U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools):
(Check all that apply, if any)

☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Mr. John Happersberger

Official School Name: William Henry Burkhart Elementary School

School Mailing Address: 5701 Brill Road
                            Indianapolis, IN 46227-1908

County: Marion   State School Code Number: 5321

Telephone: (317) 789-3600 E-mail: jhappersberger@msdpt.k12.in.us

Fax: (317) 780-4285   Web URL: http://websites.msdpt.k12.in.us/hb/

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Thomas Little Jr.   Superintendent e-mail: tlittle@msdpt.k12.in.us

District Name: Metropolitan School District of Perry Township   District Phone: (317) 789-3700

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Charles Mercer

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

_____ Date _____
(School Board President's/Chairperson's Signature)

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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PART I - ELIGIBILITY CERTIFICATION

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 one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. 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.

10. 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

1. Number of schools in the district: 11 Elementary schools
   (per district designation)   4 Middle/Junior high schools
                                          2 High schools
                                          0 K-12 schools
                                         17 Total schools in district

2. District per-pupil expenditure: 10600

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area

4. Number of years the principal has been in her/his position at this school: 15

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		**6**	0	0	0
K	32	38	70		**7**	0	0	0
1	46	30	76		**8**	0	0	0
2	34	41	75		**9**	0	0	0
3	51	38	89		**10**	0	0	0
4	43	33	76		**11**	0	0	0
5	28	33	61		**12**	0	0	0
						Total in Applying School:		447

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6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
7 %	Asian
6 %	Black or African American
10 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
70 %	White
7 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 17%

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

(1)	Number of students who transferred *to* the school after October 1, 2009 until the end of the school year.	39
(2)	Number of students who transferred *from* the school after October 1, 2009 until the end of the school year.	34
(3)	Total of all transferred students [sum of rows (1) and (2)].	73
(4)	Total number of students in the school as of October 1, 2009	427
(5)	Total transferred students in row (3) divided by total students in row (4).	0.17
(6)	Amount in row (5) multiplied by 100.	17

8. Percent limited English proficient students in the school: 16%

   Total number of limited English proficient students in the school: 73

   Number of languages represented, not including English: 9

   Specify languages:

   Bulgarian, Burmese, Chin, Italian, Karen, Mandarin, Spanish, Urdu, and Vietnamese are the non-English languages at Burkhart Elementary School.

9. Percent of students eligible for free/reduced-priced meals: 50%

    Total number of students who qualify: 225

    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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 13%

    Total number of students served: 56

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

3	Autism	3	Orthopedic Impairment
0	Deafness	5	Other Health Impaired
0	Deaf-Blindness	14	Specific Learning Disability
2	Emotional Disturbance	28	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	1	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

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

Number of Staff

	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	18	0
Special resource teachers/specialists	7	1
Paraprofessionals	10	0
Support staff	8	2
Total number	44	3

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:   25:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	96%	96%	96%
Daily teacher attendance	95%	96%	96%	96%	96%
Teacher turnover rate	15%	35%	23%	19%	7%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

The teacher turnover rates have been high the past four years due to several reasons:

1. There have been several teacher retirements (three in one of the years) and those teachers were then replaced.

2. One of the Title I elementary schools in our district was determined to be a "failing school" and 50% of the teaching staff had to be replaced. Acting within our negotiated teacher contract, teachers with low seniority were "bumped" from their positions and two teachers transferred to Burkhart School from the failing school

3. Several of the young teachers resigned their positions to become "stay-at-home-moms."

4. Our school district has seen funding cuts from three areas: a) The phase-out of the Federal Desegregation Plan ($800,000.00 loss in revenue per year); b.) A change-over by the State of Indiana to take a large portion of school funding and shifting the tax burden from property tax to a funding from the Indiana general fund....this funding formula change caused a drop in revenue; and c.) Because of the economic down-turn nation-wide and reduced income tax and sales tax revenue to the State of Indiana, Governor Daniels cut state money to the local school districts from between 3 - 4%, which for our school district amounted to $3,800,000.00. These losses of revenue have forced the cutting of a math coach, reading coach, media specialist, three Reading Recovery teachers, and a half-special education teacher. Putting those losses into the turnover calculation equation, makes for very high teacher turnover rates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: _____

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	**0%**

PART III - SUMMARY

William Henry Burkhart Elementary is one of eleven elementary schools in the Metropolitan School District of Perry Township, located in the south central portion of the city of Indianapolis in Marion County. Upon completion of fifth grade, students attend Perry Meridian Sixth Grade Academy, then Perry Meridian Middle School, advancing to Perry Meridian High School. The M.S.D. of Perry Township is the 11th largest school district in the state.

William Henry Burkhart serves a suburban/urban population. The student population is diverse:70% of the student body is White, and the remaining 30% is made up of Asian, Hispanic, Black, or Multiracial. 13% of our student body receives special education services. Approximately 16% of the students are English Language Learners with nine foreign languages represented. Our community has recently had a large number of students enroll who are refugees from the Southeast Asian country of Myanmar, formerly known as Burma. Slightly more than 50% of the student body qualifies for Free/Reduced Price Lunch assistance. Parents exhibit a wide array of income levels ranging from the unemployed to the professional.

