

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

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

Official School Name Charity Dye Elementary School #27 (As it should appear in the official records)

School Mailing Address 545 E. 19th Street (If address is P.O. Box, also include street address)

Indianapolis IN 46202-1735 City State Zip Code+4 (9 digits total)

Tel. (317) 226-4227 Fax (317) 226-4808

Website/URL http://www.ips.k12.in.us Email thompsdj@mail.ips.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

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

Name of Superintendent Dr. D.N. Pat Pritchett (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Indianapolis Public Schools Tel. (317) 226-4411

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 Rev. Michael D. Brown (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 II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: 55 Elementary schools
 17 Middle schools
 0 Junior high schools
 7 High schools
 79 TOTAL

2. District Per Pupil Expenditure: \$5,169
 Average State Per Pupil Expenditure: \$7,900

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. 1 Number of years the principal has been in her/his position at this school.
 5 If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	22	19	41	7			
1	27	28	55	8			
2	25	21	46	9			
3	18	22	40	10			
4	23	21	44	11			
5	28	23	61	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							287

6. Racial/ethnic composition of the students in the school:
- | | |
|--------------|----------------------------------|
| <u>13.70</u> | % White |
| <u>81.76</u> | % Black or African American |
| <u>2.03</u> | % Hispanic or Latino |
| <u>0</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 81 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	49
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	50
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	99
(4)	Total number of students in the school as of October 1	287
(5)	Subtotal in row (3) divided by total in row (4)	.34
(6)	Amount in row (5) multiplied by 100	34

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: English and Spanish

9. Students eligible for free/reduced-priced meals: 93 %
266 Total Number Students Who Qualify

If this method is not a reasonably 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: 24 %
69 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>5</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>21</u> Speech or Language Impairment
<u>20</u> Mental Retardation	<u>2</u> Traumatic Brain Injury
<u>2</u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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>18</u>	<u> </u>
Special resource teachers/specialists	<u>2</u>	<u>1</u>
Paraprofessionals	<u>5</u>	<u> </u>
Support staff	<u>5</u>	<u> </u>
Total number	<u>31</u>	<u>1</u>

12. Student-“classroom teacher” ratio: 1:25

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	97.8%	98.0%	98.1%	97.4%	96.8%
Daily teacher attendance	97.7%	98.5%	98.1%	97.8%	97.6%
Teacher turnover rate	20%	10%	10%	5%	5%
Student dropout rate					
Student drop-off rate					

PART III – SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Charity Dye Elementary School #27, located at 545 E. 19th Street in Indianapolis, Indiana, is one of 55 elementary schools within the Indianapolis Public Schools system. The student population of Charity Dye Elementary School #27 is predominately African American, with a small percentage of children that are Caucasian and Hispanic. The school is located within a predominantly low socio-economic neighborhood. The school houses a special-needs preschool; a developmentally, physically and emotionally challenged kindergarten; a Title 1 full-day kindergarten program; and a half-day kindergarten program. Our first- through fifth-graders learn within an inclusive environment.

The mission of Charity Dye Elementary School #27 is to nurture and teach all children. We have a dedicated teaching staff that depends on positive reinforcement to guide students. All staff members reinforce positive behaviors with our children through praise for good behavior. This builds a positive self-image in our students.

We respect the dignity of each child. We recognize and accept the fact that each child and each family has a cultural heritage and unique way of life. Our teachers recognize that families from minority cultures are neither deficient nor deprived. We know that to deny or downgrade a family's culture may damage a child's self-image. We believe all children are born with the innate ability to rise above their circumstances through education.

We do not make generalizations about various ethnic groups or types of handicaps. Staff meetings and in-service training sessions are planned to increase understanding of a variety of cultures and disabilities.

Among the strategies we use to help students achieve are:

- A focus on reading and language arts instruction.
- Conflict resolution training, which provides students with the ability to effectively communicate with one another.
- Infusing multicultural materials into lesson plans.
- Working hand-in-hand with parents to extend learning into the home. For example, we lead "Make It and Take It" workshops to model to parents ways to assist their children with reading, writing and math skills.

The staff of Charity Dye Elementary School #27 believes that if we give students the opportunities to discover, explore, be challenged, and problem-solve through direct experiences and diverse choices this can lead to independence, self-confidence, self-control, and a sense of responsibility. Children will become excellent students and productive citizens of the United States of America and the world. We are training life-long learners. Our job is to teach and provide meaningful experiences for our students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

For Public and Private Schools

1. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Assessment is an on-going process at Charity Dye School #27. In addition to the ISTEP+ (Indiana Statewide Testing for Educational Progress +), Indiana's required, criterion-referenced assessment, the school uses a "Stop, Analyze, Strategize and Re-teach" formula. Each nine weeks, teachers must report students who earn a 75 percent or less on skills to be mastered. An individualized lesson plan is developed for each of these students, and the student's abilities are re-evaluated at the end of the next nine-week period.

