

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 [X] Middle [] High [] K-12 [] Charter

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

Official School Name Carmel Middle School
(As it should appear in the official records)

School Mailing Address 300 South Guilford Road
Carmel, Indiana 46032-1531

County _Hamilton

State School Code Number* 2511

Telephone (317) 846-7331 Fax (317) 571-4067

Web site/URL <http://www.ccs.k12.in.us/cam/index.htm> E-mail djacobs@ccs.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. Barb Underwood

District Carmel Clay Schools Tel. (317) 844-9961

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. Stephen Backer

(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

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.

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| <u>88</u> | % White |
| <u>4</u> | % Black or African American |
| <u>2</u> | % Hispanic or Latino |
| <u>6</u> | % Asian/Pacific Islander |
| <u>.1</u> | % 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: 6%

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

(1) 28	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	5 – 6th 13 – 7th 10 – 8th
(2) 40	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	10 – 6th 23 – 7th 7 – 8th
(3) 68	Total of all transferred students [sum of rows (1) and (2)]	
(4) 1195	Total number of students in the school as of October 1, 2005	
(5) .0569	Total transferred students in row (3) divided by total students in row (4)	
(6) 6	Amount in row (5) multiplied by 100	

8. Limited English Proficient students in the school: 3%
29 Total Number Limited English Proficient

Number of languages represented: 11

Specify languages: Arabic, Farsi, German, Japanese, Korean, Mandarin, Russian, Spanish, Telugu, Thai, Urdu

9. Students eligible for free/reduced-priced meals: 5%

Total number students who qualify: 58

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: 10 %
123 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>18</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>20</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>63</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>1</u>
Classroom teachers	<u>66</u>	<u>4</u>
Special resource teachers/specialists	<u>8</u>	<u>1</u>
Paraprofessionals	<u>15</u>	<u> </u>
Support staff	<u>30</u>	<u>1</u>
Total number	<u>122</u>	<u>7</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 18:1
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%	96%	96%
Daily teacher attendance	97%	96%	96%	%	%
Teacher turnover rate	4%	11%	***49%	%	%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

*****Carmel Clay Schools opened a third middle school, Creekside, in the fall of 2004. Staff members from the two existing middle schools, Clay and Carmel, were transferred to the new school. This resulted in the 49% turnover rate reflected in the 2003-2004 school year.**

PART III - SUMMARY

Carmel Middle School is one of fifteen schools in the Carmel Clay School District. The district's total approximate enrollment is 14,500 students. The district consists of eleven elementary schools (grades K-5), three middle schools (grades 6-8), and one high school (grades 9-12).

Carmel Middle School is a rapidly growing suburban middle school with a student body of just under 1200 students. Promoting student-centered learning in a caring environment is the goal for CMS. Students in grades six, seven, and eight are organized into instructional teams. In grade six, students are divided into smaller, more intimate teams with two or three teachers. As students advance, they move into larger teams consisting of four teachers. A guidance counselor loops with the students throughout their career creating consistency and personal connections to both students and families. The three-year core curriculum includes mathematics, language arts, social studies, science, and world language. Students are also offered a variety of classes beyond the core curriculum, including fine and practical arts as well as technology education.

Carmel Middle School's Mission Statement

"The staff, students, and parents of Carmel Middle School believe that the school's purpose is to provide an academic program offering all students the opportunity to become responsible, self-directed, life-long learners who are capable problem-solvers, communicators, decision makers, and productive citizens in today's changing society."

The leadership of CMS nurtures a climate of continuous school improvement. Our staff aspires to create an environment in which responsible, life-long, and self-directed learning is cultivated. Our mission statement reflects the intent of the No Child Left Behind legislation whereby all children are challenged and inspired to reach their potential.

CMS offers some unique programming that enhances our academic environment. Chosen as one of two middle schools in Hamilton County, CMS is piloting a support program for students with autism (ASD). This program is designed to provide training to both adults and students in order to establish a safe and appropriate learning atmosphere for students with ASD. Another unique offering is our cluster program for students qualifying for English as a New Language services. This program is designed to provide a more focused educational approach to serving ENL students, as well as an opportunity for students to celebrate and appreciate the diversity that exists in our community.