Burkhart School's Mission Statement, adopted in 2002, is the basis of our focus and is as follows:

The Burkhart Community works cooperatively to help students become:

Life-long Learners

- Solve Problems

- Engaged Actively in Learning

- Read for Enjoyment

- Show Enthusiasm for Learning

- Exposure to a Variety of Learning Styles

and **Responsible Citizens**

- Follow Reasonable Rules

- Protect the Environment

- Accountable for Their Behavior

- Respectful of Others and Themselves

- Knowledgeable and Accepting of Other Ethnicities and Cultures

Children receive instruction in a variety of ways. Classrooms are of a heterogeneous make up. A variety of instructional strategies are employed including whole group instruction, teacher-directed instruction, and cooperative learning groups. **Fast-Start** at grades K -1 and Cluster Grouping in Grades 2 - 5 enhances and extends the instructional opportunities of the high ability child. Computer software programs such as "**Success Maker,**" "**FasttMath,**" and "**My Reading Coach,**" along with people driven programs such as Peer Tutoring, the OASIS Tutoring Program, Cadet Teaching, Peer Facilitators, and the use of parent and community volunteers help assist individual and small group academic concerns. A monthly reading incentive named for our school mascot, **Reading Giants**, recognizes and rewards students in grades 1 – 5 who meet monthly out-of-school reading goals. Math Whiz (Grades 1 - 2) and Math Master (Grades 3 - 5) are programs in place to encourage student math fact mastery. Boys and girls receive recognition and rewards for demonstrating math fact mastery on timed 100-fact tests including Math Master or Math Whiz T-shirts, which they wear with great pride!

Before and after school activities exist for children who wish to participate. Burkhart has the Drama Club, Art Explorers, Guitar Club, *All That Jazz!* show choir, Just Say No Club, Spell Bowl Team and Environmental Club. Students at the fifth grade level produce an elaborate Christmas Musical program each year. The school also has an outdoor classroom area (including a pond) that is used by many classes throughout the school year. A "Fall Festival" is held in the outdoor classroom that highlights the science themes of nature, Earth Day, Arbor Day, and fosters an appreciation for the environment in the students.

Burkhart is supported by our PTA organization which works in many areas of the total school program to enhance the educational progress of all students. The PTA sponsors "Reflections," a contest that highlights student talents in music composition, art creations, and writing composition. They also sponsor the annual Breakfast with Santa and Santa's Secret Shop, which is open to the entire Perry Township community. Grandparents' Day is co-sponsored by our PTA and provides the opportunity for grandparents to come to Burkhart School to see the educational program and visit and support their grandchild. The PTA also provides funds to assist in the reducing the cost of field trip admission prices. One school-wide event that is part of the school culture is the annual Holiday Candlelight Luncheon where parents and grandparents come for a scrumptious luncheon in early December. We generally have 550 – 600 guests for this Burkhart holiday tradition.

Burkhart School's nomination by the Indiana Department of Education may have been due to the increasing test achievement scores for our students which runs counter to the increasing student poverty level. Burkhart's Free/Reduced rate was at 20% in 1996 and has steadily increased to its current 50% rate. Since the 2001-2002 school year, the student pass rate for the combined Math/Language Arts portions of our state's high-stakes test **I**ndiana **S**tatewide **T**esting for **E**ducational **P**rogress (**ISTEP+**) has improved from 52.9% passing rate to the current 83.6%. The 2010 fifth grade class Math/Language Arts pass rate was slightly above 92%.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A review of the testing data for William Henry Burkhart Elementary School shows strong growth in the number of students who successfully passed both parts (English/Language Arts [Reading] and Mathematics) of the **I**ndiana **S**tatewide **T**esting for **E**ducational **P**rogress (**ISTEP+)** across all sub-groups. During the 2005-2006 school year, the combined grades 3 – 5 passing rate was 69%, while for the 2009-2010 school year the combined grades 3 – 5 passing rate was 84%, demonstrating a 15 percentage point growth in five years. At the same time, the percentage for students qualifying for Free/Reduced Lunch assistance status increased from 38% to 49%.

Reviewing the data by subject for combined scores for grades 3 – 5 shows the following: The reading pass rate for 2005-2006 was 80%, and for the 2009-2010 school year this climbed to an 88% pass rate. The mathematics pass rate for 2005 – 2006 was 79%, and for the 2009-2010 school year pass rate was 90%.

Looking at subgroups in each subject we find the following:

Reading combined Pass and Pass Plus rate was 88%. Two subgroups outperformed the whole: the African American student pass rate was 90% and the Hispanic student pass rate was 95%. Two subgroups fell 10 points below the pass rate of the whole: English Language Learner students at 71% and Asian students at 53%

Mathematics combined Pass and Pass Plus rate was 90%. One subgroup outperformed the whole: the Hispanic student pass rate was 100%. Two subgroups fell 10 points below the pass rate of the whole: African American students at 80% and Asian students at 68%.

A bit of background information on two of our subgroup scores: Over the past 4 years, our school district has seen a massive growth of Asian students as a sub-group. Almost all of the students have come from the Southeast Asian country of Myanmar, formally known as Burma. The southside of Indianapolis has been an area of resettlement for families from Burma who have arrived in the United States from refugee camps. This has created many challenges for schools, including Burkhart. Often the children have had little or no schooling while living in the camps and have not received English language instruction. They arrive in the United States where nothing is familiar, are placed in apartments in a culture vastly different than theirs, and then begin school. It is normal for a Burmese child to enroll in an upper elementary classroom with little to no formal schooling experiences.