We also administer benchmark tests to second- and fifth-graders six times a year. Teachers create grids depicting which skills individual students and classrooms of students need to improve.

Each fall, students in grades 3, 6, 8 and 10 take the state-mandated ISTEP+ test. Beginning this year, IPS students in grades 2 through 5 will take the Northwest Evaluation Association's Measures of Academic Progress (MAP). The key benefits of this test include the ability to track individual student growth over time and the opportunity to immediately identify areas needing improvement.

Other assessments offered at our school include the Developmental Tasks for Kindergarten Readiness-II (DTKR II) test for kindergartners and the Signposts Early Literacy Battery test.

Along with standardized tests, we use observation and written assessments to get a clear picture of the skills of our students. We use descriptive records, sample files, video and audio recordings, student journals, charts, calendars, checklist and portfolios during our assessments.

2. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Each year we host a number of interactive activities and hands-on workshops for our parents to attend. We inform parents about happenings by sending home a packet of information that spells out academic standards, homework procedures and expectations. We also send home weekly newsletters and flyers about upcoming school events. We provide take-home books for children at all grade levels, including Open Court (phonics instruction) books in grades 1 and 2, and Accelerated Reader books in grades 2 through 5. By working with our parents and sending home these books, we stress the importance of nightly reading.

Because of the diverse nature of the population, events such as luncheons and workshops also are tailored to grandparents, many of whom are raising their grandchildren. Even grandparents who are not the primary caretakers for their grandchildren are encouraged to attend family events.

Other communications tools include sending home weekly progress reports, mid-term reports and quarterly progress reports. If necessary, daily progress reports are sent home to parents.

In addition to parent conference throughout the school year, Charity Dye School #27 each fall participates in the district's Parents In Touch Day, a day-long opportunity for parents to meet with teachers about their children's progress.

Charity Dye Elementary School #27 recognizes that much of our success is due to the strong partnerships we have forged with businesses and organizations. For example, the Indianapolis Kiwanis Club assists our students through incentives and guest speakers in developing good character traits. 100 Black Men of Indianapolis sponsors Scholastic Basketball and Scholastic Track and Field. Through these programs, students earn the right to participate in sporting events by excelling in the classroom.

3. Describe in one-half page how the school will share its successes with other schools.

The Indianapolis Public Schools is made up of five regions. Charity Dye Elementary School #27 shares our successes regularly with other IPS schools through monthly regional meetings. Staff members

are released throughout the year to train educators in other schools. Staff members also serve as presenters at district- and statewide conferences.

The district publishes a community newsletter called *IPS Is*, which is available on the first Sunday of each month school is in session in *The Indianapolis Star*. The newsletter is distributed to more than 200,000 homes in Indianapolis. This is one tool we have to share successes with schools both in our own district and in the wider community.

Through the IPS Office of School and Community Relations, Charity Dye Elementary School #27 is often suggested to local media as the source of positive news stories. For example, when the state's ISTEP+ scores were released, print and broadcast media visited our school. Our principal also was interviewed in-studio on radio. This allowed residents of Central Indiana to learn the successes of our school.

Additionally, IPS hosts its own television facilities. Staff members and parents have appeared on the cable television shows "IPS Open Line" and "IPS Digest."

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

Our school’s curriculum is based on state and national standards. The Indianapolis Public Schools has developed its own curriculum framework based on both state and national standards. This curriculum prepares our students with essential knowledge, skills, attitudes, and experiences. Our students are actively engaged in the learning process through problem-solving, high-level questioning and inquiry-based instruction. Our curriculum is divided into sections that give information on the following subjects: English/Language Arts, Mathematics, Social Studies, Health and Science. Our curriculum also includes the use of technology. Our teachers are asked to monitor Internet web sites to ensure the appropriate content for our students.

IPS also offers a Curriculum Framework Pacing Guide. The pacing guide contains concepts, content, and process skills. It gives us the order in which all skills should be taught. The pacing guide is the schedule we use to plan which skills will be taught within a nine-week grading period. All lesson planning conscientiously infuses multiculturalism, technology, and career awareness into daily activities.

In English/Language Arts, our Curriculum Framework focuses on skills such as word recognition, fluency and vocabulary development, reading comprehension, literary response and analysis, writing process, writing applications, written English, listening and speaking skills, strategies and applications.