Carmel Middle School has a tradition of excellence in academics, performing arts, athletics and community involvement. The school culture supports that tradition in the attitudes of our students and their pride in their school. Our student population consistently scores higher than state norms on standardized tests; over 88% of our students meet proficiency on the statewide exam. CMS is accredited by the North Central Association of Colleges and Secondary Schools. Our school improvement plan requires all teachers to become members of at least one committee. Teachers choose from the professional development, technology, former students, parent relations, or social committees. Collaboratively, the members of our leadership team work closely with the school-based steering committee to insure implementation of our improvement plan (Indiana Public Law 221).

While we celebrate our students' high level of achievement, we are constantly examining our programs and curriculum to ensure that all students achieve. Our teachers continually research best practice, examine curriculum, and collaborate in whole faculty study groups, departments, interdisciplinary teams, and academic grade level teams to improve student achievement.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Each fall, the standardized Indiana proficiency test, ISTEP+, is administered to every student in grades 6-8. This criterion-referenced assessment is designed to measure student understanding/achievement of the Indiana Academic Standards. These standards describe what students should know and be able to do. Each year the state publishes every school's overall pass/did not pass results. This information is available on the Indiana Department of Education website, www.doe.state.in.us/istep. Consistently our results are at the top in relation to other schools in Indiana. In the fall of 2006, Carmel Middle School's overall pass rates for students who passed both English/Language Arts and mathematics in sixth, seventh and eighth grade were 88%, 89% and 87% respectively. The pass rates for students in grades six, seven and eight in the state of Indiana were 68%, 63%, and 60% respectively.

The state of Indiana issues each child an ISTEP+ report during the same school year the test was administered. This report indicates whether a student has met the minimum standard as set for all students in the state of Indiana. Moreover, the report communicates the student's performance on the academic standard in English/ Language Arts, and mathematics. Student scores are scale scores that represent student achievement levels related to the Indiana Academic Standards. The state performance levels include Pass+, Pass, and Did Not Pass. Students in the Pass+ performance level in English/Language Arts demonstrate advanced understanding when reading grade-level material and demonstrate advanced writing skills. Students in the Pass+ performance in mathematics demonstrate advanced problem-solving skills including situations where justification of algebraic and geometry skills are required. Students in the Pass performance level in English/Language Arts demonstrate proficient understanding when reading grade-level material and demonstrate proficient writing skills. Students in the Pass performance in mathematics demonstrate problem solving skills including appropriate for their grade level. Students who fail to demonstrate a mastery of grade-level standards, receive a did not pass rating and are required to be remediated.

Following the initial release of pass/did not pass rate, the state further delineates this data into specific performance areas within the English/Language Arts and mathematics. While our students overall performance ranks among the top in our state, this data reveals that our students still need to work on their abilities to construct meaning, compare and contrast, justify responses, and writing development. The staff of Carmel Middle School analyzes ISTEP+ data to identify areas of success and concern. Teachers perform this examination to guide their instruction so that these skills can be developed across the curriculum. Carmel Middle School's teachers believe that as good as we are, we can always improve. The identified specific areas for improvement are correlated to our school improvement goals as required by Indiana's Public Law 221.

Carmel Middle School has met the requirements for AYP as designated by No Child Left Behind. This designation further indicates our commitment to helping all students achieve success.

2. Uses assessment results to improve instruction: The state of Indiana requires all schools over time to show growth and improvement in achievement; Public Law 221 mandates schools to establish specific goals revealed by the analysis of the ISTEP+ data. Working in academic teams teachers analyze this data to compare student achievement from year to year, evaluate curriculum, and determine appropriate strategies based on student performance. Beginning with their third contract, Carmel teachers are required to write instructional goals as part of the teacher evaluation process. Teachers write individual goals aligned with the areas of concern targeted in our school improvement plan. The goal writing process is designed to facilitate more effective instruction in specific targeted areas. This process is collaborative. Teachers can write instructional goals with their interdisciplinary peers, subject grade level and/or

departmental colleagues. This collaboration fosters a culture where teachers read professional literature, share results, and provide feedback and encouragement to one another throughout the year.