Efforts the Burkhart staff members are taking to close the achievement gaps for Asian students include: 1.) intensive small-group tutoring with our classroom teachers, ELL teacher and ELL instructional assistant, interventionist, and community volunteers, 2.) remedial technology programs are used with the students in the classroom setting and in the computer lab in the areas of reading and mathematics, 3.) adult education programs are available to assist parents in acquiring English language skills, so they can model English language use and help their child at home. The primary need of these students is acquiring English language vocabulary and skills. Reviewing the data shows Burkhart has had an Asian subgroup for only 3 school years. The pass rate for mathematics has gone from 50% to 68% in those three years while the pass rate for reading has gone from 33% to 53% in the same time period. The gap is closing at a steady pace, but probably will not close completely until the arrival of new refugees ends. During the past six months, our school district has had 108 students arrive from the refugee camps. Burkhart has received several of these students. They have no English language skills, whatsoever, yet they will be required to take the mathematics portion of the **ISTEP+** test this year and the English/language arts portion of the **ISTEP+** test after they have resided in the United States for twelve months. Obviously,

time will be the largest factor in helping these students acquire English, but in the meantime the Burkhart staff and community are committed to helping these students assimilate into the culture of our school, community, city, and state.

African American students fell 10 points below the whole group in the area of mathematics. Classroom teachers and assistants work to close the achievement gap for African American students by using remedial technology programs such as **Success Maker** and **FasttMath** to target weak areas and skills. Classroom teachers provide additional support and small-group tutoring to assist the students who fell below the mark.

The Indiana Department of Education classifies students as **Pass**, **Pass+,** and **Did Not Pass**. **Pass** demonstrates sufficient understanding of the area and proficiency of skills.   Pass+ demonstrates advanced abilities in the various skills tested in the subject area.

The Indiana Department of Education has a wealth of information about our state assessment program called **ISTEP+**. Information may be found on the IDOE website at www.doe.in.gov/assessment/ and at this link within the assessment section of the website www.doe.in.gov/assessment/docs/PLDs_Portrait.pdf

2. Using Assessment Results:

Burkhart School teachers constantly use assessment data to make informed decisions regarding students and curriculum. Teachers analyze data to identify students needing additional instruction on specific skills and students demonstrating mastery of content who need additional challenges.

Language Arts assessment data allows teachers to determine the proficiency of students' reading and writing abilities. Lexile scores, determined by the computerized **Scholastic Reading Inventory** test, and **Baseline Scores**, provided through our reading program, give teachers information needed to develop both homogenous and heterogeneous groups for small-group literacy instruction using leveled texts and other literature. **Acuity** testing, an online system, provides teachers with data pertaining to student achievement on specific Indiana State Academic Standards. Teachers at Burkhart often use this information when forming temporary small-groups for supplemental instruction.

These computerized systems provide valuable data, but teachers at Burkhart know students' daily performance is just as important. Teachers use writing rubrics to systematically assess published student writing. These rubrics help teachers decide where to center instruction in future writing units while also providing vital feedback to students and parents. Literacy Folders house multiple years of in-class assessments. Teachers examine these folders when preparing for the school year, identifying strengths and weaknesses of their students before they even arrive at school.

Special Education and English Language Learner teachers utilize data to meet the needs of Burkhart's diverse population. In addition to having access to data previously discussed, Special Education teachers use academic and psychological evaluations to place students with special needs in the classroom environment that will ensure the highest level of success. English Language Learner teachers use the Naglieri Nonverbal Ability Test and LAS Links testing to gather data about each student's acquisition of English. This data is analyzed and used to place students with teachers who have special training in instruction strategies for English Language Learners.

Indiana's end-of-year **ISTEP+** assessment supplies teachers with data needed to reflect on the year's progress. **ISTEP+** data validates educational practices that have succeeded and gives teachers ideas for ways to improve. Vocabulary development and math problem solving have improved recently at Burkhart after teachers analyzed data and implemented strategies to target these areas.

Analyzing assessment data gives teachers at Burkhart the necessary information needed to make decisions that raise student performance. Even with recent successes, we know it is necessary for us to continue to use assessment information wisely to maintain high levels of achievement at Burkhart.

3. Communicating Assessment Results:

Parents and students receive information concerning student academic and behavioral performance in many ways. Report cards are issued quarterly and each student receives a mid-term report as well for the core academic subjects. Parents are provided with passwords to allow them to see their child's scores via the teacher's online grade book. Students track their own assessment scores and progress as they use the Scholastic Reading Inventory at least three times per school year. Tungsten Benchmark assessments are tracked by second grade students and shared with parents. Grade 3 – 5 students monitor their Acuity assessment progress, and reports are sent home with students for parent review.

Parents and teachers communicate via telephone, email, and teacher-prepared newsletters. Sit-down, face-to-face conferences take place throughout the school year as requested by parents and/or teachers to review student progress and to assist parents in understanding assessment data and what those assessments mean to their child's academic growth and development. At several grade levels, individual student conferences are conducted by the teacher with the student throughout the school year. The building principal meets individually with students who are having academic difficulties at the end of each grading period, and they review the student's report card together.

The parents of students who have qualified for special education services receive quarterly reports that track the child's academic progress. The student has an Individual Education Plan created to meet his/her specific and unique educational needs. Our 70+ English Language Learners have an Individual Learning Plan which also is tailored to meet the individual child's learning needs. Both the IEP and ILP involve having the teacher of record and classroom teacher meet with the parent (and if appropriate, the child) to collaboratively create the plan.

