

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

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

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

Official School Name **Burris Laboratory School**
(As it should appear in the official records)

School Mailing Address **2201 W University Avenue**
(If address is P.O. Box, also include street address.)

Muncie **IN** **47306-1062**
City State Zip Code+4 (9 digits total)

County **Delaware** State School Code Number* **1441**

Telephone **(765) 285-1131** Fax **(765) 285-8620**

Web site/URL **<http://www.bsu.edu/burris>** E-mail **jmcgee@bsu.edu**

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. William Sharp**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name **Burris Laboratory School** Tel. **(765) 285-8488**

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 **Dr. Roy Weaver, Dean of Teacher's College**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

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

**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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
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: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
1 Other (K-12)
- 1 TOTAL
2. District Per Pupil Expenditure: \$6515
 Average State Per Pupil Expenditure: \$9627

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 as of October 1, 2006 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	21	22	43
K	21	15	36	8	12	30	42
1	18	18	36	9	26	18	44
2	18	18	36	10	29	16	45
3	17	19	36	11	17	22	39
4	18	22	40	12	18	16	34
5	23	17	40	Other			
6	29	14	43				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							514

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- 80 % White
 - 14 % Black or African American
 - 2 % Hispanic or Latino
 - 4 % Asian/Pacific Islander
 - 0 % American Indian/Alaskan Native
 - 100 % Total**

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

7. Student turnover, or mobility rate, during the past year: 1 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	5
(3)	Total of all transferred students [sum of rows (1) and (2)]	5
(4)	Total number of students in the school as of October 1, 2005	468
(5)	Total transferred students in row (3) divided by total students in row (4)	.01
(6)	Amount in row (5) multiplied by 100	1

8. Limited English Proficient students in the school: 0 %
3 Total Number Limited English Proficient
 Number of languages represented: 3
 Specify languages: Korean, German, Vietnamese

9. Students eligible for free/reduced-priced meals: 21 %

Total number students who qualify: 110

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 17 %
88 Total Number of Students Served

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

<u>2</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>6</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>27</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>36</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>12</u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	_____
Classroom teachers	<u>40</u>	<u>2</u>
Special resource teachers/specialists	<u>3</u>	_____
Paraprofessionals	<u>6</u>	_____
Support staff	<u>3</u>	<u>1</u>
Total number	<u>54</u>	<u>3</u>

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

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	97%	97%	97%	96%
Daily teacher attendance	96%	96%	96%	96%	96%
Teacher turnover rate	10%	10%	20%	10%	12%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	.06%	3%	.06%	3%	2%

13. (High Schools Only. Delete if not used.)

Show what the students who graduated in Spring 2006 are doing as of September 2006.

Graduating class size	<u>37</u>
Enrolled in a 4-year college or university	<u>92%</u>
Enrolled in a community college	<u>8%</u>
Enrolled in vocational training	<u>_%</u>
Found employment	<u>_%</u>
Military service	<u>_%</u>
Other (travel, staying home, etc.)	<u>_%</u>
Unknown	<u>_%</u>
Total	100 %

PART III – SUMMARY

The vision for Burriss Laboratory School is a community of learners whose scholarship takes place in an environment of mutual trust and respect. Burriss teachers emphasize maximum growth and achievement for each member of the community. Learning becomes more autonomous and is characterized by the understanding and application of increasingly complex content and concepts as students progress through grades K - 12. The mission for Burriss Laboratory School is to provide the development, demonstration, and dissemination of effective and innovative teaching practices, offer an exemplary pre-service clinical program for teaching majors at Ball State University, accommodate research, and operate an educationally sound instructional program for its K-12 population. This mission is based on the belief that all students can learn and will be empowered to develop their fullest intellectual, social, artistic, and physical potentials. Burriss Laboratory School continually seeks to evaluate its mission, programs, and use of personnel and resources in order to maintain its historically high graduation rates and high levels of student achievement.