Each student receives an image of the applied skills portion of the ISTEP+. Our teachers distribute the applied skills booklet to all of students in their English/Language Arts and math classes. Using these booklets as an instructional tool, teachers explain the criteria necessary to earn the maximum point value for each question. Students are directed to assess their original responses and revise accordingly.

To help build student skills and confidence we use fifth grade ISTEP+ scores to make recommendations to parents to schedule incoming sixth grade students into Jumpstart. This course is taught during the fall semester and its focus is two-fold. First, it provides students who have previously failed the mathematics and/or English/language arts sections of the ISTEP + with a review of key test taking strategies. Second, the course provides students additional assistance with the concepts they are learning in the sixth grade curriculum.

3. Communicates student performance to parents, students and in our community: The Indiana Department of Education releases the statewide results to the professional media. This information is published in newspapers throughout the state. In addition to each student receiving an individual report from the Indiana Department of Education, our counselors personally call the parents of children who do not meet minimum proficiency to further discuss the results. After speaking with the parents, the counselors meet individually with these students to discuss remediation.

In response to Indiana's requirement to remediate students who are unsuccessful on ISTEP+, students are enrolled in a one semester essential skills course during the same year in which they were tested. Students must enroll in an essential skills course for each area where their performance levels did not meet minimum proficiency. This course provides students a review of key skills. In addition, the teachers provide individualized instruction based on each student's strengths and weaknesses.

In terms of communicating academic performance, Carmel Middle School uses a software program available via the Internet, ParentConnect, which allows parents to constantly monitor their child's academic progress in every class. Thus, rather than waiting until the school releases six week grade cards, parents can intervene sooner if their child is performing poorly. Parents have the opportunity to schedule teacher conferences during the instructional day. Teachers also have the capability to send progress reports electronically to parents. Carmel Middle School's website also provides valuable information to parents and members of the community. Teachers create webpages that explain topics of their daily lessons and the corresponding homework assignments. Teachers attach links to educational resources.

4. Share success with other schools: The staff of Carmel Middle school finds it beneficial to both share and receive information from other schools. As one of fifteen schools in our district this collaboration is essential to insure continuity for all students as they progress from elementary, to middle school, to high school.

The leadership at Carmel Middle School meets bi-monthly with the leadership of the four elementary schools that feed into Carmel Middle. This regular collaboration helps to insure vertical curricular alignment and continuity as a student transitions from elementary to middle level education. Each summer, administrators in Carmel Clay schools spend two days together focusing on goals, building knowledge and celebrating success. We further refine our goals and make plans to implement these new ideas. Since all of the schools in our district have reading and writing goals we regularly share successful strategies and interventions at our monthly administrators meetings.

Department chairpersons from all four secondary schools meet bi-monthly to discuss curricular alignment, common assessments and instructional strategies in their specific disciplines. These meetings allow the best practices that have been implemented to be shared among colleagues.

District-wide subject grade level meetings are held each semester. Teachers from the three middle schools in our district are able to share instructional units, assessments and discuss implementing strategies and interventions to improve student learning. Faculty members from Carmel Middle School regularly help facilitate these meetings. Teachers in their first year with Carmel Clay Schools participate in a year-long professional learning academy. Part of the requirements is for teachers to share their success stories with faculty from other schools.

PART V – CURRICULUM AND INSTRUCTION

1. Carmel Middle School curriculum summary: The emphasis of Carmel Middle School’s curriculum is to maximize student achievement. Departmental curricula are developed in accordance with both state standards and Carmel Clay Schools Strategic Goals. Below are specific examples from our core curriculum that demonstrate commitment to these standards and expectations. In each of the core classes listed below, with the exception of art, students are enrolled in a two-semester class in grades six through eight.

