

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

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

School Mailing Address 408 W. Tenth St.

(If address is P.O. Box, also include street address)

LaPorte IN 46350-5539
City State Zip Code+4 (9 digits total)

Tel. (219) 362-2561 Fax (219) 362-1428

Website/URL www.lpsc.k12.in.us E-mail ddavis@lpsc.k12.in.us

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

(Principal's Signature) Date _____

Name of Superintendent* Dr. Kenneth Blad
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name LaPorte Community School Corporation Tel. (219) 362-7056

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Mitchell Feikes
(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 _____

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or has been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 8 Elementary schools
 2 Middle schools
 0 Junior high schools
 1 High schools
 N.A. Other (Briefly explain)
- 11 TOTAL

2. District Per Pupil Expenditure: \$5402.04
 Average State Per Pupil Expenditure: \$5629.56

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

5. Number of students 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	30	28	58	7			
1	43	31	74	8			
2	32	28	60	9			
3	26	19	45	10			
4	35	33	68	11			
5	23	23	46	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							351

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|--------------------------------|
| <u>82</u> % | White |
| <u>3</u> % | Black or African American |
| <u>14</u> % | Hispanic or Latino |
| <u>.9</u> % | Asian/Pacific Islander |
| <u>.1</u> % | American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 27 %

(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.	46
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	48
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	94
(4)	Total number of students in the school as of October 1	354
(5)	Subtotal in row (3) divided by total in row (4)	.27
(6)	Amount in row (5) multiplied by 100	27

8. Limited English Proficient students in the school: 4 %
13 Total Number Limited English Proficient

Proficient

Number of languages represented: 2

Specify languages:

English

Spanish

9. Students eligible for free/reduced-priced meals: 48 %
168 Total Number Students Who Qualify

If this method does not produce 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: 11 %
39 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> 3 </u> Autism	<u> 1 </u> Orthopedic Impairment
<u> 0 </u> Deafness	<u> 3 </u> Other Health Impaired
<u> 0 </u> Deaf-Blindness	<u> 9 </u> Specific Learning Disability
<u> 2 </u> Hearing Impairment	<u> 21 </u> Speech or Language Impairment
<u> 3 </u> Mental Retardation	<u> 0 </u> Traumatic Brain Injury
<u> 0 </u> Multiple Disabilities	<u> 0 </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>	_____
Classroom teachers	<u> 17 </u>	_____
Special resource teachers/specialists	<u> 2 </u>	<u> 6 </u>
Paraprofessionals	<u> 13 </u>	<u> 1 </u>
Support staff	<u> 5 </u>	_____
Total number	<u> 38 </u>	<u> 7 </u>

12. Average school student-“classroom teacher” ratio: 20.6

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	308.24	316.19	312.99	312.56	348.61
Daily teacher attendance	96%	96.5%	99%	96%	96.5%
Teacher turnover rate	0	0	24%	0	0
Student dropout rate					
Student drop-off rate					

14. (**High Schools Only**) Show what the students who graduated in Spring 2003 are doing as of September 2003.

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 (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

PART III – SUMMARY

Handley Elementary School is the third largest of eight elementary schools in a system that serves 6,285 students. Handley offers kindergarten through fifth grade classes with options for multi-age education at each grade level. The current student population of 351 includes students with learning disabilities, as well as students identified as mildly mentally handicapped, autistic, hearing impaired, and other health impaired.

Handley School has a tradition of high expectations and high achievement in academics. An excellent staff including teachers, instructional assistants, custodians, cafeteria workers, and office personnel, is visible throughout the building. Part-time services include a nurse, guidance counselor, school psychologist, speech/language therapist, and English as New Language (ENL) tutor. All work together to support the diverse needs of Handley students.

Parent involvement is an important component at Handley School. Parents are encouraged to share in the decision-making process concerning curriculum, discipline, extra-curricular activities, and social events. Many parent volunteers work in the classrooms on a regular basis. The Handley Parent Teacher Association provides monthly events that bring parents into the school to share academic and social activities with their children. Handley also sponsors opportunities throughout the year to help those who are interested to sharpen parenting skills.

Forty-eight percent of Handley students participate in textbook assistance and free/reduced breakfast and lunch. Although approximately twenty percent of the student population changes each school year because of transience, Handley's focused, action-oriented atmosphere is not only meeting the needs of today's child but is visionary enough in its purpose to meet the needs of children in the future.