The Math Curriculum Framework pinpoints number sense, computation, algebra and functions, geometry, measurement, data analysis and probability and problem solving.

In the area of Social Studies, our Curriculum Framework targets history, civics and government, geography, economics, individuals, society, and culture.

The Science Curriculum Framework focuses on the nature of science and technology, scientific thinking, the physical setting and the living environment.

Our curriculum motivates students and helps them to develop good study habits. It encourages them to care about learning. It actively engages the students so they use what they learn. It is based on the students’ understanding of the subject matter. We highlight reading and writing in all subject areas. We are encouraging the students to be thinkers. We want our children to go beyond the facts and the surface to explore deeper meaning in all subjects. We encourage students to ask questions for clarification, and we want students to learn from their mistakes and correct themselves. We encourage our children to become excited about their education. Our curriculum tries to anticipate the need for alternative plans. We consider and plan for special needs requiring more staff, special equipment, materials, visitors, trips, safety and supervision. Our curriculum considers the students’ needs as reflected by their ability, previous experience, opportunity, ethnic culture, geographic environment, and economic situation.

2. **(Elementary Schools)** Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.

The district’s reading curriculum was selected after much input from teachers, parents and the community at-large. Charity Dye Elementary School #27 uses SRA/Open Court reading curriculum for kindergarten through second grade. We use Scott Foresman reading curriculum for third through fifth grade.

SRA/Open Court is based on a generation of intense empirical research that identifies the factors that lead to success in early reading. It uses explicit phonics and comprehension skills. Instruction is balanced with extensive reading of both decodable texts and quality literature. Children experience a wide variety of literary forms and genres by using this program. It provokes the children’s curiosity about text. It conveys awareness that text has meaning. The program offers both teachers and students the

opportunity to model critical reading strategies such as clarifying, predicting, and summarizing. It demonstrates and supports the various reasons for reading text. Reading for pleasure, reading to find out about the world around them, reading for useful information, and reading for new skills.

Scott Foresman reading curriculum includes multiple exposure to critical skills and strategies and instructional techniques to meet diverse needs and learning styles. Each story covers all subjects: language, spelling, social studies, science and writing prompt. The reading curriculum helps the students prepare for the state standardized test. Scott Foresman's scope and sequence correlates with all major national exams for a balanced and targeted approach to instruction. Students become familiar with test formats. Practice pages, selection test and unit skill test all reflect common standardized test formats. The lessons assess the student's understanding of the target skill. There is ongoing assessment. The lessons help diagnose student progress.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Charity Dye Elementary uses Houghton Mifflin Math Central math curriculum. The essential skills are key components for building a strong knowledge base for our students and are the building blocks for preparing students to engage in higher-level thinking. Students must possess the ability to use reasoning and problem-solving skills and show proficiency in oral, written and symbolic communication.

Houghton Mifflin Math Central math curriculum provides direct instruction and discussion. It encourages whole-class participation in collecting, examining, and discussing data that changes daily. It uses concepts continuously while at the same time introducing new ideas. The students work individually, in small groups or in pairs. This curriculum encourages classroom projects, literature and math at home.

Successful application of the math curriculum is essential to our school goals. Charity Dye Elementary School #27 wants all students to demonstrate a growth in math computation skills. Our goal is for all students to demonstrate math computation accuracy and the ability to compute math problems and explain the steps taken to solve the problems. Students will know math facts for addition, subtraction and multiplication.

Our mathematics curriculum is based on constructivist teaching practices. We build upon a student's existing strengths and knowledge base. Activities are student-oriented. We incorporate essential skills as a foundation so students may become proficient in their areas of study.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Mardena Blake's first-grade class at Charity Dye School 27 knows how to have fun. Students signal success in spelling a word by doing the "hand jive" or "Walking like an Egyptian." But the students in Blake's class also learn.

It's the interactive teaching strategies used by Blake and the other teachers at School 27 that have helped 77 percent of third-graders pass both the math and language arts skills assessed on the state-mandated ISTEP+ test. That beats the state average of 59 percent.

Charity Dye Elementary School #27 uses many instructional methods to enhance student learning. We use active thinking processes that engage our readers before, during and after reading the text. We try to vary the experiences we give the students with listening, speaking, and writing. Our classroom environment encourages active participation, which reduces fear of failure. Classroom activities stem from what is known about the students' cultural backgrounds. Our students work collaboratively and learn from one another. Instructional skills and strategies are integrated with writing, speaking and listening activities. Staff takes part in ongoing best practices training in literacy skills and strategies to develop, maintain and improve effectiveness in the classrooms.

