

(Revised April 28, 2006)

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 Mr. Lance A. Richards

Official School Name Morgan Elementary School

School Mailing Address 12225 Old State Road135

Palmyra Indiana 47164-8741
City State Zip Code+4 (9 digits total)

County Harrison State School Code Number* 2621

Telephone (812) 364-6138 Fax (812) 364-4085

Website/URL www.nhcs.k12.in.us E-mail lrichards@nhcs.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 2-10-06

Name of Superintendent* Mr. Monty Schneider

District Name North Harrison Community Schools Tel. (812) 347-2407

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 2-10-06

Name of School Board
President/Chairperson Mr. Fred Naegele

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 2-10-06

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 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

All data are the most recent year available.

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

1. Number of schools in the district: 2 Elementary schools
 1 Middle schools
 _____ Junior high schools
 1 High schools
 _____ Other
- 4 TOTAL
2. District Per Pupil Expenditure: \$8700.00
- Average State Per Pupil Expenditure: \$9600.00

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. 6 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	25	42	67	8			
1	50	32	82	9			
2	35	33	68	10			
3	39	39	78	11			
4	29	32	61	12			
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							356

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 100 | % White |
| | % Black or African American |
| | % Hispanic or Latino |
| | % Asian/Pacific Islander |
| | % American Indian/Alaskan Native |
| 100% Total | |

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

7. Student turnover, or mobility rate, during the past year: 16 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	51
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)]	56
(4)	Total number of students in the school as of October 1	356
(5)	Total transferred students in row (3) divided by total students in row (4)	.157
(6)	Amount in row (5) multiplied by 100	15.7

8. Limited English Proficient students in the school: 1 %
4 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 41 %
 Total number students who qualify: 146

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: 19 %
66 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> </u> Autism	<u> 2 </u> Orthopedic Impairment
<u> </u> Deafness	<u> 6 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 11 </u> Specific Learning Disability
<u> 10 </u> Emotional Disturbance	<u> 32 </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> 5 </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> 22 </u>	<u> </u>
Special resource teachers/specialists	<u> 2 </u>	<u> </u>
Paraprofessionals	<u> 12 </u>	<u> </u>
Support staff	<u> 9 </u>	<u> </u>
Total number	<u> 46 </u>	<u> </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

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	96%	96%	97%	96%	96%
Daily teacher attendance	94%	94%	95 %	93%	94%
Teacher turnover rate	0%	0%	0%	4%	0%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

The educational philosophy of Morgan Elementary is reflected in its mission statement:

Morgan Elementary pledges to create an environment in which students can acquire the skills, knowledge, and behaviors necessary to become productive citizens in an ever-changing world. The education of our children is a shared responsibility of the students, parents, staff, and community.

In addition we have also made a promise to every parent and student in the Morgan school community:

We will do everything in our power to help your child be successful at Morgan Elementary.

Morgan Elementary is one of two elementary schools in the North Harrison Community School Corporation. For the 2004-2005 school year, Morgan Elementary had approximately 390 students in grades K – 4 and a staff of 50. The school population is predominately Caucasian, with less than one percent from minority groups. Approximately 45 percent of our students require assistance with free textbooks and free/reduced lunches. Morgan offers a breakfast program as a result of this need. We have a long and proud history of excellence in the education of children. The well-being of our children is our first priority. We offer a nurturing environment essential to learning.

At Morgan Elementary, the individual child's educational, social, and emotional needs are paramount with our staff. Many programs have been developed to meet these needs. We are a member of the Harrison County Special Education Cooperative, which provides services for all special needs children. There is additional tutoring available through the Think Tank/At-Risk program. One-third of our student population participates in the Title 1 Reading Lab. In addition to this reading initiative, kindergarten and first grade students participate in the Open Book literacy program. Accelerated Reader is a program that is vital to our school. It involves nearly 100% of our student population. Our library is an area of particular pride for our school. Our circulation last year topped 250,000 books.

We have a full-time counselor who works with the students, parents, and teachers. She offers a comprehensive guidance curriculum that regularly reaches all students. She is in every classroom, every week. She provides individual and group counseling, academic coordination, and she serves as liaison for special education intervention. Morgan offers a summer school program for enrichment and remediation that typically involves over 30 percent of our students. Our school has had great success with its academic challenge teams. Our Destination Imagination teams have excelled. We have had five teams place in regional competitions. Four teams earned the right to be state finalists. Two of our teams have won the state competition and went on to compete in the DI Global Academic Competitions held in Knoxville, Tennessee.