“Handley School provides a safe, child-centered environment where students learn and grow to be successful.” This is the Handley School mission statement. The Handley School staff, parents, and community members believe in this mission, and we also have the following beliefs:

- We believe in the C.L.A.S.S. (Connected Learning Assures Successful Students) philosophy.
- We believe all children can learn.
- We believe active parenting is important.
- We believe in home-school communication.
- We believe in active community involvement.
- We believe in a child-oriented environment.
- We believe Handley School is a safe and nurturing place.
- We believe the Handley School staff shares responsibility and cares for all students.
- We believe some students benefit by participating in a multi-age educational program.

It is the goal at Handley Elementary School to provide for continuous improvement in student achievement. Data suggest that Handley outperforms the majority of schools in Indiana and that our achievement level is well above what is expected. Of this, we are very proud.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Language Arts and Mathematics Assessment Results

The formal assessment (ISTEP+ Test – Indiana Statewide Testing for Educational Progress-Plus) provides data which help us understand Handley School’s assessment results in Language Arts and Mathematics.

When looking at data provided by the Indiana Department of Education, it is evident that third grade students at Handley School have performed above the state average in the area of Language Arts since the 2000-2001 school year. In school years 2000-01 and 2001-02, 84 % of Handley third graders passed the ISTEP Language Arts standard compared to the state average of 65% and 67% respectively. In the 2002-03 school year, that percentage improved to 90% whereas the state average was at 73%.

Mathematic Standards proved to be even more impressive at Handley School. Third grade students again performed above the state average in all three years from 2000-01 to 2002-03. In school year 2000-01, 92% of the Handley third graders passed the ISTEP standard in Mathematics compared to the state average of 71%. In school year 2001-02, Handley jumped to 95% of the third graders passing the Mathematics standard compared to 71% state average. In the 2002-03 school year, that percentage was at 93% whereas the state average was at 67%.

The overall significance of the data suggests that Handley School students outperform the majority of Indiana students and exceed levels of expectation.

2. Using Assessment Data for Improvement

Formal assessments, such as ISTEP+ testing, as well as assessments based on Essential Skill testing as mandated by the LaPorte Community School Corporation, are used at Handley School to measure academic success and areas in need of improvement. The Essential Skills are aligned at each grade level with the State Standards in Reading/Language Arts and Mathematics. These assessment tools give teachers information they need to provide appropriate instruction for each student. The primary emphasis is placed on using the data for diagnostic purposes. Students are tested, remediated as necessary, and retested to an expected mastery of 87% or higher. Identifying student strengths and areas of need are necessary to provide appropriate instruction for students. Using the data provided, grade level teams meet and create instructional goals to increase student achievement. The teams also assess test scores and create both individual instructional goals as well as school-wide goals for the purpose of increasing student achievement.

Students at all grade levels (kindergarten through five) are given quarterly process writing assignments. These are scored using rubrics aligned to the writing requirements of the Indiana Academic Standards. The data collected from the rubrics identify areas where additional writing instruction or modeling is needed.

3. Communicating Student Performance

Handley School communicates student performance to parents, students, and community members in a variety of ways. Assessments based on Essential Skill testing as well as process writing scores are shared with parents through the fall parent/teacher/student conferences.

When ISTEP results arrive at school, parents and students are invited to a parent/teacher/student conference to discuss each particular child's achievement on the test. Formal assessment data is also relayed to parents and community members through a televised school board meeting in which the principal of the school talks in generalities about Handley School test results. The community and parents are further informed with data shared through an end-of-year community report card about Handley School.

Student report cards are sent to parents quarterly. These reports are generated using the technology program, *Easy Grade Pro*, providing a detailed listing of all assignments given and the student's progress on each. At Handley School, we do not give the traditional A, B, C, D, and F grades, but rather we encourage students with "Rapid Progress," "Steady Progress," "Progressing with Help," and "Not yet Mastered." This is just one way that we let students know that, "All students can learn." No one at Handley is a failure.

4. Sharing Successes

The excitement of the Handley staff over this Blue Ribbon nomination has been "contagious" throughout the LaPorte community. The other elementary schools from the LaPorte district are anxious to know about the programs that help make Handley successful, and the Handley staff has been very accommodating as to sharing ideas and program explanations.