Language Arts: Students read a variety of classic and contemporary literature, nonfiction, poetry, plays, and autobiographies. Students critique informational and literary writing. They evaluate the logic of informational texts and analyze how literature reflects the backgrounds, attitudes, and beliefs of the author. Students apply their research skills by writing or delivering reports that demonstrate the distinction between their own ideas and the ideas of others. Students deliver oral presentations on problems and solutions and show evidence to support their views. Honors Courses are offered at each grade level.

Mathematics: The mathematics curriculum is based upon four strands that are interwoven throughout each grade level course. The strands include communication, reasoning and proof, representation, and connections. Beyond computation, we expect our students to read, write, ask questions, think, and communicate about math. Math teachers expect students to be able to justify the reasoning behind their answers. Packets of real-world problem-solving, open-ended questions are distributed each six weeks to engage students in higher order thinking. Honors courses are offered at each grade level.

Social Studies: The social studies curriculum is based upon five strands including culture, history, economics, civics and geography that are interwoven throughout each grade level. Thinking skills, inquiry, and participation in a democratic society are integrated throughout. The use of study guides, technology, small group work, and simulations accompany the lectures and discussions in each unit of study.

Science: The science curriculum is based upon seven strands that are interwoven throughout each grade level course. The strands include nature of science and technology, scientific thinking, physical setting, living environment, mathematical world, historical perspectives, and common themes. Skills for problem solving, reasoning, inquiry, and discovery are integrated throughout each course.

World Language: The world language curriculum is based on the five C’s of the national standards: communication, cultures, connections, comparisons, and communities. Students are expected to speak, write, read and listen to their chosen language. Students learn to understand and appreciate similarities in one of the following languages: French, German, Japanese, Latin, or Spanish. Students are able to earn one year of high school credit upon successfully completing their eighth grade year of study and are able to continue studying Level II at the high school.

Art: Studying art is essential in education as it provides students an avenue for self-expression. Topics of study include drawing, design, painting and sculpture. Students study the historical background of art and its impact on ancient and modern civilizations. Students explore a variety of techniques to communicate themes and ideas in their work.

2. Secondary Schools English: The Language Arts Program at Carmel Middle School incorporates reading, spelling, grammar, vocabulary development, and writing instruction. Reading instruction is structured around an anthology text which features a variety of genre. Novels are read in all grade levels

to enhance the reading experience. Reading informational text, as well as fiction, is an integral part in the overall Language Arts program. Vocabulary development is integrated within the reading material. In addition, every grade level participates in an etymology based program. Writing instruction is based on the 6+ 1 writing model. Writing traits are taught and then a variety of experiences allow students to write narrative, expository, descriptive, biographical, and persuasive pieces. Grammar instruction is also integrated into our balanced literacy program and implemented through a variety of resources including: SHURLEY Grammar, Daily Oral Language, and Magic Lens. A common editing checklist is used in all classes.

The Language Arts program allows for students to succeed at all levels. Our SRI reading assessment tool allows teachers to identify students early in the year that are reading below grade level. Lexile levels are identified so that students may find appropriate reading materials in our media center. Specific reading strategies are utilized at all grade levels to promote better comprehension and higher reading levels of both fiction and non-fiction material. The Essential Skills curriculum is an intensive program with tailored strategies for those students reading below grade level.

Further, we utilize intervention methods as part of the Response to Intervention process. SRA Corrective Reading (decoding and comprehension) provides additional reading instruction for students who are reading at least two grade levels below their peers. Kansas Writing Strategies (sentence and paragraph) provides instruction that begins with simple sentence development and progresses to complete paragraph writing.