The results and reporting of the Indiana end-of-year test (**ISTEP+**) is available to parents online. Additionally, a paper-copy of the child's report is mailed home with an informative letter outlining the information available on the parent report. This helps parents to understand what the report is telling them about their child's progress. Parents are encouraged to request conferences with teachers or the school principal to gain additional information concerning the child's progress based on the **ISTEP+** tests.

4. Sharing Lessons Learned:

The Burkhart School staff has had many opportunities to share with other schools the successful strategies they use while instructing students. They include, but are not limited to:

1. District-level meetings for math and reading coaches—Our math and reading coaches had opportunities to meet with the coaches from the other ten elementary schools in our district. They discussed strategies teachers were using to instruct students based on the Indiana Academic Standards as they focused on the end-of-year **ISTEP+** tests.

2. District-level professional development/workshops/conferences—Our staff members attend summer training sessions, as well as workshops and conferences throughout the school year. During these professional development sessions (Sheltered Instruction, Observation Protocol [**SIOP**], Developing Core Vocabulary, Autism Training, High Ability Teacher Workshops, etc.), our staff shares what is taking place at Burkhart School and some of the instructional practices being used.

3. Share Drives and SmartBoard Activities through the Smart Exchange—Our staff shares teacher created material with other teachers in our district….and beyond. Each classroom is equipped with

SmartBoard technology. Being one of the few schools in our district to be so equipped, our staff members have hosted "Smart Academies" for teachers within our district at Burkhart School for the past couple of summers. Teachers from our district's eleven elementary and six secondary schools have attended workshops and break-out sessions led by Burkhart teachers. They've been able to share curriculum-related materials they created and have made those items available for other school teachers through our district's "share-drive".

4. Teacher created Blogs and Websites—These are utilized as ways for our staff to share with other teachers within our district.....and across the world.

5. Student Teachers and Interns from Indiana University/Purdue University at Indianapolis (IUPUI) and Franklin College—In their work with and under the tutorage of our staff, future educators gain valuable insight to the successful strategies used by the Burkhart School staff to instruct the children using the Indiana Academic Standards as our basis. This school year, for example, thirteen of our classroom teachers had student teachers or interns working with them. Our school often has student teachers from the University of Indianapolis, Ball State University, and Purdue University as well.

6. Teachers share information with other educators as they take Master's Degree level course work.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Indiana Academic Standards are the core of Burkhart Elementary School's curriculum (though we are beginning the process of shifting over to the Common Core Standards, as Indiana has recently joined with many other states in this initiative).

English/Language Arts focuses on these areas: **Reading**, **Writing**, and **Listening and Speaking**. In **Reading**, each grade level works on word recognition, fluency, vocabulary development, comprehension skills, analyzing non-fiction and informational text, and analyzing literary text. **Writing** focuses on the processes and features of writing, application of writing to different types of writing tasks and their characteristics (friendly letter, imformative essay, persuasive, etc.), and the English language conventions. The final aspect of the English/Language Arts curriculum is the area of **Listening and Speaking** where the emphasis on acquiring the skills, strategies, and applications in real-life situations.

Mathematics emphasizes seven sub-areas of study: Number Sense, Computation, Algebra and Functions, Geometry, Measurement, Data Analysis and Probability, and Problem Solving.

Science highlights six sub-areas of study: The Nature of Science and Technology, Scientific Thinking, Physical Setting, The Living Environment, The Mathematical World (applying mathematics in scientific contexts), and Common Themes.

Social Studies stresses four sub-areas of study: History, Civics and Government, Geography, and Economics.

Instruction is delivered to students in a variety of ways as the teaching staff and support staff work to meet the unique needs of a diverse student body. The make-up of every classroom is heterogeneous with grade level students divided equally racially, by socio-economic levels, and based on academic strengths and weaknesses. To assist in providing support for our Special Education students and our English Language Learners, there is some grouping of these children so that push-in support is able to be given to students based on Individual Educational Plan (IEP) and Individual Learning Plan (ILP) documents. While there are adopted textbooks for the core curricular subjects, these are used as resources for students, and teachers pull from these materials and many others to be sure the Indiana Academic Standards are covered.

Student engagement takes place because the focus of lessons has real-life application. In language arts, for example, a wealth of leveled reading materials are available so students can read wide-ranging topics at their level of instruction. Teachers draw on extensive in-class resources and may borrow materials from our school's leveled library. (Books of many genres are available in the leveled library and range from beginning reader through middle school level.) Literacy Groups/Book Clubs are formed in each classroom where instruction focuses on building fluency, vocabulary, and comprehension skills. Sustained Silent Reading time is provided so students can read on topics of interest to them. Writing activities focus on real-life application and often incorporate science or social studies research projects as end-products.

Best examples of engagement of students can be found in our intermediate grades where cross-curricular thematic unites of study exist. These content rich units incorporate reading/language arts skills of performing research and note-taking with social studies and science themes. Technology applications include PhotoStory for Windows, Microsoft Word, Microsoft Publisher, or Microsoft PowerPoint. Culminating projects use information learned by reading from various sources to create tri-fold brochures, PowerPoint presentations, or PhotoStory videos.