Many schools from around the state of Indiana and Illinois have called asking to what we attribute our success. We invite them to visit and observe our programs in action. Handley teachers have gone to other schools and trained teachers in successful teaching strategies. Handley School has invited teachers and principals from other schools to observe our HOSTS (Help One Student To Succeed) language arts program. A Handley teacher is conducting a college level course on the multiple intelligences for other educators. We have been a host school for C.L.A.S.S. (Connected Learning Assures Successful Students) meetings where teachers from around the state of Indiana visit our classrooms and converse with our teachers and students to learn about Handley's success.

In addition, Handley School welcomes future teachers from area universities to do observations, course work, and student teaching. We share our successful strategies and program ideas with these people who will, we hope, eventually take what they have learned at our school and apply it in the classroom, positively affecting even more children.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum Description

The district curriculum under which Handley School operates is based on Indiana’s academic standards. Teachers have organized the standards of all curricular areas into a meaningful, conceptually designed framework. They are developing integrated year long plans which include various topics of study connected to the standards. Essential Skills testing in Reading/Language Arts and Math is aligned with the Indiana Academic Standards.

In terms of the core curriculum of English/Language Arts, students at Handley School are engaged with significant content based on high standards. Students begin with phonemic awareness in kindergarten and learn to read basic words, sentences, and paragraphs. In the primary grades, students continue on their trek of learning to read and write through vocabulary and concept development, reading comprehension, language conventions, and writing applications. As we move up into the intermediate grades, students read to learn and concentrate on application of skills acquired through such activities as writing pen-pal letters, publishing a newspaper, researching topics using technology, and taking part in speaking applications.

The mathematics curriculum at Handley School focuses on content and processes that help students understand what they need to know and be able to do with mathematical ideas. Teachers at Handley recognize that there is more than one way for students to learn mathematical concepts, and, therefore, students need to be presented material in a variety of ways. Students must learn mathematics with understanding and move sequentially from the concrete level in kindergarten to the application level in the intermediate grades. Standards of mathematics include number sense, computation, algebra and functions, geometry, measurement, and, most important, problem solving.

At Handley School, the goal of social studies education is the development of informed, responsible citizens who participate effectively in our democracy. The state standards which are taught at Handley are organized around five content areas: history; civics and government; geography; economics; and individuals, society, and culture. It is through the use of lifeskills (integrity, perseverance, resourcefulness, caring, etc.) that are repeatedly reinforced at every level and from every staff member at Handley that our students will develop into good, responsible citizens.

Because of a rapidly changing world, it is the goal of the Handley instructional staff to actively engage our students in exploring how their world works. The state standards for science which are taught at Handley are organized around the nature of science and technology, scientific thinking, the physical setting, the living environment, the mathematical world, and the role of change in the environment. We encourage our students to explore, observe, ask questions, discuss observations, and seek answers. It is through science investigations and key points that students at Handley learn science concepts and seek to know more.

2. Reading Curriculum

The kindergarten classes are divided into literacy groups of five to eight students per group. The groups are instructed by three teachers, a Title I teacher, an ENL tutor, classroom assistants, and parent helpers. Instruction focuses on letter, sound, and word recognition.

First, second, and third grade instruction follows the Four Blocks Model. This model divides instruction into guided reading, writing, working with words, and silent reading. The Title I teacher co-teaches with the first grade teachers during the guided reading block. Some students in grades two and three receive help through the HOSTS (Help One Student To Succeed) Program. This program brings in community members and high school students, all specially trained for the program to work one-on-one with a student. The students receive thirty minutes of tutoring four times per week. Currently over one hundred mentors are involved in the Handley HOSTS program each week.

The intermediate teachers teach reading through good literature in the form of trade books. Books are chosen for high interest and theme connection. Skills are taught and concepts developed through this literature program. Reading comprehension is reinforced through technology programs. Also, every Friday morning, all classes are involved in “Friday Focus.” This is a one hour, uninterrupted time, when all staff members are involved in the various classes working on the remediation and reinforcement of state indicators and Essential Skills.

These approaches to teaching reading have been chosen at Handley because data collected over a period of five consecutive years have proven these methods to be successful.