3. Additional Curriculum Area: Across the curriculum our district has focused on integrating our media centers and technology as a common strand across our curriculum to develop information literacy. Recognizing differences in student learning styles, Carmel Middle School offers a variety of instructional methods appealing to both auditory and visual learners. Students have the opportunity to visit and speak with people around the world in our interactive Distance Learning Classroom, listen to audio books in any of our three computer labs, gather reliable information from our online subscription databases, practice live presentations classroom to classroom with our portable cameras, or view streamed videos that support our curriculum. The instructional media center, with a collection of more than 20,000 titles, offers a wide range of materials that meet student interest and academic standard requirements, as well as covering several reading ability levels. Information Literacy is the main focus of the media center, with classes throughout the year on finding, evaluating, and using resource materials both in print and online.

The staff at Carmel Middle School recognizes that today's middle school students are immersed in technology in both school and private life. Since technology will play an important role in the future of our students, we feel that including a school wide technology plan, providing technology instruction to both staff and students, and integrating technology in our daily curriculum are essential steps in developing Information Literacy. Our teachers incorporate online student evaluation tools in both reading and writing to better create a differentiated instruction approach. Students can read textbooks online, check homework assignments on their class Webpage, communicate online with teachers, and access a wealth of information resources from the media center webpage. Each year, new technologies are added to our school to enhance our curriculum and student learning.

4. Instructional Methods: Across the curriculum, Carmel Middle School teachers are intentional about raising student achievement by helping our students become critical thinkers, better problem solvers, and self-directed learners. Our instructional methods target areas in which our students need the most intervention. These areas are: reading comprehension (inductive reasoning), vocabulary development, responding to higher-cognitive level questions (short-answer responses), and communicating ideas effectively (writing to a prompt). To improve reading comprehension, teachers model techniques of proficient readers (i.e. visualizing, synthesizing, identifying main ideas, predicting, and using prior

knowledge). In turn, students are asked to use these same techniques to become better readers. To check comprehension, students are asked to justify their responses orally and in writing after reading a variety of texts. Teachers routinely use discussion techniques that help students process and respond to new information. To address the need for vocabulary development, teachers model decoding skills. Students are asked to use a variety of graphic organizers to explore and demonstrate knowledge of the new vocabulary words. Students are given many opportunities to use these new words in context on oral and written tasks. To create opportunities where students can respond to higher-cognitive level questions, our teachers work together to create open-ended questions that reflect the upper-levels of Bloom's Taxonomy. These higher-cognitive level questions appear on all major formative/summative assessments and in group discussions. In an effort to help students communicate their ideas more effectively in all subject areas, teachers have familiarized our students with a school-wide editing checklist and a common writing rubric.

As stated in our school's mission statement, our staff works to develop and promote a community of life long learners who are responsible, self-directed, and productive citizens in society. Grade level interdisciplinary teaming provides teachers and students a feel of "community" and gives ample opportunities for thematic units of study.

5. Professional Development: Professional development is an essential component of our professional life at CMS. In an effort to reflect, revise and renew, we place a great deal of emphasis on providing our staff with opportunities to further develop professionally. Four times a year our entire staff spends a half-day together focused on topics that will better enable us to meet our school-wide goals. In addition, each summer our staff takes an overnight "advance" to prepare for the upcoming school year. During the "advance" we are able to address major changes for the upcoming year, as well as further develop/review the strategies we will be implementing in accordance with our stated goals. Staff meetings, district in-service programs, observation conferences and goal conferences are all held throughout the year and provide opportunity for further professional growth. All new teachers are required to attend PLA, Professional Learning Academy. New teachers are also assigned a mentor who provides assistance during their first two years of teaching.

To improve critical thinking and communication skills for students, all teachers participate in departmental and subject-grade level study groups. During these study groups, teachers regularly learn and share strategies to improve writing, reading, and vocabulary instruction. Study groups meet weekly to create, analyze, and review big ideas, essential questions, and performance assessments for their academic standards. Teachers use these open-ended questions to engage students in the upper levels of Bloom's taxonomy on assessments. This professional development is aligned with the district's focus on assessment *of learning* and assessment *for learning*.