Burriss Laboratory School is the only K-12 laboratory school in Indiana. The school assures a high quality education for 514 students in grades K-12 and provides model classroom settings which host more than 800 pre-service teachers each year. The school is a school of choice for parents and students living in the state of Indiana. Admission is based on two lotteries, one general and one for a smaller number of students with gifts and talents. Siblings are given preference when openings occur and admission is granted at the beginning of the school year. Burriss' minority population has increased to over seventeen percent of the overall student population. The school has seen a dramatic increase in the number of students qualifying for free/reduced lunch. The number of students qualifying for special education/Section 504 services has remained fairly constant; however, there is an increase in students identified with more significant impairments such as autism and other mental and physical disabilities.

Technology is embraced at Burriss. The school offers a wireless campus and provides direction and encouragement to teachers to incorporate the latest technological tools in meaningful ways in the classroom. The school improvement goal for Burriss is "All students will improve critical thinking skills." Complimentary to this goal is the unique discipline environment whereby students are given choices and freedoms such as a one-hour open lunch for high school students, the absence of bells, and the elimination of hall passes. Students at Burriss take responsibility for their own actions and incidences of inappropriate behavior remain minimal. Burriss is a K-12 school located in one building with an emphasis on the school as a family. Students interact across age levels with remarkable respect and amazing collaboration. It has been stated that Burriss resembles a 1950s school with a NASA type environment of high technology where students achieve far above the minimal standards.

Burriss is unique in areas such as strings instruction which begins in first grade, Spanish instruction beginning formally in 7th grade and informally in kindergarten, and May Term, which occurs the last two weeks in the spring, when high school students choose from a variety of trips, service projects, and special interest classes to end the year with independent investigations and excitement. Burriss faculty members share their successes with other school districts across the United States through publications and conference presentations. Many teachers from around the world visit Burriss to develop a better understanding of the school's structure and curriculum.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

In Indiana, the primary indicator of school improvement and performance is the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) test. This test consists of two parts, a basic skills section to measure student performance on the Indiana Academic Standards and an applied skills section that includes open-ended questions. The grade 10 test is the Graduation Qualifying Exam (GQE). A student must pass the GQE to earn a diploma from schools accredited by the Indiana Department of Education. The scoring of the ISTEP+ is broken down in three categories: Pass Plus, Pass, and Did Not Pass. A Pass Plus rating indicates students not only met the passing standard, but also demonstrate high achievement in the knowledge and skills of the content area.

Burriss Laboratory School students have consistently scored well above the state average in both language arts and mathematics on the ISTEP+ test. Burriss has been designated a Four Star School by the Indiana Department of Education for each of the past three years. Four Star School status is awarded to schools in Indiana in the top 25% of all schools in the state in student performance on the ISTEP+ test in the areas of Math, Language Arts, and the combined totals for these two areas. Four Star Schools must also be in the top 25% of schools in overall attendance rates and the percent of students going on to post-secondary education.

In the fall of 2006, 78.8% of all students tested passed the ISTEP+ test in both language arts and math. This compares to an average of 63.8% for all students in the state of Indiana. When looking at specific classes, 91% of Burriss 10th grade students passed the math portion of the ISTEP+ test as compared to 68% students statewide. This placed Burriss students above the 95th percentile of all students in the state in this category. Also in grade 10, 91% of Burriss students passed the English/Language Arts portion of the ISTEP+, placing Burriss in the top 90% of all schools in the state in this category.

In addition to ISTEP+ test results, we closely examine SAT score data. The mean score for Burriss students in the verbal portion of the SAT was 573. This was the third highest mean score for all schools in Indiana in 2006. This mean score for all schools in Indiana on the verbal portion of this test was 498. The mean score for all schools in the U.S. was 503. The mean score for Burriss students on the mathematics portion of the SAT was 567, giving Burriss students the 7th highest mean score in the math portion of the 2006 SAT in the state of Indiana. This score in math compares with an average mean score of 509 for all schools in Indiana, and an average of 518 for all schools in the U.S. in the mathematics portion of the SAT. This is particularly significant because 98% of Burriss students participated in this test, as opposed to an average of only 53% for the state of Indiana.

Burriss Laboratory School also is outstanding in other measures of school success. For example, Burriss students consistently rank in the 95th percentile in the state in their overall graduation rate, in the percent of students receiving honors diplomas, in the percent of students taking the SAT, in overall SAT scores, and, not surprisingly, in the percent of students pursuing a college education.