3. Another Curriculum Area – Writing

The Handley School mission includes, “Helping students learn and grow to be successful.” In order for our students to be successful, we believe they need to be able to communicate clearly and effectively through their writing. It is for this reason that, at all grade levels, Handley School has placed an emphasis on process writing and the correct use of grammar, punctuation, and capitalization. We recognize that writing is a process. A minimum of four times per year, all students do a formal writing activity that is used for assessment purposes—not only assessment for students on how well they are applying the skills learned, but assessment for teachers on what skills need to be targeted for the next grading period. The process is as follows: Students are given a writing prompt. They engage in a pre-writing and planning phase in which they organize and get their ideas on paper. Students then compose a draft getting their thoughts down in sequential order. During the revision stage, students focus on the content, organization of ideas, and overall meaning of the writing. Editing is the next important step in which students focus on the correct use of grammar, punctuation, and capitalization. Students then complete a final draft. Only this final draft is scored.

Besides this formal writing activity, at each grade level students are given many opportunities to do practice writing. All students at Handley write in daily journals. Writing is also incorporated in response to literature, science, and social studies. Students in the intermediate grades work on writing articles for a school newspaper. They are also involved in writing pen-pal letters to students from another school. These are just a few of the many ways that students are involved in daily writing so as to sharpen their skills to becoming better written communicators.

4. Instructional Methods

Handley offers traditional one year programs as well as multi-age, two-year academic programs. In the multi-age continuous progress classrooms, students stay with the same teacher/s for two years. Students set achievement goals and progress at their own rate without regard to grade-level barriers. The multi-age classrooms promote unity, diversity and success through developmentally appropriate practices according to how children learn.

With the help of C.L.A.S.S. (Connected Learning Assures Successful Students) coaches, teachers have organized meaningful curriculum in a brain compatible way using best practices. Early intervention, mastery learning, emphasis on the writing process, questioning techniques, interdisciplinary learning, use of concrete materials, and extension of background knowledge are just a few examples of best practices used on a daily basis. Teachers understand that not all students learn in the same way, so lessons are taught using the multiple intelligences (oral for the auditory learner, visuals for the visual learner, movement activities for the kinesthetic learner, etc.) Flexible groupings, cooperative learning, peer tutoring, and study buddies are ways teachers group students for activities. Differentiation has been a school-wide goal and students are given opportunities for learning experiences based on diagnosis of student readiness or interest. In the classrooms, teachers incorporate learning games, touch math, interest groups, individualized spelling, and inquiry projects. Technology is used as a teaching tool for reinforcement and remediation of skills as well as for enrichment activities. At Handley School it is the belief of the teaching staff that children learn best when supportive adults push them slightly beyond where they can work without assistance.

5. Professional Development

Handley School's professional development plan supports achievement objectives as well as focuses instruction more specifically on students' needs. To this end, professional development activities have centered on process writing, use of rubrics, curriculum mapping, Essential Skills and State Standards, technology, differentiation, and most importantly, C.L.A.S.S. Through the C.L.A.S.S. staff development program, all staff members attend training opportunities in specific areas such as the following:

CLIMATE AREAS	COMMUNITY AREAS	CURRICULUM AREAS
Emotional Hooks	Group-Building Activities	Meaningful Curriculum
Welcome Procedure	Community Circles	Integrating State Stds. into Key Points
Agendas	Behavior Procedures	Integrated Yearlong Theme
Safe Environment	Positive Discipline Strategies	Multiple Intelligences
Enriched Environment	Learning Partners	Writing Inquiries
Character Education	Learning Clubs	Performance Activities
Lifelong Guidelines/Lifeskills	Collaboration Structures	Assessment Tools

The chart shows some of the various topics addressed in the three strands of the C.L.A.S.S. professional development model: Climate, Community, and Curriculum. The Handley staff is unified in the belief that the C.L.A.S.S. professional development model has made the most impact on improving student achievement at Handley School. It addresses the whole child with the help of the whole school.

PART VII – ASSESSMENT RESULTS

LAUNGUAGE ARTS

Grade: 3

Test: ISTEP + (Indiana Statewide Testing for Education Progress-Plus)

Edition/publication year: 2003 Publisher: CTB McGraw-Hill

Number of students in the grade in which the test was administered: 69

Number of students who took the test: 68

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

One Hispanic student was excluded because she has been in the United States for less than three years and is Limited English Proficient. She was assessed using ISTAR (Indiana Standards Tool for Alternate Reporting.) ISTAR is referenced to Indiana Standards. It is a web based.

2002-03 was the first school year in which Indiana reported scores with the format of percentage of students with “Pass Plus” scores, “Pass” scores, and “Did Not Pass” scores. The cut score is the score that separates the performance levels. For Indiana students, the performance level labeled “Pass” is the proficient level. The following tables show Handley data compared to all students in Indiana as well as subgroup scores. Note that results of groups with fewer than 10 students are suppressed. (Ethnicity, Special Education). Scores for students in these populations are combined with the rest of the grade level population.