PART VII - ASSESSMENT RESULTS

As of 2006-07 school year, English as a Second Language (ESL) learners are no longer administered an alternative assessment based on their time exposed to the English language. All ESL students are now held accountable for meeting the states grade-level academic standards as assessed through ISTEP +. Previously these students were assessed in relation to the number of years enrolled in a school in the United States where English is the primary language.

Language Arts

Grade 6 *Gray fill color represents subgroups with less than 10 students*

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	Sept	Sept	Sept	Sept	Sept
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	88	91	94	86	89
% "Exceeding" State Standards	17	25	26	17	17
Number of students tested	395	407	370	568	497
Percent of total students tested	100	99	98	99	
Number of students alternatively assessed	0	4	7	5	
Percent of students alternatively assessed	0	1	2	1	
SUBGROUP SCORES					
1. Ethnicity					
Asian					
% "Meeting" plus "Exceeding" State Standards	83	86	95	90	85
% "Exceeding" State Standards	17	50	50	32	
Number of students tested	12	21	20	41	40
Black					
% "Meeting" plus "Exceeding" State Standards				50	
% "Exceeding" State Standards				13	
Number of students tested				16	
Hispanic					
% "Meeting" plus "Exceeding" State Standards				78	
% "Exceeding" State Standards				6	
Number of students tested				18	
Multiracial					
% "Meeting" plus "Exceeding" State Standards		79		93	73
% "Exceeding" State Standards		14		7	
Number of students tested		14		15	15
2. Socioeconomic Status					
Free/Reduced lunch					
% "Meeting" plus "Exceeding" State Standards	53	67	88	67	63
% "Exceeding" State Standards	5	7	18	7	
Number of students tested	17	27	16	39	35

Math

Grade 6

Gray fill color represents subgroups with less than 10 students

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	Sept	Sept	Sept	Sept	Sept
SCHOOL SCORES					
% “Meeting” plus “Exceeding” State Standards	94	95	93	85	85
% “Exceeding” State Standards	48	45	43	56	30
Number of students tested	395	407	370	568	497
Percent of total students tested	100	99	98	99	
Number of students alternatively assessed	0	4	7	5	
Percent of students alternatively assessed	0	1	2	1	
SUBGROUP SCORES					
1. Ethnicity					
Asian					
% “Meeting” plus “Exceeding” State Standards	100	100	100	98	90
% “Exceeding” State Standards	75	82	65	68	
Number of students tested	12	21	20	41	40
Black					
% “Meeting” plus “Exceeding” State Standards				50	
% “Exceeding” State Standards				13	
Number of students tested				16	
Hispanic					
% “Meeting” plus “Exceeding” State Standards				72	
% “Exceeding” State Standards				6	
Number of students tested				18	
Multiracial					
% “Meeting” plus “Exceeding” State Standards		79		73	60
% “Exceeding” State Standards		36		21	
Number of students tested		14		15	15
2. Socioeconomic Status					
Free/Reduced lunch					
% “Meeting” plus “Exceeding” State Standards	53	81	69	56	54
% “Exceeding” State Standards	14	14	6	13	
Number of students tested	17	27	16	39	35

**Language Arts
Grade 7**

Gray fill color represents subgroups with less than 10 students

We have included data available from the Indiana Department of Education. (2006-07 was the first year for seventh grade ISTEP to be fully implemented)	2006- 2007	2005- 2006	2004- 2005	2003- 2004	2002- 2003
Testing month	Sept	Sept	Sept	Sept	Sept
SCHOOL SCORES					
% “Meeting” plus “Exceeding” State Standards	91	92	94		
% “Exceeding” State Standards	18	21	34		
Number of students tested	404	387	411		
Percent of total students tested	100	98	99		
Number of students alternatively assessed	0	8	6		
Percent of students alternatively assessed	0	2	1		
SUBGROUP SCORES					
1. Ethnicity					
Asian					
% “Meeting” plus “Exceeding” State Standards	83	84	88		
% “Exceeding” State Standards	39				
Number of students tested	18	25	24		
Black					
% “Meeting” plus “Exceeding” State Standards	60				
% “Exceeding” State Standards	10				
Number of students tested	10				
Hispanic					
% “Meeting” plus “Exceeding” State Standards					
% “Exceeding” State Standards					
Number of students tested					
Multiracial					
% “Meeting” plus “Exceeding” State Standards	81				
% “Exceeding” State Standards	6				
Number of students tested	16				
2. Socioeconomic Status					
Free/Reduced lunch					
% “Meeting” plus “Exceeding” State Standards	77	83	79		
% “Exceeding” State Standards	7		20		
Number of students tested	26	12	14		