Visual and Performing Arts focus on different areas of the arts. The Visual Arts emphasizes art history and the elements and principles of design, which are the foundations of the Indiana Visual Arts Standards. Students are introduced to a variety of media and processes in the art lessons and produce both two- and three-dimensional works of art. The Performing Arts stresses allowing students to communicate through performance in music, create music through improvisation and composition, respond to music through listening, describing, analyzing, and evaluating, and explore and understand music in historical, cultural, and social contexts. Music concepts include beat, rhythm, note reading, rhythm reading, singing, phrasing, and playing instruments.

Physical Education teaches students physical activities they can engage in throughout their life: physical fitness training, understanding healthy eating through nutrition and making wise food selection choices, and developing life-long healthy habits. The basis for what students do in physical education classes are founded in the Indiana State Standards for Physical Education and the Presidential Fitness Standards.

2. Reading/English:

William Henry Burkhart Elementary School teachers use various approaches to reading tailored to meet the needs of the individual students within the classroom. As a district, the Scott Foresman publishing company's reading program has been adopted for the delivery of core reading instruction. This program is used from kindergarten through fifth grade for students of all levels, including Special Education and English Language Learner (ELL) students. The program also has an intervention component called **My Sidewalks**, which is designed to provide students with special needs and those needing extra assistance with additional scaffolding of instruction so they reach grade level reading standards.

Burkhart has an extensive leveled library teachers utilize for their book club/literacy group instruction. Having this resource available to teachers allows students to read fiction and nonfiction selections at their reading level while helping them acquire additional needed skills. Children are "benchmarked" monthly by the Rigby Benchmark system in the lower grades.   In the upper grades, reading progress is assessed at least three times a year by using the Scholastic Reading Inventory (SRI). This data is used to determine students' placement into proper literacy groups and allows teachers to keep the groups fluid based on student progress. Running records are analyzed to guide the teacher in determining growth of the student, assist the teachers in identifying skills needing development, and tracks the reading gains made by students.

The Burkhart School staff uses many additional strategies to improve the reading skills of students including:

1. Reader's Theater—Children work on their fluency and perform in other classrooms.

2. Reading Buddies--Older grade level students are paired with younger children for shared reading on a weekly basis to practice comprehension skills and fluency.

3. Young Hoosier Books--Students can choose to read the Young Hoosier Book Award nominees (20 titles) and take a comprehension test covering each book with recognition levels at five-book-increments.

4. With the help of our special education staff, ELL teacher, school interventionist, and computer lab instructor, several intervention computer programs are used to assist students performing below grade level:

- **Reading Fluency** (students read into a computer microphone to build fluency)

- **My Reading Coach** (a phonetic and comprehension computer program)

- **Great Leaps** (a fluency and sight word mastery program)

- **SuccessMaker** (a self-paced reading program that advances reading levels as skill mastery is achieved)

3. Mathematics:

The staff at William Henry Burkhart Elementary School utilizes the **Everyday Mathematics** program which emphasizes conceptual understanding while building mastery of skills. The curriculum explores the full mathematics spectrum, not just basic arithmetic. The program has been developed to be consistent with the ways children learn mathematics. Routines and games are designed to build conceptual understanding in an authentic manner and in a curricular spiral. Our math program provides enrichment for high ability children, reinforcement for those who need extra practice, and support for our growing English Language Learner (ELL) population

Additionally, Burkhart educators employ multiple methods to enhance math learning. Our staff provides a strong foundation that supports the construction of math knowledge which has lifelong value. We stress the learning of math facts through the use of Computer/Online math programs such as **FasttMath**, **SuccessMaker**, and **Everyday Math** games. **IXL** is another math program used to individualize math instruction. **IXL** was purchased with grant money from Burkhart School's PTA. It is accessible from home as are the **Everyday Math** games. Successes are recognized for math fact mastery through school-wide recognition programs called **Math Whiz** (grades 1 and 2) and **Math Master** (grades 3 – 5) where students are awarded T-shirts and pins which are worn proudly. Students who have achieved **Math Whiz/Math Master** are also periodically rewarded with small incentives, which earn them admiration and inspire other children to achieve the **Math Whiz/Math Master** status.

The staff addresses individual needs through the use of volunteer community tutors. These generous people are retired members of our community who give our children additional one-on-one attention. High school students interested in a future in education come daily to tutor children with special needs. Grade level collaboration is utilized as well. Older students within our school volunteer to give some of their recess time in order to help younger students. Parents are invited to "Make It/Take It" nights where math games are made for home use to reinforce skills and give families another reason to spend time together in an entertaining and educational way. We encourage a sense of community at Burkhart School.

Math Pentathlon Games are used in an after-school club to build mathematical critical thinking skills. Students of all ability levels are encouraged to sign-up for this experience. Teachers volunteer their time to provide guidance with the games and extra individual attention.

4. Additional Curriculum Area:

Educators at William Henry Burkhart Elementary School use technology in a variety of ways to enhance students' acquisition of essential skills and knowledge. Beginning in kindergarten students receive focused instruction from our building technology assistant. This instruction continues for all students through fifth grade and follows our school district's technology curriculum, including keyboarding, Microsoft's **Word, Publisher**, **Excel**, **PowerPoint, PhotoStory**, and standards-based websites.