We focus on several critical experiences for developing literacy. We ask our students to respond to a variety of texts. We compose orally and through writing. We ask our students to study for mastery of language patterns. We used sustained reading of a variety of self-selected books. We give our students

frequent opportunities to learn how to learn. We focus on giving them a base to acquire a repertoire of strategies for learning, retaining, and applying new skills and information. We teach the students how to plan and manage their time, work cooperatively with others to complete tasks, and evaluate their own work and their work habits.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Thanks to a unique partnership between the Indianapolis Public Schools and the National Urban Alliance, our teachers take part in intensive, research-based reading instruction training. By using tools such as thinking maps, bubble maps and word walls, our students can visualize word structure and usage. The result is students who are better readers and writers.

IPS is a leader nationally in the infusion of technology into the curriculum. Many of our teachers have participated in training that allows them to use web-based applications in the classroom, including the ANGEL environment, which allows staff to post homework and grades online.

Staff has volunteered to serve as lead teachers as the district implements a math initiative that has resulted in increased test scores for the past three years.

Other staff development opportunities include:

- SRA/Open Court/ Houghton Mifflin/Scott Foresman training
- Writing rubrics workshops
- Conflict resolution workshops
- Accelerated Reader workshops
- Journaling workshops
- Shurley Language Method training
- Daily Bite curriculum training
- Fostering Algebraic Thinking training

STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade: 3 Test: Indiana Statewide Testing for Educational Progress (ISTEP+)

Edition/publication year: Same year as administration Publisher: CTB/McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded: 0 Percent excluded: 0

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level.

Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

The population of Charity Dye Elementary School is predominantly African-American and eligible for free/reduced price lunch. In only two cases are cell sizes by race/ethnicity, limited English proficiency, special education or socioeconomic status large enough to warrant reporting for other than African-American students and students eligible for free/reduced price lunch. (In Indiana, the minimum cell size for reporting is 10.) Those two cases involve white students tested on ISTEP+ in fall of 1998 and 1999.

Beginning in fall of 2002, the Indiana Academic Standards define three categories of student achievement in English/ language arts and mathematics (Pass +, Pass, and Did Not Pass). (Until the new assessment of the new Indiana Academic Standards was implemented for the first time in grades 3, 6 and 8 in fall 2002, a single proficiency cut score yielded only the percentage of students “passing” is reported for fall of 1998 through 2001.) These levels were defined by the State Board of Education as follows:

Pass + Meets the passing standard and demonstrates high achievement in the knowledge and skills of the content area.

Pass Meets the passing standard.

Did Not Pass Fails to meet the passing standard and in all likelihood will need remedial assistance.

Student achievement levels relative to the Indiana Academic Standards are reported by the ISTEP+ as scale scores in English/language arts and mathematics. These three-digit, equal-

interval scores are expressed on unique scales by content area. The proficiency cut score in English/language arts for grade 3 is 404, with the cut score for pass + 510. The mathematics proficiency cut score for grade 3 is 393, and the cut score for pass + is 491.

ISTEP+ is composed of secure, reused multiple-choice items and a new set of applied skills items each year that is released after the test administration. Reports include individual student performance overall and on each of the state's standards, class and school level performance in relation to both the performance and content standards, and an item analysis on each of the applied skills items. The ISTEP+ Teacher's Scoring Guide for each year's applied skills items at each grade level shows the items themselves, the Indiana Academic Standards, scoring rubrics and anchor papers. The Teacher's Scoring Guide for grade 3 is provided to all teachers in grades 1 through 3.

Briefly, the third grade state criterion-referenced results for Charity Dye Elementary School 27 show a pattern of steady improvement in mathematics from the fall 1997 administration (26 percent passing) to 2001 (87% passing). In that same period, the percentage of all third graders in the state meeting the English/language arts standard has remained relatively stable at 71 percent, with a one-time increase in 1999 to 74 percent. With the new, more rigorous standard set for fall 2002, 87 percent of Charity Dye's third grade students met the standard, while 67 percent of third graders statewide met that standard.

In language arts, Charity Dye's third grade students rose from 1997 to 1999 from 29 to 47 percent passing, fell in fall 2000 to 35 percent, then rose precipitously to 70 percent in fall 2001. Statewide during the same time frame, the percentage of third graders meeting the English/language arts standard ranged from 65 to 70 percent passing. On the new state standard in fall 2002, 79 percent of Charity Dye's third graders met the standard, as did 73 percent of third graders statewide.

On the norm-referenced test, Terra Nova, a relatively stable pattern of performance is seen for third, fourth and fifth graders in reading, language and mathematics, with the highest performance in mathematics. However, test scores in first and second grades have risen dramatically over the three-year period, 2000 to 2002.