2. Using Assessment Results

Continuous school improvement is the goal for Burris Laboratory School. Following the structure of the process outlined by Indiana PL221 and for North Central Association accreditation, school data from ISTEP+, NWEA, PLAN, PSAT, SAT, ACT and a variety of K-12 local assessments is regularly examined and decisions are made to focus on increasing student achievement. The Burris K-12 committee structure of grade level and departmental committees and a School Improvement and Curriculum Committee provides a framework for the examination of data. Committee decisions and recommendations guide initiatives for increasing student achievement. Guided by the school's mission and vision, school-wide objectives are set to meet the goal of continuous improvement.

The data is disaggregated by gender, socio-economic status, students receiving special education services, and grade level categories. Because of the low percentage of minorities at each grade level, the state does not provide disaggregated data for Burris students based on their racial/ethnic background. However, assessment results are analyzed by grade level and in available subject areas at the elementary and secondary level. Burris is a school which truly believes that all students can be successful and that the academic program should be structured to assure all students can achieve to their greatest potential. Therefore, individual student placement, as well as the structure of the curriculum, personnel assignments, technology resources, remediation opportunities, the allocation of supplies and materials, and professional development initiatives are impacted by conclusions drawn from the results of student performance data.

3. Communicating Assessment Results

Burris Laboratory School student performance results for the ISTEP+ tests are published in the local press and online at the Indiana Department of Education web site. Parents receive student assessment results from the state tests via a school mailing. The ISTEP+ reports reflect student progress toward meeting grade level academic subject area standards. The elementary and middle grades have twice-yearly parent teacher conferences and twice-yearly report cards. End of semester grades for high school students are mailed directly to parents. Parent teacher conferences for high school students are scheduled as needed. The Counseling Center monitors student progress toward completing graduation requirements and offers guidance to students with selection of classes. The school uses PowerSchool for data management and continuous reporting to parents. This software provides parents online access to student performance data. The school maintains a web site that is updated periodically and includes a school events calendar. A bi-monthly newsletter is sent to all Burris families. In addition, the school's principal conducts regularly scheduled meetings with the PTSO to address school-wide initiatives and progress toward meeting school improvement goals.

4. Sharing Success

Burris Laboratory School enthusiastically accepts the responsibility of sharing strategies for improving student success with the variety of interested communities. Administrators and faculty serve on a variety of local, state and national organizations and make presentations on school initiatives. In addition, the school welcomes visiting scholars for brief or extended periods and integrates them into the school environment.

Burriss is the laboratory school for Ball State University and is the observation and practice site for university K-12 education majors. Burriss teachers work cooperatively with university faculty to maximize opportunities for participating students to observe best practice.

Burriss has been designated an Indiana Four Star School and accepts visitors asking to observe classroom practice. Teachers make grade level and committee presentations to share information from conferences and workshops. Teacher successes are noted and celebrated in faculty meetings.

PART V CURRICULUM AND INSTRUCTION

1. Curriculum

Foreign language instruction is a part of the core curriculum at all levels in the school. In cooperation with our sister school, the Indiana Academy of Mathematics, Science and Humanities, Burris Laboratory School offers four years of Spanish, French, German, Japanese, Chinese, and Latin to all high school students. Language instructors offering these classes are fully certified. All students in grades seven and eight are enrolled in Spanish classes. These Spanish classes meet for one hour every other day for the entire school year. Spanish is taught for 20 minutes two times per week in grades four and five and for 20 minutes one time per week in kindergarten through grade three. In addition to providing direct instruction from a certified Spanish teacher, elementary teachers work with the Spanish teacher to develop lesson plans to reinforce Spanish language acquisition. The school is currently in the process of writing a grant to the national Foreign Language Assistance Program for funding to support the introduction of Chinese as a second foreign language that will be offered to K-12 students.

Burris is committed to providing students opportunities for personal growth and development by maintaining strong art, music and physical education programs. Art classes begin in grade one. General music begins in kindergarten. The elementary strings program begins in first grade and band begins in fourth grade. The Burris elementary school is one of the few elementary schools in which students in grades 1-5 are involved in daily physical education classes. Fine arts and practical arts curriculum expands and continues through the middle school and high school.