Each general education classroom is equipped with a computer station containing five computers designated for student use throughout the day. Teachers incorporate the use of this classroom technology based on curriculum and student needs. Students regularly utilize programs such as **SuccessMaker**, **FasttMath**, and **Spelling City** to enhance skills and to provide remediation when necessary. The data from such programs provide information to guide instruction and later technology use. Teachers also utilize the Charlesbridge **Reading Fluency** program to help students of all reading levels become more fluent and dynamic readers.

SMARTBoards and ELMOs have been added to every regular classroom within the last three years. Interactive SMARTBoard lessons are incorporated into all curricular areas. The reading and math curriculums can be accessed through the SMART technology to provide another avenue of meeting the needs of visual and kinesthetic learners. Teachers have also created their own interactive lessons to meet their classroom needs. These interactions and high-interest lessons provide increased student engagement in the lesson, which results in increased achievement. Video streaming is used as another technology tool to enhance instruction and build background knowledge. When presented on the SMARTBoard, the video can be stopped for discussion. Teachers and students can write on the SMARTBoard to highlight pertinent information before continuing with the video.

Additional technology is embedded into the curriculum. During a fourth-grade field trip, for example, students used digital cameras to capture pictures about their experience. When they returned to the classroom, the students used **PhotoStory** to create and narrate a digital story about their trip. Students also use **Microsoft Movie Maker**, **InteliKeys**, **Boardmaker**, and **Writing with Words** as they produced their educational output. Internet research is introduced in second grade, and these research skills are reinforced and built upon through fifth grade. Additionally, distance learning provides educational opportunities in lieu of field trips and real life experiences for students at all grade levels.

5. Instructional Methods:

At Burkhart Elementary, differentiated instruction occurs daily to meet the learning needs of our diverse student population. The Burkhart staff is committed to this goal, using a plethora of resources and innovative teaching strategies.

High ability Grade K – 1 students are challenged using our school district's **FastStart** programming. Extension activities are offered at work stations during the course of the school day. For example, **FastStart** students are given higher level books for research and more in-depth writing assignment requirements. Upper grade students identified for the **IDEA** program (the district's Grade 2 – 5 High Ability program), are given self-selected inquiry projects. Topics include body systems, cultures, diseases and Colonial America. Math enrichment activities focusing on problem solving are also offered. All grade levels are involved in leveled literacy groups with the goal of expanding reading proficiency. Professional development and literature are provided for staff to create and share ideas.

Burkhart's diverse population also includes many English Language Learners (ELL), special education, and academically struggling students. A **B**uilding **I**ntervention **T**eam (**BIT**) meets each week to discuss struggling students referred by classroom teachers or parents. Goals and an intervention action plan are developed, put into place, monitored using common assessments, and follow up is planned.

Research-based programs such as **FasttMath**, **My Reading Coach**, **Reading Fluency**, **My Sidewalks** and **Successmaker** are used by Special Education, ELL and general education teachers daily. Tier II and III interventions are employed following the Response to Intervention model. Learning style inventories are utilized and instruction is provided using sensory methods to reach all learners.

Using primarily the **S**heltered **I**nstruction **O**bservation **P**rotocol (**SIOP**) and inclusion model, ELL, Special Education and BIT students are given accommodations and assistance in the general education classroom. Students have intervention assistance provided throughout the day in small groups. Special Education and ELL teachers effectively collaborate with general education teachers to promote the success of all students and make appropriate modifications and adaptations. Social skills groups are offered to students with autism or emotional disabilities. Students may be pulled out to either pre-teach or re-teach areas of core curriculum.

"Book Buddies" pair younger with older students for reading. Teachers conduct individual student conferences to empower students and monitor progress. Volunteer tutors, cadet teachers, and high school peer facilitators are paired with students who need extra attention. Burkhart staff members are adept at providing innovative, motivating strategies to meet the diverse needs of our students.

6. Professional Development:

The staff at Burkhart Elementary is continually involved in professional development activities. Weekly, teachers and the principal delve into topics that stretch who they are as educators and address the needs of students. In addition to this weekly involvement, teachers participate in development opportunities that arise throughout the school year. Many participate in summer workshops presented by the district's central office.

Several professional book studies have taken place at Burkhart. Recent titles include <u>The Energy to Teach</u>, <u>Good-Bye Round Robin</u>, <u>Words, Words, Words</u>, <u>Classroom Instruction that Works</u>, <u>Building Background Knowledge, Teaching Reading in Middle School</u>, and <u>A Framework for Understanding Poverty</u>. Through the reading and discussion of these books, teachers have analyzed their own teaching practices and made adjustments where appropriate to improve instruction. Many sessions have involved the dissection of academic standards. Teachers used curriculum mapping software to chart their progress, discover areas needing additional instruction, and to aid the development of common assessments. Multiple technology trainings have been held to improve teacher presentation and student acquisition of knowledge through the use of **SMARTBoards, Elmo Document Cameras**, **Smart Response Systems**, and **Airliners**.

Staff members have spent time in workshops to hone their skills in teaching writing through the 6+1 Writing Traits. These development sessions have given teachers tools that improve student processes and products created. Teachers also spent time developing writing rubrics based on Indiana Academic Standards and the 6+1 Writing Traits. Professional development sessions involving the identification and implementation of core vocabulary have focused on giving all students the academic language they need to be successful.

To address the diverse needs of our students, teachers have taken part in workshops and trainings focused specifically on the needs of students with autism, learning disabilities, high abilities, and those acquiring English. The staff also participated in diversity training through Culturally Responsive Instruction modules. In learning how to appropriately meet the needs of all learners, Burkhart teachers have been able to increase student learning and improve **ISTEP+** (Indiana's end-of-year test) scores.