LANGUAGE ARTS – Handley School – 2002-03

Testing Month: September					
Number students tested: 68					
	Handley School	Indiana Public		Cumulative % of Pass Plus and Pass	Did Not Pass
Percentage Pass Plus	22	10		90	10
Percentage Pass	68	62			
Percentage Did Not Pass	10	27			
SOCIOECONOMIC LEVELS					
	Free/Reduced Lunches	Paid Lunches		Cumulative % of Pass Plus and Pass	Did Not Pass
Percentage Pass Plus	11	30		Free/Reduced 89 Paid Lunches 93	11 7
Percentage Pass	78	63			
Percentage Did Not Pass	11	7			
GENDER					
	Males	Females		Cumulative % of Pass Plus and Pass	Did Not Pass
Percentage Pass Plus	16	30		Males 90 Females 94	12 6
Percentage Pass	72	64			
Percentage Did Not Pass	12	6			

Three subsequent years:

LANGUAGE ARTS – Handley School

	2001-2002	2000-2001	1999-2000
Testing Month	Sept.	Sept.	Sept.
SCHOOL SCORES			
% Passing	84	84	66
Number students tested	43	61	59
SUBGROUP SCORES			
Free/Reduced Lunches % Passing	64	N.A.	N.A.
Paid Lunches % Passing	91	N.A.	N.A.
SUBGROUP SCORES			
Female % Passing	82	91	70
Male % Passing	86	76	62
STATE SCORES			
% Passing	66	63	68

MATHEMATICS

Grade: 3

Test: ISTEP + (Indiana Statewide Testing for Education Progress-Plus)

Edition/publication year: 2003 Publisher: CTB McGraw-Hill

Number of students in the grade in which the test was administered: 69

Number of students who took the test: 68

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

One Hispanic student was excluded because she has been in the United States for less than three years and is Limited English Proficient. She was assessed using ISTAR (Indiana Standards Tool for Alternate Reporting.) ISTAR is referenced to Indiana Standards. It is a web based.

2002-03 was the first school year in which Indiana reported scores with the format of percentage of students with “Pass Plus” scores, “Pass” scores, and “Did Not Pass” scores. The cut score is the score that separates the performance levels. For Indiana students, the performance level labeled “Pass” is the proficient level. The following table shows Handley data compared to all students in Indiana for each category. Note that results of groups with fewer than 10 students are suppressed. (Ethnicity, Special Education). Scores for students in these populations are combined with the rest of the grade level population.

Results of groups with fewer than 10 students are suppressed. (Ethnicity, Special Education). Scores for students in these populations are combined with the rest of the grade level population.

MATHEMATICS– Handley School – 2002-03

Testing Month: September					
Number students tested: 68					
	Handley School	Indiana Public		Cumulative % of Pass Plus and Pass	Did Not Pass
Percentage Pass Plus	32	9		92	7
Percentage Pass	60	57			
Percentage Did Not Pass	7	33			
SOCIOECONOMIC LEVELS					
	Free/Reduced Lunches	Paid Lunches		Cumulative % of Pass Plus and Pass	Did Not Pass
Percentage Pass Plus	11	47		Free/Reduced 93	7
Percentage Pass	82	45		Paid Lunches 92	7
Percentage Did Not Pass	7	7			
GENDER					
	Males	Females		Cumulative % of Pass Plus and Pass	Did Not Pass
Percentage Pass Plus	19	42		Males 94	6
Percentage Pass	75	50		Females 92	8
Percentage Did Not Pass	6	8			

Three previous years:

MATHEMATICS – Handley School

	2001-2002	2000-2001	1999-2000
Testing Month	Sept.	Sept.	Sept.
SCHOOL SCORES			
% Passing	95	92	71
Number students tested	43	61	59
SUBGROUP SCORES			
Free/Reduced Lunches % Passing	100	N.A.	N.A.
Paid Lunches % Passing	94	N.A.	N.A.
SUBGROUP SCORES			
Female % Passing	91	97	70
Male % Passing	100	86	72
STATE SCORES			
% Passing	70	70	73

Results of groups with fewer than 10 students are suppressed. (Ethnicity, Special Education). Scores for students in these populations are combined with the rest of the grade level population.