Percentage of Students Passing English/Language Arts

Year 2002-03 2001-02 2000-01 1999-2000 1998-99

Testing Month	Sept.	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES					
TOTAL					
% At or above standard (proficient)	79	70	35	47	34
% Pass Plus	18	NA	NA	NA	NA
Number of students tested	39	47	49	59	62
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Free/reduced lunch					
% At or above standard (proficient)	82	74	35	47	34
% Pass Plus	21	NA	NA	NA	NA
Number of students tested	33	38	49	59	62
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
2. African American					
% At or above standard (proficient)	72	73	32	49	33
% Pass Plus	20	NA	NA	NA	NA
Number of students tested	25	41	37	47	46
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
3. White					
% At or above standard (proficient)	*	*	*	58	38
% Pass Plus	*	NA	NA	NA	NA
Number of students tested	8	5	9	12	13
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
STATE SCORES					
TOTAL					
% At or above standard (proficient)	72	66	63	68	68
% Pass Plus	10	NA	NA	NA	NA

Percentage of Students Passing Mathematics

	Year 2002-03	2001-02	2000-01	1999-2000	1998-99
Testing Month	Sept.	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES					
TOTAL					
% At or above standard (proficient)	87	87	69	63	37
% Pass Plus	23	NA	NA	NA	NA
Number of students tested	39	47	49	59	62
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Free/reduced lunch					
% At or above standard (proficient)	88	89	69	63	37
% Pass Plus	18	NA	NA	NA	NA
Number of students tested	33	38	49	59	62
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
2. African American					
% At or above standard (proficient)	80	88	68	64	37
% Pass Plus	24	NA	NA	NA	NA
Number of students tested	25	41	37	47	46
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
3. White					
% At or above standard (proficient)	*	*	*	58	38
% Pass Plus	*	NA	NA	NA	NA
Number of students tested	8	5	9	12	13
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
STATE SCORES					
TOTAL					
% At or above standard (proficient)	66	70	70	73	70
% Pass Plus	9	NA	NA	NA	NA

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade: 1-5 Test: Comprehensive Tests of Basic Skills, 5th Edition, Terra Nova

Edition/publication year: 1996 Publisher: CTB/McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? None

The population of Charity Dye Elementary School is predominantly African-American and eligible for free/reduced price lunch. As for the state criterion-referenced assessment, ISTEP+, cell sizes by race/ethnicity, limited English proficiency, special education or socioeconomic status are not large enough to warrant reporting. (In Indiana, the minimum cell size for reporting is 10.)

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest. Not Applicable.

Indianapolis Public Schools
Spring Terra Nova Results: Charity Dye Elementary School 27

Mean Normal Curve Equivalent (NCE) Score

Year	Grade	No. Students Tested*	Rdg.	Vocabulary	Rdg. Compst.	Lang. Mechanics	Lang. Compst.	Math	Math Computation	Math Compst.	Total Score	
2002	1**	46	73.9	72.5	77.0	75.4		74.2	76.1	81.0	77.8	
	2***	39	67.9			70.6		73.5			73.5	
	3**	42	66.1	52.2	60.3	65.5	66.8	68.5	58.5	75.9	69.3	66.1
	4**	47	48.7	49.5	49.3	50.2	54.7	52.9	51.8	69.5	61.6	54.6
	5**	47	56.7	61.5	60.6	53.6	67.9	62.0	58.9	79.8	71.6	64.8
2001	1**	39	74.5	68.6	75.0	73.8		69.9	73.4	78.2	75.6	
	2***	45	56.5			66.9		67.8			65.8	
	3**	39	55.7	52.0	54.3	57.3	65.1	63.0	61.0	75.0	70.7	62.7
	4**	46	54.4	59.0	58.0	57.3	65.9	63.6	57.2	73.7	66.9	62.9
	5**	34	52.9	48.5	51.7	52.9	58.8	56.8	56.9	81.2	71.2	60.3
2000	1**	57	53.5	52.4	55.3	53.8		50.8	64.7	60.9	56.7	
	2***	44	51.2			56.5		54.7			54.8	
	3**	52	58.4	53.8	56.8	59.3	68.7	65.7	60.6	73.5	69.3	64.0
	4**	35	52.0	51.0	51.8	57.0	59.2	59.9	56.4	72.7	66.6	59.2
	5**	35	53.4	52.2	53.4	55.1	59.1	58.2	55.5	83.4	71.9	61.1

* Number of students with Total Score
** Terra Nova Complete Battery Plus
*** Terra Nova Complete Battery