Teachers have learned to use data from Tungsten's **Benchmark** and McGraw/Hill's **Acuity** tests to drive instruction, specifically in the areas of math and language arts. Teachers are able to identify standards that students are not meeting and target instruction for small groups or individual students. During professional development sessions, teachers work with grade level and support staff to develop lessons and implement plans which address deficiencies found in student learning.

7. School Leadership:

Staff members of William Henry Burkhart Elementary School accept leadership roles within the school and within the school district at-large. Teachers have the opportunity to serve as chairpersons of subcommittees, to take on the task of creating a new program or project for their grade level or the school, and to share expertise acquired from staff inservice or outside coursework with the staff at weekly professional development.

The principal of Burkhart School views his role as being that of an enabler, procurer, steward, and public relations manager.

Enabler: Looking at the individual skills and abilities of the staff, and finding ways to let them share their gifts and talents for the improvement of the school and for the strengthening of the skill set of other staff members. Looking at where there are needs for staff education and improvement, and looking to provide guest speakers, facilitators, and presenters to shore-up and build the skills of the staff so they can improve their delivery of instruction and therefore improve student achievement.

Procurer: Funds are tight…and often non-existent. Providing direction and time for teachers to write grant proposals to the school district's Education Foundation for the growth of our leveled reading materials to build up the shared leveled library. Educating the PTA so they will use their surplus budget funds to provide for the cost of educational consultants who then come to the school and present to the teachers during inservice training events to sharpen their skills and gain new skills for effective instruction of students. Leading fundraising activities to provide for cultural fine arts programs for the enrichment of students.

Steward: Using the resources we have wisely and locating the source of materials at the lowest cost to stretch budgetary funds. Contacting the central office personnel who control some funding accounts and creatively working with them to acquire technology such as the SmartBoards in every classroom; and acquiring $6000 in funds left in a grant account to significantly increase the non-fiction classroom reading sets available for instructional use.

Public Relations Manager: Working to share positive news of Burkhart School activities within the local media; having a blog highlighting student and staff success stories; touting the abilities and success of staff and students with parents, patrons, and the community.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

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

Edition/Publication Year: 2005 - 2010

Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass Plus	86	74	77	78	71
Pass Plus	37	3	14	11	6
Number of students tested	70	61	64	55	62
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass Plus	83	66	69	70	57
Pass Plus	30	6	7	11	10
Number of students tested	30	32	29	27	21
2. African American Students					
Pass and Pass Plus					
Pass Plus					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass Plus					
Pass Plus					
Number of students tested					
4. Special Education Students					
Pass and Pass Plus				44	
Pass Plus				6	
Number of students tested				16	
5. English Language Learner Students					
Pass and Pass Plus	86		55		
Pass Plus	29		0		
Number of students tested	14		11		
6.					
Pass and Pass Plus					
Pass Plus					
Number of students tested					

NOTES: Our State-wide Testing (ISTEP+) shifted from a September test administration to a May test administration for the 2009-2010 school year. For the 2008-2009 school year the test was given in both September and May. The September scores are reported here.

11IN2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

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

Edition/Publication Year: 2005 - 2010

Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass Plus	87	70	73	77	74
Pass Plus	21	11	14	16	10
Number of students tested	70	61	64	55	62
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass Plus	80	69	62	63	72
Pass Plus	17	9	14	11	14
Number of students tested	30	32	29	27	21
2. African American Students					
Pass and Pass Plus					
Pass Plus					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass Plus					
Pass Plus					
Number of students tested					
4. Special Education Students					
Pass and Pass Plus				50	
Pass Plus				6	
Number of students tested				16	
5. English Language Learner Students					
Pass and Pass Plus	71		45		
Pass Plus	7		0		
Number of students tested	14		11		
6.					
Pass and Pass Plus					
Pass Plus					
Number of students tested					

NOTES: Our State-wide Testing (ISTEP+) shifted from a September test administration to a May test administration for the 2009-2010 school year. For the 2008-2009 school year the test was given in both September and May. The September scores are reported here.

11IN2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

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

Edition/Publication Year: 2005 - 2010

Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass Plus	92	88	72	87	80
Pass Plus	37	27	17	16	31
Number of students tested	63	59	69	69	61
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	2	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass Plus	89	81	64	88	64
Pass Plus	39	31	6	8	18
Number of students tested	36	26	36	25	22
2. African American Students					
Pass and Pass Plus					
Pass Plus					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass Plus					
Pass Plus					
Number of students tested					
4. Special Education Students					
Pass and Pass Plus			57	80	70
Pass Plus			7	20	10
Number of students tested			14	10	10
5. English Language Learner Students					
Pass and Pass Plus			30		
Pass Plus			0		
Number of students tested			10		
6.					
Pass and Pass Plus					
Pass Plus					
Number of students tested					

NOTES: Our State-wide Testing (ISTEP+) shifted from a September test administration to a May test administration for the 2009-2010 school year. For the 2008-2009 school year the test was given in both September and May. The September scores are reported here.