Teachers participate in a variety of professional development activities to improve their ability to provide curricula to meet the needs of diverse learners and. Burris teachers often present at state and national conferences. A combination of a challenging K-12 core curriculum, project-based learning, differentiated approaches to instruction, and critical thinking components in K-12 subject areas develop student critical thinking skills. The Ball State University Teachers College connection allows Burris Laboratory School faculty and students to participate in exceptional learning opportunities such as, exploring other cultures through international experiences, contributing to others through service learning opportunities, and participating in Electronic Field Trips broadcast to schools all over the United States. The association with the Indiana Academy for Science, Mathematics and Humanities offers educational opportunities for Burris students through shared faculty, equipment, and resources. This relationship supports mutual participation of Burris and Indiana Academy students in advanced classes and co-curricular and extra-curricular activities such as student publications, music, athletics and student clubs and organizations.

Technology is an essential tool for school communication, curriculum delivery, and student learning. Elementary and secondary teachers routinely utilize computer carts equipped with 20-24 wireless laptop computers, a projector, and a printer. Four computer labs are also available for classroom use. This year Burris purchased on-line math programs for individualized remedial math instruction for identified students. Plans to institute a one-to-one laptop computer initiative for all students are moving forward.

2a. Reading

The Burris Laboratory School reading curriculum is based on Indiana State Standards and current Best Practice for teaching reading. Reading content and instruction include decoding/phonics, expression and fluency, comprehension, vocabulary, and independent reading. Historically, the Burris faculty has been empowered to determine how the content is delivered within his/her classroom. Some teachers choose to adopt a basal series as the core program while others may supplement with a basal series. Waivers have often been written during reading adoption years to allow teachers to choose a more “eclectic” approach to reading instruction using a variety of reading resources and materials such as Reading Counts, Junior Great Books, literacy groups, and various combinations. All approaches consider the “whole child” and individual needs. Burris is a full inclusion school and therefore, the reading curriculum must be flexible in order to differentiate for individual needs and interests. Pre-service students from Ball State University are also involved in teaching reading as determined by and guided by the individual classroom teachers. The reading curriculum is multi-disciplinary with an overall goal to prepare life-long readers.

2b. English

As a laboratory school, Burris is free to experiment with a variety of teaching pedagogies and various reading approaches. In the middle school novels are shared cross curricular with social studies and science. Writing activities are incorporated in all subjects. Annotated bibliographies are required in 7th grade and must include proper citations.

In the high school, college texts and college curricular components are included in every language arts class from expository writing to speech class. The students are able to walk to the Bracken Library, the library for Ball State University, and work with the resources located there. The state requires end of year testing in all core subjects including language arts.

Students experiencing difficulty reading or spelling on grade level are given individual help in a variety of ways. The at-risk coordinator collaborates with the counseling center and the teachers to set up after school tutoring free of cost to students willing to utilize these services. Pre-service teachers are also available to not only learn from Burris teachers but to also provide the latest research findings and conduct research on reading progress. As a result reading comprehension is not an area of concern on state or local assessments.

3. An Additional Curriculum Area

The mission of Burris Laboratory School is based on the belief that all students can learn and will be empowered to develop their fullest intellectual, social, artistic, and physical potentials. In addition to very strong English/language arts, math, science, and social studies programs the school offers a well rounded fine and practical arts program. The Burris fine and practical arts programs are articulated for grades K-12. Elementary students begin in general vocal music in kindergarten. The Burris strings program begins in first grade and the band program begins in grade four. Students may continue in the strings and band programs through grade 12. In fact, Burris strings students perform for the commencement exercises for students graduating from Ball State University Teachers College. Band students provide the music for Burris High School graduation programs.

Burriss students begin in art class in grade one. Art is a required class in middle school and art classes are offered as elective classes through grade 12. Health and Physical Education also begin in elementary school and are required classes in middle school. One credit each of Health and PE is required in high school and these classes are offered as elective classes through grade 12. Classes in technology, consumer and family sciences, research skills, and journalism are also required at the middle school level and are offered as elective classes at the high school level. This wide exposure to the practical and related arts provides students a well-rounded education and helps prepare them for success in the real world.

