%	12%	*N/A	N/A
Number of students tested	*9	12	12	17	*9	N/A
<b>2. Gender</b>						
a.% Females Passing State Standards ( <b>Proficient</b> )	82%	89%	100%	83%	74%	80%
a. % Females Pass Plus ( <b>Exemplary</b> )	0%	11%	13%	11%	N/A	N/A
a. Number of female students tested	11	18	16	18	19	15
b.% Males Passing State Standards ( <b>Proficient</b> )	87%	*N/A	86%	83%	69%	75%
b. % Males Pass Plus ( <b>Exemplary</b> )	7%	*N/A	14%	4%	N/A	N/A
b. Number of male students tested	15	*9	14	23	16	16
<b>STATE SCORES</b>						
% Passing State Standards ( <b>Proficient</b> )	72%	71%	71%	70%	54%	53%
% Pass Plus ( <b>Exemplary</b> )	9%	8%	7%	7%	N/A	N/A

**\*Denotes insufficient data amount (<10) to be computed.**

## STATE CRITERION-REFERENCED TESTS

**Subject:** Mathematics

**Grade:** 6

**Test:** Indiana Statewide Testing for Educational Progress (ISTEP+)

**Edition/Publication Year:** Same year as test administered **Publisher:** CTB/McGraw-Hill

**What groups were excluded from testing? Why and how were they assessed?**

Moderately Mentally Handicapped children at Milltown Elementary are tested using the Indiana Standards Tool for Alternate Reporting (ISTAR). ISTAR is an individualized assessment aligned with Indiana State Standards and assesses the academic progress of each student and is completed by the teacher.

**Brief Summary of ISTEP+**

Indiana Statewide Testing for Educational Progress Plus (ISTEP+) has received wide praise and recognition from the United States Department of Education as being an excellent standards-based assessment test. All students in grades 3, 4, 5, 6, 7, 8, 9, and 10 take the test in September of each school year.

ISTEP+ measures student mastery levels in language arts and mathematics. Currently, only 5<sup>th</sup> and 7<sup>th</sup> grade students are required to take an additional test based on science standards.

Sixth grade students at Milltown Elementary have scored overwhelmingly high results on the ISTEP+ exam despite having **37% of our 4th grade students participating on the free and reduced lunch program** this year. The following tables (6.1 -6.4) clearly show how exemplary our students perform on ISTEP+. Milltown Elementary’s 6<sup>th</sup> grade outperforms most other schools in our state annually.

**Table (6.3) Grade 6 Milltown Elementary / Indiana Mathematics Comparison Table**

School Year	Mathematics Indiana State Avg.	Mathematics Milltown School Avg.	Percentage of Difference
2000-2001	64%	77%	+13%
2001-2002	62%	69%	+7%
2002-2003	69%	71%	+2%
2003-2004	73%	90%	+17%
2004-2005	75%	96%	21%
2005-2006	79%	96%	17%

**Table (6.4) 6<sup>th</sup> Grade Mathematics ISTEP+ Data**

<b>Year</b>	2005-06	2004-05	2003-04	2002-03	2001-02	2000-01
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.	Sept.
<b>SCHOOL SCORES</b>						
% Passing State Standards ( <b>Proficient</b> )	96%	96%	90%	71%	69%	77%
% Pass Plus ( <b>Exemplary</b> )	38%	33%	33%	2%	N/A	N/A
Number of students tested	26	27	30	41	35	31
Percent of total students tested	92%	100%	100%	100%	97%	N/A
Number of students alternatively assessed	2	0	0	0	1	N/A
Percent of students alternatively assessed	8%	0%	0%	0%	3%	N/A
<b>SUBGROUP SCORES</b>						
<b>1. Economically Disadvantaged</b>						
% Passing State Standards ( <b>Proficient</b> )	*N/A	100%	92%	76%	*N/A	77%
% Pass Plus ( <b>Exemplary</b> )	*N/A	25%	8%	0%	*N/A	N/A
Number of students tested	*9	12	12	17	*9	N/A
<b>2. Gender</b>						
a.% Females Passing State Standards ( <b>Proficient</b> )	100%	94%	94%	78%	68%	80%
a. % Females Pass Plus ( <b>Exemplary</b> )	9%	28%	31%	0%	N/A	N/A
a. Number of female students tested	11	18	16	18	19	15
b.% Males Passing State Standards ( <b>Proficient</b> )	93%	*N/A	86%	65%	69%	75%
b. % Males Pass Plus ( <b>Exemplary</b> )	60%	*N/A	36%	4%	N/A	N/A
b. Number of male students tested	15	*9	14	23	16	16
<b>STATE SCORES</b>						
% Passing State Standards ( <b>Proficient</b> )	79%	75%	73%	69%	62%	64%
% Pass Plus ( <b>Exemplary</b> )	18%	16%	14%	11%	N/A	N/A

\*Denotes insufficient data amount (<10) to be computed.