11IN2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

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

Edition/Publication Year: 2005 - 2010

Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass Plus	90	83	72	91	85
Pass Plus	21	10	9	16	21
Number of students tested	63	59	69	69	61
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	2	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass Plus	89	81	58	88	68
Pass Plus	22	4	6	8	5
Number of students tested	36	26	36	25	22
2. African American Students					
Pass and Pass Plus					
Pass Plus					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass Plus					
Pass Plus					
Number of students tested					
4. Special Education Students					
Pass and Pass Plus			36	70	70
Pass Plus			0	10	10
Number of students tested			14	10	10
5. English Language Learner Students					
Pass and Pass Plus			20		
Pass Plus			0		
Number of students tested			10		
6.					
Pass and Pass Plus					
Pass Plus					
Number of students tested					

NOTES: Our State-wide Testing (ISTEP+) shifted from a September test administration to a May test administration for the 2009-2010 school year. For the 2008-2009 school year the test was given in both September and May. The September scores are reported here.

11IN2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

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

Edition/Publication Year: 2005 - 2010

Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass Plus	94	84	90	94	86
Pass Plus	57	30	34	40	28
Number of students tested	65	61	68	62	65
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass Plus	90	70	80	89	69
Pass Plus	43	27	20	37	0
Number of students tested	30	30	20	19	29
2. African American Students					
Pass and Pass Plus					
Pass Plus					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass Plus					
Pass Plus					
Number of students tested					
4. Special Education Students					
Pass and Pass Plus		73			
Pass Plus		36			
Number of students tested		11			
5. English Language Learner Students					
Pass and Pass Plus					
Pass Plus					
Number of students tested					
6.					
Pass and Pass Plus					
Pass Plus					
Number of students tested					

NOTES: Our State-wide Testing (ISTEP+) shifted from a September test administration to a May test administration for the 2009-2010 school year. For the 2008-2009 school year the test was given in both September and May. The September scores are reported here.

11IN2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

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

Edition/Publication Year: 2005 - 2010

Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass Plus	88	84	85	84	80
Pass Plus	20	13	13	27	14
Number of students tested	65	61	68	62	65
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass Plus	80	77	65	58	69
Pass Plus	13	13	10	16	0
Number of students tested	30	30	20	19	29
2. African American Students					
Pass and Pass Plus					
Pass Plus					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass Plus					
Pass Plus					
Number of students tested					
4. Special Education Students					
Pass and Pass Plus		64			
Pass Plus		0			
Number of students tested		11			
5. English Language Learner Students					
Pass and Pass Plus					
Pass Plus					
Number of students tested					
6.					
Pass and Pass Plus					
Pass Plus					
Number of students tested					

NOTES: Our State-wide Testing (ISTEP+) shifted from a September test administration to a May test administration for the 2009-2010 school year. For the 2008-2009 school year the test was given in both September and May. The September scores are reported here.

11IN2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass Plus	90	82	80	87	79
Pass Plus	43	20	22	23	22
Number of students tested	198	181	201	186	188
Percent of total students tested	99	99	99	100	100
Number of students alternatively assessed	1	1	1	0	0
Percent of students alternatively assessed	1	1	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass Plus	88	72	69	82	71
Pass Plus	38	20	9	17	14
Number of students tested	96	88	85	71	72
2. African American Students					
Pass and Pass Plus	80	50	62	53	
Pass Plus	10	7	8	12	
Number of students tested	10	14	13	17	
3. Hispanic or Latino Students					
Pass and Pass Plus	100	61	68	77	76
Pass Plus	30	22	11	23	12
Number of students tested	20	18	19	13	17
4. Special Education Students					
Pass and Pass Plus	86	70	69	69	56
Pass Plus	18	17	9	20	7
Number of students tested	22	23	31	35	27
5. English Language Learner Students					
Pass and Pass Plus	81	42	48		
Pass Plus	19	4	0		
Number of students tested	31	24	25		
6. Asian					
Pass and Pass Plus	68	38	50		
Pass Plus	37	8	8		
Number of students tested	19	13	12		

NOTES: Our State-wide Testing (ISTEP+) shifted from a September test administration to a May test administration for the 2009-2010 school year. For the 2008-2009 school year the test was given in both September and May. The September scores are reported here.

11IN2

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass Plus	88	79	77	84	80
Pass Plus	21	12	12	20	15
Number of students tested	198	181	201	186	188
Percent of total students tested	99	99	99	100	100
Number of students alternatively assessed	1	1	1	0	0
Percent of students alternatively assessed	1	1	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass Plus	83	75	61	70	69
Pass Plus	18	9	9	11	6
Number of students tested	96	88	85	71	72
2. African American Students					
Pass and Pass Plus	90	64	62	35	
Pass Plus	0	7	0	0	
Number of students tested	10	14	13	17	
3. Hispanic or Latino Students					
Pass and Pass Plus	95	72	53	69	65
Pass Plus	20	11	11	15	6
Number of students tested	20	18	19	13	17
4. Special Education Students					
Pass and Pass Plus	82	52	48	57	63
Pass Plus	0	4	0	6	7
Number of students tested	22	23	31	35	27
5. English Language Learner Students					
Pass and Pass Plus	71	42	32		
Pass Plus	3	4	0		
Number of students tested	31	24	25		
6. Asian					
Pass and Pass Plus	53	23	33		
Pass Plus	11	0	17		
Number of students tested	19	13	12		

NOTES: Our State-wide Testing (ISTEP+) shifted from a September test administration to a May test administration for the 2009-2010 school year. For the 2008-2009 school year the test was given in both September and May. The September scores are reported here.

11IN2