4. Instructional Methods:

Burriss is a K-12 laboratory school. The instructional methods are very diverse, but yet achieve our common goals. Since Burriss is an inclusive school, the faculty teaches students from diverse backgrounds in every class. As the result of a recent self-evaluation for the North Central Association accreditation process, the central theme for curriculum for the next five years is critical thinking.

Burriss models teaching strategies for college students who are pre-service teachers. Our faculty differentiates instruction in all subjects. This is accomplished by teaching with technology and teaching students to use technology in all classes. This use of technology may be as simple as word processing or as complex as making a presentation using software that uses audio, video, models, and other devices to help the students design an instructive presentation. Students use hands-on, minds-on activities at all levels. These activities challenge each student to do their best. Subjects are often integrated. Language arts strategies are used in math, science, social studies, and the arts. In science, Journey to the Center of the Earth is taught with geology in middle school. Novels are taught in social studies and other areas to increase the students understanding of concepts.

Laboratories in math and science help students learn the practical, everyday use of science and math. Social studies classes let the students experience history by using trips to festivals, historical reenactments, and live government meetings. Students study novels and then watch a movie, if it is available. This allows the students to compare and contrast the book with the movie. This activity increases critical thinking and helps develop comparison skills.

The variety of instructional methods helps Burriss students achieve an understanding of true learning in ways that continue to benefit them long after they leave Burriss. Burriss students embody the idea of life-long learners in a constantly changing society.

5. Professional Development

Professional development at Burriss is provided in two ways, individual and school-wide. Individual professional development has always been intensive with teachers attending local, state, and national conferences. Teachers frequently present at these conferences. Participation in Electronic Field Trips have given several teachers unique opportunities to work with primary sources and learn new techniques to further advance student achievement. Teachers at Burriss engage in action research and scholarly writing as a faculty member of the Teacher's College of Ball State University.

The greatest growth has been in the area of school wide professional development. A needs assessment was conducted in 2004. Professional development is planned in advance, agenda's are posted, choice is sometimes offered and evaluations of professional development activities are ongoing. A NCA professional development committee has been established to assure that professional development activities related to critical thinking are being provided. The school has also contracted with a consultant to work with this committee in providing specific training in the area of critical thinking. With a high performing student body, teachers are intrinsically motivated to learn the most they can to bring back to their students and to share with their colleagues. Other areas of focus for professional development include, but are not limited to, providing instruction for students with gifts and talents, using technology to enhance instruction, and differentiating the curriculum to meet the needs of diverse learners.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS
Indiana Statewide Testing for Educational Progress Plus (ISTEP+)
Publisher – CTB McGraw-Hill and Indiana Dept. of Education
Grades 3, 4, 5, 6, 7, 8, and 9 (ISTEP+)
Grade 10 (Graduation Qualifying Exam)

Language Arts – Grade 3

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES					
% At or Above Pass	72	91	85	72	75
% At or Above Pass+	14	22	19	13	10
Number of students tested	36	32	32	32	31
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	3
All subgroups are fewer than 10 students and not reported*	*	*	*	*	*
STATE SCORES					
% At or Above Pass	73	74	75	75	72
% At or Above Pass+	10	12	12	13	10

Math – Grade 3

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES					
% At or Above Pass	78	93	88	60	80
% At or Above Pass+	14	9	22	16	6
Number of students tested	36	32	32	32	31
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	3
All subgroups are fewer than 10 students and not reported*	*	*	*	*	*
STATE SCORES					
% At or Above Pass	72	73	73	72	66
% At or Above Pass+	13	13	13	13	9

STATE CRITERION-REFERENCED TESTS (CONTINUED)

Language Arts – Grade 4

	2006-2007	2005-2006	2004-2005
Testing month	Sept.	Sept.	Sept.
SCHOOL SCORES			
% At or Above Pass	93	72	76
% At or Above Pass+	15	5	15
Number of students tested	40	35	33
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
All subgroups are fewer than 10 students and not reported*	*	*	*
STATE SCORES			
% At or Above Pass	75	74	73
% At or Above Pass+	10	11	11