Morgan Elementary School's staff is highly interested in its students' development and is dedicated to meeting their needs. With a community willing to support the school, Morgan Elementary continues to provide the critical skills necessary for the students to continue a lifetime of learning.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Please Note: Scores in this section are based on fall 2005 ISTEP testing. We began testing Grade 4 at that time. These are the first reported scores for that grade. In August of 2005, Morgan transitioned from a K-4 to a K-5 school. Our system restructured and closed our intermediate school. These are our first scores for that grade as well.

Morgan Elementary consistently does very well on statewide standardized testing. This past fall, students in Grades 3, 4, and 5 participated in the Indiana Statewide Testing for Educational Progress (ISTEP+). The standards are the required skills that Indiana schools must teach to their students. Our school performed strongly this year when tested on these skills. A very high percentage of our students passed the language arts and math portions of the ISTEP.

Grade	Language Arts	Math
3	91%	90%
4	89%	91%
5	82%	85%

These are terrific results and reflect the hard work that students, parents, and teachers execute every day at Morgan. All of the teaching strategies utilized at Morgan Elementary are based upon what are widely considered Best Practice for all students. As a result, our ISTEP scores are at their highest level. Our academic interventions include Title One/Reading Lab, Special Education/Resource, Accelerated Math, Accelerated Reader, The Morgan Writing Initiative, Manipulatives, Computer Software (i.e. Writing Roadmap, Open Book, Destination Reading), At-Risk Tutoring, Prime Time assistance, and after school tutoring.

While there are slight differences in our scores in terms of gender, these differences are not statistically significant. Using statistics from our 2003 Annual School Report Card that is used to determine Adequate Yearly Progress, 100% of our girls passed Language Arts while 92% of our boys passed. While this may appear significant, the reality is that it represents two students out of 57. For Math, the numbers are very similar; 90% of girls passed and 85% boys. This means that four girls and five boys did not pass.

While there are slight differences in our scores in terms of Socioeconomics, there is little if any statistical significance. Using 2003 AYP numbers, our Free/Reduced Lunch student population in respect to Language Arts did extremely well. The same two students mentioned above were part of our free/reduced student population resulting in 17 of 19 students passing or 89% versus 100% for Paid Lunch. The inverse was true for Math with our Free/Reduced population outpacing our Paid Lunch student population: 89% Free/Reduced vs. 84% Paid.

Our Special Education Student population continues to make great strides. This has been and continues to be our greatest area of growth.

Our exceptional learner interventions include complete staff training and utilization of the Renaissance Place Software package. The Star Math and Star Reader assessment programs allow us to regularly assess a student's math and reading level. The Accelerated Math program allows for individual math instruction and a self paced approach to learning. The Accelerated Reader

program allows us to monitor not only the comprehension of books read but also the independent reading levels of the books. These two programs, coupled with Star assessments, allow us to better meet the needs of all our students. In addition, we have implemented many project-based assignments that allow students to go beyond the regular curriculum.

This data and much more can be found on the Indiana Department of Education Web Site at <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=2621>.

2. **Using Assessment Results:**

Our school is accredited by the North Central Commission on Accreditation and School Improvement. As a part of this model for improvement, Morgan Elementary began the process of Curriculum Alignment to ensure that we were addressing all of the State Standards. This effort was a direct result of our weak performance in the applied writing portion of the ISTEP. Our entire teaching staff received professional development provided by our technological department and the Indiana Web Academy. The training involved an in-depth look at the specific standards as well as provided us with an Excel spreadsheet that contained all of the standards. The teachers then used this file to cross reference the standards to our existing math and language arts program. Those standards that were not being specifically addressed were then targeted for additional attention. Teaching staff then listed an example of the specific classroom activities in the spreadsheet documenting coverage. One other useful tool has been the **Curriculum Framework Classroom Activities** provided by the state department of education. These are part of the Indiana Academic Standards and Resources and can be found on-line at <http://www.indianastandardsresources.org/index.asp>. Our teachers have been asked to specifically complete each of these types of activities as reinforcement for what they do in the classroom. One of our past teachers was noted for saying “Repetition is good for the soul.” In the case of the average elementary student this rings very true. We are very traditional in our approach to learning. We believe in direct instruction. If you want your children to learn a specific skill, they must practice it regularly. In terms of the learning process, we have adopted a model that focuses on personal responsibility, collaboration, and problem solving. Students must take some level of personal responsibility for their learning. As educators we must find ways to engage students in learning and help develop the intrinsic value of learning. We work to make learning relevant while helping our students see that learning can be social. It is our job to help students apply knowledge in order to solve problems and make connections.