Math – Grade 4

	2006-2007	2005-2006	2004-2005
Testing month	Sept.	Sept.	Sept.
SCHOOL SCORES			
% At or Above Pass	88	80	79
% At or Above Pass+	23	9	18
Number of students tested	40	35	33
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
All subgroups are fewer than 10 students and not reported*	*	*	*
STATE SCORES			
% At or Above Pass	74	75	73
% At or Above Pass+	14	15	13

STATE CRITERION-REFERENCED TESTS (CONTINUED)

Language Arts – Grade 5

	2006-2007	2005-2006	2004-2005
Testing month	Sept.	Sept.	Sept.
SCHOOL SCORES			
% At or Above Pass	88	81	90
% At or Above Pass+	10	14	3
Number of students tested	40	36	30
Percent of total students tested	100	100	97
Number of students alternatively assessed	0	0	1
Percent of students alternatively assessed	0	0	3
All subgroups are fewer than 10 students and not reported*	*	*	*
STATE SCORES			
% At or Above Pass	75	73	72
% At or Above Pass+	10	9	9

Math – Grade 5

	2006-2007	2005-2006	2004-2005
Testing month	Sept.	Sept.	Sept.
SCHOOL SCORES			
% At or Above Pass	75	78	90
% At or Above Pass+	15	14	17
Number of students tested	40	36	30
Percent of total students tested	100	100	97
Number of students alternatively assessed	0	0	1
Percent of students alternatively assessed	0	0	3
All subgroups are fewer than 10 students and not reported*	*	*	*
STATE SCORES			
% At or Above Pass	76	76	72
% At or Above Pass+	18	18	12

STATE CRITERION-REFERENCED TESTS (CONTINUED)

Language Arts – Grade 6

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES					
% At or Above Pass	86	92	90	88	82
% At or Above Pass+	12	17	23	10	15
Number of students tested	43	36	39	41	40
Percent of total students tested	100	97	100	100	97
Number of students alternatively assessed	0	1	0	0	1
Percent of students alternatively assessed	0	3	0	0	3
All subgroups are fewer than 10 students and not reported*	*	*	*	*	*
STATE SCORES					
% At or Above Pass	71	73	70	69	61
% At or Above Pass+	7	9	8	7	7

Math – Grade 6

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES					
% At or Above Pass	81	92	72	81	72
% At or Above Pass+	16	14	10	5	13
Number of students tested	43	36	39	41	40
Percent of total students tested	100	97	100	100	97
Number of students alternatively assessed	0	1	0	0	1
Percent of students alternatively assessed	0	3	0	0	3
All subgroups are fewer than 10 students and not reported*	*	*	*	*	*
STATE SCORES					
% At or Above Pass	80	78	74	73	68
% At or Above Pass+	22	18	16	14	11

STATE CRITERION-REFERENCED TESTS (CONTINUED)

Language Arts – Grade 7

	2006-2007	2005-2006	2004-2005
Testing month	Sept.	Sept.	Sept.
SCHOOL SCORES			
% At or Above Pass	86	95	83
% At or Above Pass+	15	23	15
Number of students tested	41	39	41
Percent of total students tested	98	100	100
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	2	0	0
All subgroups are fewer than 10 students and not reported*	*	*	*
STATE SCORES			
% At or Above Pass	68	68	69
% At or Above Pass+	9	8	9

Math – Grade 7

	2006-2007	2005-2006	2004-2005
Testing month	Sept.	Sept.	Sept.
SCHOOL SCORES			
% At or Above Pass	95	85	78
% At or Above Pass+	15	13	15
Number of students tested	41	39	41
Percent of total students tested	98	100	100
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	2	0	0
All subgroups are fewer than 10 students and not reported*	*	*	*
STATE SCORES			
% At or Above Pass	78	76	73
% At or Above Pass+	19	17	15

STATE CRITERION-REFERENCED TESTS (CONTINUED)

Language Arts – Grade 8

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES					
% At or Above Pass	93	82	83	90	87
% At or Above Pass+	19	8	21	27	22
Number of students tested	42	39	39	41	39
Percent of total students tested	100	100	97	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	3	0	0
All subgroups are fewer than 10 students and not reported*	*	*	*	*	*
STATE SCORES					
% At or Above Pass	79	68	68	65	63
% At or Above Pass+	19	8	8	7	7