3. **Communicating Assessment Results:**

Morgan Elementary School communicates in a variety of ways with our school community. We publish our Toby Notes Newsletter twice a month. This includes information about student performance, curriculum, and academic goals in each grade level. Student performance is assessed and communicated to parents through report cards distributed six times during the school year. We share ISTEP and Terra Nova assessment results at fall and spring parent conferences. Results of our Star Math and Star Reading assessments are shared with families three times a year. This data provides individual reading levels as well as information about the number and titles of books that each student has read as a part of our Accelerated Reader program. The Star

Math details a child's math performance and compliments our Accelerated Math program. This information is in addition to the weekly communication that is sent by each classroom teacher.

Our school's performance is communicated at each and every public opportunity. As a school with a deep heritage in the community, many events are held throughout the year where our successes are highlighted and shared. These activities include our PTO meetings, Fall Festival, Christmas Program, Reading Rodeo, Bingo for Books, Pride in Your Child Night, and even Buckeye Donkey Basketball. Our local paper publishes a school notes section in which we are regular contributors. In addition, our district publishes an Annual Report in the community newspaper with Morgan Elementary's ISTEP+ scores in English/language arts and mathematics. Our corporation web site is heavily utilized and all school data is available via the IDOE web site.

4. Sharing Success:

Morgan Elementary School communicates in a variety of ways with our school community. We publish our Toby Notes Newsletter twice a month. This is our primary source of communication. Each grade level sends home weekly information specific to their needs. Our local paper publishes a school notes section in which we are regular contributors. Our district publishes an Annual Report in the community newspaper with Morgan Elementary's ISTEP+ scores. We also celebrate all of our successes at our regular six week awards ceremonies. These programs are designed to recognize individual as well as group achievement. We invite members of our school community to join us for all events.

We have established a link with many of our area schools to share our successes. Several schools have sent groups of visitors to observe in our classrooms. Our classroom teachers have served as trainers in our neighboring school corporation's professional development activities.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Our curriculum focuses on two core elements at the primary level, math and language arts. Our social studies and science are taught as part of larger thematic units that include math and language arts. We have implemented the Four Block Method that provides an organized, systematic structure for delivering early literacy instruction. The four blocks are Guided Reading, Self-Selected Reading, Writing, and Working with Words. In addition, we utilize the Open Book Literacy program in grades K – 2. This program is a multimedia product that focuses on phonemic awareness, phonics skills, reading fluency, and reading comprehension. It is our fundamental belief that every child has a key that will unlock their reading potential. Every child needs to be at grade level at the end of second grade in order to have academic success. To that end, we must focus the greatest amount of our resources trying to address the needs of our

students in grades K-2. Our core instructional beliefs as they relate to reading are that in order for students to be good readers they must be taught:

- Phonemic awareness skills
- Phonics skills
- The ability to read fluently with accuracy, speed, and expression
- The application of reading comprehension strategies to enhance understanding and enjoyment

Our math curriculum focuses on helping our children apply their math facts and concepts with higher order thinking skills in an applied manner. Students need to master:

- Number sense
- Measurement
- Computation
- Problem Solving
- Algebraic functions
- Geometry

We utilize the Saxon Math program and the self-paced Accelerated Math program. This allows for hands-on learning, integrated reading, manipulatives, and exposure to a variety of mathematical presentations. Our students focus on basic math skills and concepts to solving multi-step problems and demonstrating these abilities. Saxon provides for parental support and additional practice of skill acquisition. Accelerated Math generates informational reports that children take home daily.

Much of our social studies and science curriculum is taught as part of a thematic unit that includes math and language arts. These units encompass a wide range of study areas. These areas include physical, life, earth sciences, life cycle, environmental studies, Indiana history, United States history, geography, current events, communities, and family projects. Our students regularly complete projects, participate in outside learning activities, and visit with guest speakers. We have an Outdoor Lab that allows for close-up observations of plant and animal life. Our yearly science fair regularly contains over 300 student projects. Our staff teaches and utilizes technology daily. Their use of United Streaming is one example. They work to provide hands-on activities to support various learning styles.

We are strong advocates of heterogeneous groupings and believe that instruction should be built on a child's abilities and strengths while continually challenging them to take on more difficult tasks. Every child should have some level of success every day. Success for every child every day can be achieved by supporting children with these practices daily: read aloud, shared reading, guided reading, independent reading, shared writing, guided writing, independent writing, phonics, word work, Daily Math/Science/Geography, Accelerated Math, Accelerated Reader and calendar. Comprehension of subject material should be taught throughout these practices by modeling, questioning, predicting, and thinking out loud. We will do whatever it takes to support a child in becoming an independent learner.