Math – Grade 8

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES					
% At or Above Pass	79	77	80	71	90
% At or Above Pass+	19	18	21	10	56
Number of students tested	42	39	39	41	37
Percent of total students tested	100	100	97	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	3	0	0
All subgroups are fewer than 10 students and not reported*	*	*	*	*	*
STATE SCORES					
% At or Above Pass	71	72	72	71	66
% At or Above Pass+	16	16	16	14	11

STATE CRITERION-REFERENCED TESTS (CONTINUED)

Language Arts – Grade 9

	2006- 3007	2005- 2006	2004- 2005
Testing month	Sept.	Sept.	Sept.
SCHOOL SCORES			
% At or Above Pass	79	93	93
% At or Above Pass+	11	18	10
Number of students tested	44	40	41
Percent of total students tested	100	97	100
Number of students alternatively assessed	0	1	0
Percent of students alternatively assessed	0	3	0
All subgroups are fewer than 10 students and not reported*	*	*	*
STATE SCORES			
% At or Above Pass	68	67	66
% At or Above Pass+	6	5	5

Math – Grade 9

	2006- 2007	2005- 2006	2004- 2005
Testing month	Sept.	Sept.	Sept.
SCHOOL SCORES			
% At or Above Pass	86	85	90
% At or Above Pass+	18	25	24
Number of students tested	44	40	41
Percent of total students tested	100	97	100
Number of students alternatively assessed	0	1	0
Percent of students alternatively assessed	0	3	0
All subgroups are fewer than 10 students and not reported*	*	*	*
STATE SCORES			
% At or Above Pass	67	71	68
% At or Above Pass+	15	16	14

STATE CRITERION-REFERENCED TESTS (CONTINUED)

Language Arts – Grade 10

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES						
% At or Above Pass	91	90	91	93	93	85
% At or Above Pass+	2	13	12	Category not used		
Number of students tested	44	39	33	42	43	46
Percent of total students tested	98	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0	0
All subgroups are fewer than 10 students and not reported*	*	*	*	*	*	*
STATE SCORES						
% At or Above Pass	67	66	65	67	69	68
% At or Above Pass+	3	2	3	Category not used		

Math – Grade 10

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES						
% At or Above Pass	91	87	85	88	82	67
% At or Above Pass+	27	28	27	Category not used		
Number of students tested	44	39	33	42	43	46
Percent of total students tested	98	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0	0
All subgroups are fewer than 10 students and not reported*	*	*	*	*	*	*
STATE SCORES						
% At or Above Pass	65	64	64	67	68	65
% At or Above Pass+	12	12	11	Category not used		

REFERENCED AGAINST NATIONAL NORMS

Subject **ENGLISH** Grade **10** Test **PLAN**

Edition/Publication Year **2002-2006** Publisher **ACT**

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	October	October	October	October	October
SCHOOL SCORES					
Total Score Mean	20	20	21	23	18
Number of students tested	44	37	31	41	41
Standard Deviation	5	4	4	4	5
All subgroups are fewer than 10 students and not reported*	*	*	*	*	*

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	17	16	16	16	16
NATIONAL STANDARD DEVIATION	5	5	5	5	5

Subject **MATH** Grade **10** Test **PLAN**

Edition/Publication Year **2002-2006** Publisher **ACT**

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	October	October	October	October	October
SCHOOL SCORES					
Total Score Mean	21	21	22	21	20
Number of students tested	44	37	31	41	41
Standard Deviation	5	5	6	4	4
All subgroups are fewer than 10 students and not reported*	*	*	*	*	*

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	17	16	16	16	16
NATIONAL STANDARD DEVIATION	5	4	4	4	4

REFERENCED AGAINST NATIONAL NORMS (CONTINUED)

Subject **READING** Grade **10** Test **PLAN**

Edition/Publication Year **2002-2006** Publisher **ACT**

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	October	October	October	October	October
SCHOOL SCORES					
Total Score Mean	19	20	21	22	18
Number of students tested	44	37	31	41	41
Standard Deviation	5	4	5	5	6
All subgroups are fewer than 10 students and not reported*	*	*	*	*	*

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	17	16	16	16	16
NATIONAL STANDARD DEVIATION	5	5	5	5	5

Subject **SCIENCE** Grade **10** Test **PLAN**

Edition/Publication Year **2002-2006** Publisher **ACT**

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	October	October	October	October	October
SCHOOL SCORES					
Total Score Mean	19	20	21	21	20
Number of students tested	44	37	41	41	41
Standard Deviation	4	4	4	4	4
All subgroups are fewer than 10 students and not reported*	*	*	*	*	*

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	18	17	17	17	17
NATIONAL STANDARD DEVIATION	4	3	3	3	3

REFERENCED AGAINST NATIONAL NORMS (CONTINUED)

Subject **COMPOSITE** Grade **10** Test **PLAN**

Edition/Publication Year **2002-2006** Publisher **ACT**

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	October	October	October	October	October
SCHOOL SCORES					
Total Score Mean	20	20	21	22	19
Number of students tested	44	37	41	41	41
Standard Deviation	4	4	4	4	4
All subgroups are fewer than 10 students and not reported*	*	*	*	*	*

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	18	17	17	17	17
NATIONAL STANDARD DEVIATION	4	3	3	3	3

**REFERENCED AGAINST NATIONAL NORMS
SCHOLASTIC APTITUDE TEST**

Percent of 12th Graders Taking SAT Grade **12** Test **SAT**

Edition/Publication Year **2000-2006** Publisher **College Board**

	2005- 2006	2004- 2005	2003- 2004	2002- 2003	2001- 2002	2000- 2001
SCHOOL Percentage	98	89	*	95	100	84
State Percentage	56	56	*	57	57	56
95 th Percentile	73	74	*	95	95	93

*Data not available for 2003-2004 from the Indiana Department of Education.

Subject **SAT Mathematics** Grade **12** Test **SAT**

Edition/Publication Year **2000-2006** Publisher **College Board**

	2005- 2006	2004- 2005	2003- 2004	2002- 2003	2001- 2002	2000- 2001
Number of Students Tested	39	33	*	41	40	37
SCHOOL SCORES	567	534	*	501	566	559
State Scores	509	508	*	504	503	501
National Scores	518	520	*	519	516	514

*Data not available for 2003-2004 from the Indiana Department of Education.

Subject **SAT Verbal** Grade **12** Test **SAT**

Edition/Publication Year **2000-2006** Publisher **College Board**

	2005- 2006	2004- 2005	2003- 2004	2002- 2003	2001- 2003	2000- 2001
Number of Students Tested	39	33	*	41	40	37
SCHOOL SCORES	573	552	*	530	548	577
State Scores	498	504	*	500	498	499
National Scores	503	508	*	507	504	506

*Data not available for 2003-2004 from the Indiana Department of Education.

**REFERENCED AGAINST NATIONAL NORMS
SCHOLASTIC APTITUDE TEST (continued)**

Subject **SAT Composite** Grade **12** Test **SAT**

Edition/Publication Year **2000-2006** Publisher **College Board**

	2005- 2006	2004- 2005	2003- 2004	2002- 2003	2001- 2003	2000- 2001
Number of Students Tested	39	33	*	41	40	37
SCHOOL SCORES	1140	1086	*	1031	1114	1136
State Average	1007	1012	*	1004	1001	1000
95 th Percentile	1068	1069	*	1090	1080	1079

*Data not available for 2003-2004 from the Indiana Department of Education.

**REFERENCED AGAINST NATIONAL NORMS
PRELIMINARY SCHOLASTIC APTITUDE TEST**

PSAT COLLEGE-BOUND JUNIORS Grade **11** Test **PSAT**

Edition/Publication Year **2000-2006** Publisher **College Board**

	2004- 2005	2003- 2004	2002- 2003	2001- 2002	2000- 2001
SCHOOL SCORES	154	*	149	150	149
State Average	143	*	142	142	142
95 th Percentile	154	*	155	154	154

*Data not available for 2003-2004 from the Indiana Department of Education.