2. Reading:

We chose the Four Block Model in order to assure our students a balanced approach to overall literacy. Our Four Block Method provides for four 30 to 40 minute blocks of time to deliver literacy instruction. The Guided Reading Block features instruction in the cueing systems, strategic reading, and comprehension. It also provides time for building prior knowledge, vocabulary development, and making connections. The Writing Block is carried out in “Writers’ Workshop” fashion. The Writing Block includes teacher modeled writing, student writing, teacher conferencing, and students sharing writing from the “author’s chair.” The Working with Words Block includes work with phonics, spelling, sorting word patterns, and vocabulary development. Children learn to read and spell high-frequency words and patterns that allow them to decode and spell many other words. The Self-Selected Reading Block includes teacher read-alouds, children reading at their own level with a variety of books, teacher conferencing, and students sharing books with their peers. The Open Book Literacy System involves an additional 45-minute block that guides students through a program that introduces and reinforces the following.

- Phonemic awareness
- Letter knowledge
- Sound manipulation
- Vocabulary
- Comprehension
- Fluency
- Accuracy
- Speed
- Reading expression
- Written expression

3. Mathematics:

The teachers and staff at Morgan Elementary feel very strongly about the need to meet each and every student at the appropriate level of math instruction. We use many different programs to reach this goal throughout our building. Our two key resources are the Saxon Math series and the Renaissance Learning Accelerated Math program. For all students to reach their full academic potential, it is crucial that teachers vary the materials and format for instruction in each and every classroom. We work daily on finding strengths and weaknesses in our student’s performance and enrich and remediate students so they may achieve to their full potential. We are continually looking over data and planning instruction in the classroom to meet our student’s needs. Both our Saxon and Accelerated Math programs provide for constant reinforcement of basic math skills. We believe parents play a very important role in the continued growth of our children. Our teachers use many tools to involve the parents in the continued attempt to foster and improve mathematical growth throughout the year.

4. Instructional Methods:

Our basic philosophy is what we call the “Nike” approach to learning-- “Just Do It.” As with any skill, if you want to improve, you must practice. If you want to shoot free throws better, you must step up to the line. If you want to kick a field goal, you must at some point kick a ball! Learning

is no different. It is a difficult, abstract skill that must be practiced to be mastered. It is our job as educators to find ways to engage children in the process of learning. We have to motivate children to learn through any means possible.

Knowing that students do have different learning styles, our teachers use a variety of methods and strategies so that no child is left behind. Direct instruction and modeling are two very important means of sharing information. Whole group, small groups, and individualized instruction are keys to helping kids process what they learn. Cooperative learning, peer tutoring and independent study give students ownership in their learning. Teachers can then provide guided practice to reinforce concepts taught. In support of this learning, we have to build a partnership with parents through communication so that they know our expectations of success. We also have to help children help themselves to become independent learners. To this end, our counselor provides invaluable guidance in the area of study skills, character development, career awareness, and how they relate to success in school.

At Morgan Elementary, we feel that we should celebrate student success. At the elementary level, children want to make the adults in their lives happy. As a result, if the child can learn without great difficulty, they will. We have found that children need choices so that they can take ownership in their learning. Many people share in the success of our students. These important areas include P.E., Music, Art, Special Education, Reading Lab, Speech & Language, Library, Teaching Assistants, At-Risk Tutor, and parents.

5. Professional Development:

Morgan Elementary focuses on several areas for our Professional Development Program. We provide training to the staff on the evaluation and knowledge of the State Standards. We update our curriculum with comprehensive training in curricular alignment as it pertains to the state standards. The teachers continually examine techniques and materials on the teaching of the writing process and writing across the curriculum. A variety of techniques and materials on the teaching of problem solving skills across the curriculum are developed and utilized. Our technology department provides the staff ongoing training in the use of computers and other multi-media tools. Morgan has established times for building level and grade level discussions. We support additional training for teaching assistants in instructional approaches, curriculum, and technology. Our staff develops units of study to enhance instruction. Additional resources are sought to assist teachers in the creation of rubrics and other assessments of student performance. This professional development is provided in an effort to enhance student achievement. As a result, the students at Morgan Elementary have continually improved in terms of their performance on ISTEP and on our school-based assessments.

PART VII - ASSESSMENT RESULTS

State Criterion-Referenced Tests

ISTEP+ is the state measure of Indiana Academic Standards. Students receive a Did Not Pass, a Pass, or a Pass+ designation. The Pass + designation did not start until the 2002-2003 school year. Our only measurable subgroup is SES (Free or Reduced Lunch).

Subject English/Language Arts Grade 3 Test ISTEP+

Edition/Publication Year 2002-2003 Publisher CTB McGraw-Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month: September					
SCHOOL SCORES					
% Meeting Indiana Academic Standards (Pass)	95%	93%	87%	62%	71%
% Exceeding IN Academic Standards (Pass+)	26%	21%	25	NA	NA
Number of students tested	80	61	68	85	66
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Free/Reduced Lunch (SES)	23 students	20 students	21 students	36 students	NA
% Meeting Indiana Academic Standards (Pass)	87%	85%	86%	39%	NA
% Exceeding IN Academic Standards (Pass+)	17%	10%	5	NA	NA
STATE SCORES					
% Meeting Indiana Academic Standards (Pass)	75%	74%	72%	66%	63%
% Exceeding IN Academic Standards (Pass+)	12%	13%	10%	NA	NA

State Criterion-Referenced Tests

ISTEP+ is the state measure of Indiana Academic Standards. Students receive a Did Not Pass, a Pass, or a Pass+ designation. The Pass + designation did not start until the 2002-2003 school year. Our only measurable subgroup is SES (Free or Reduced Lunch).

Subject Math Grade 3 Test ISTEP+

Edition/Publication Year 2002-2003 Publisher CTB McGraw-Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month: September					
SCHOOL SCORES					
% Meeting Indiana Academic Standards (Pass)	85%	85%	74%	64%	73%
% Exceeding IN Academic Standards (Pass+)	15%	28%	NA	NA	NA
Number of students tested	80	61	68	85	66
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Free/Reduced Lunch (SES)	23 students	20 students	21 students	36 students	NA
% Meeting Indiana Academic Standards (Pass)	78%	80%	48%	44%	NA
% Exceeding IN Academic Standards (Pass+)	0%	30%	5%	NA	NA
STATE SCORES					
% Meeting Indiana Academic Standards (Pass)	73 %	71%	67%	70%	70%
% Exceeding IN Academic Standards (Pass+)	13%	13%	9%	NA	NA

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Norm-Referenced Assessment

Prior to school year 2003-2004, a norm-referenced component of ISTEP+ was used for national comparisons. Starting in the 2003-2004 school year, Terra Nova is being used.

Subject: Reading Grade 3 Test: Terra Nova (2003-2004) & ISTEP+ (2001-2003)

Edition/Publication Year 2003-2004 Publisher CTB McGraw-Hil

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month: September					
SCHOOL SCORES					
Total Score	85	80	69	77	71
Number of students tested	80	61	68	85	66
Percent of total students tested	100%	100%	100%	NA	NA
Number of students alternatively assessed	0	0	0	NA	NA
Percent of students alternatively assessed	0%	0%	0%	NA	NA
SUBGROUP SCORES	NA	NA	NA	NA	NA
(No subgroup scores available)					

Norm-Referenced Assessment

Subject: Math Grade 3 Test: Terra Nova(2003-2004) & ISTEP+ (2001-2003)

Edition/Publication Year 2003-2004 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month: September					
SCHOOL SCORES					
Total Score	84	84	71	89	76
Number of students tested	80	61	68	85	66
Percent of total students tested	100%	100%	100%	NA	NA
Number of students alternatively assessed	0	0	0	NA	NA
Percent of students alternatively assessed	0%	0%	0%	NA	NA
SUBGROUP SCORES	NA	NA	NA	NA	NA
(No subgroup scores available)					

Norm-Referenced Assessment

Subject: Reading Grade 2 Test: Terra Nova
 Edition/Publication Year 1997 Publisher CTB McGraw-Hil

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month: September					
SCHOOL SCORES					
Total Score	80	87	82	74	67
Number of students tested	68	83	74	68	70
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES	NA	NA	NA	NA	NA
(No subgroup scores available)					

Norm-Referenced Assessment

Subject: Math Grade 2 Test: Terra Nova
 Edition/Publication Year 1997 Publisher CTB McGraw-Hil

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month: September					
SCHOOL SCORES					
Total Score	69	74	75	68	59
Number of students tested	68	83	74	68	70
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES	NA	NA	NA	NA	NA
(No subgroup scores available)					