Math

Grade 7

Gray fill color represents subgroups with less than 10 students

We have included data available from the Indiana Department of Education. (2006-07 was the first year for seventh grade ISTEP to be fully implemented)	2006- 2007	2005- 2006	2004- 2005	2003- 2004	2002- 2003
Testing month	Sept	Sept	Sept	Sept	Sept
SCHOOL SCORES					
% “Meeting” plus “Exceeding” State Standards	95	96	94		
% “Exceeding” State Standards	47	47	44		
Number of students tested	404	387	411		
Percent of total students tested	100	98	99		
Number of students alternatively assessed	0	8	6		
Percent of students alternatively assessed	0	2	1		
SUBGROUP SCORES					
1. Ethnicity					
Asian					
% “Meeting” plus “Exceeding” State Standards	100	100	100		
% “Exceeding” State Standards	78		75		
Number of students tested	18	25	24		
Black					
% “Meeting” plus “Exceeding” State Standards	70				
% “Exceeding” State Standards	20				
Number of students tested	10				
Hispanic					
% “Meeting” plus “Exceeding” State Standards					
% “Exceeding” State Standards					
Number of students tested					
Multiracial					
% “Meeting” plus “Exceeding” State Standards	81				
% “Exceeding” State Standards	38				
Number of students tested	16				
2. Socioeconomic Status					
Free/Reduced lunch					
% “Meeting” plus “Exceeding” State Standards	81	75	57		
% “Exceeding” State Standards	14		7		
Number of students tested	26	12	14		

Language Arts

Grade 8

Gray fill color represents subgroups with less than 10 students

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	Sept	Sept	Sept	Sept	Sept
SCHOOL SCORES					
% “Meeting” plus “Exceeding” State Standards	90	93	92	86	89
% “Exceeding” State Standards	21	33	26	16	26
Number of students tested	383	400	431	546	502
Percent of total students tested	100	99	99	100	
Number of students alternatively assessed	0	3	5	1	
Percent of students alternatively assessed	0	1	1	0	
SUBGROUP SCORES					
1. Ethnicity					
Asian					
% “Meeting” plus “Exceeding” State Standards	69	88	81	89	81
% “Exceeding” State Standards	15	46	26	39	
Number of students tested	32	24	27	35	36
Black					
% “Meeting” plus “Exceeding” State Standards				50	80
% “Exceeding” State Standards					
Number of students tested				12	10
Hispanic					
% “Meeting” plus “Exceeding” State Standards					
% “Exceeding” State Standards					
Number of students tested					
Multiracial					
% “Meeting” plus “Exceeding” State Standards			80	64	
% “Exceeding” State Standards			20	9	
Number of students tested			10	11	
2. Socioeconomic Status					
Free/Reduced lunch					
% “Meeting” plus “Exceeding” State Standards	73	62	77	58	83
% “Exceeding” State Standards	10	9	7	9	
Number of students tested	11	13	13	33	29

Math

Grade 8

Gray fill color represents subgroups with less than 10 students

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	Sept	Sept	Sept	Sept	Sept
SCHOOL SCORES					
% “Meeting” plus “Exceeding” State Standards	92	95	93	89	90
% “Exceeding” State Standards	44	48	40	31	32
Number of students tested	383	400	431	546	502
Percent of total students tested	100	99	99	100	
Number of students alternatively assessed	0	3	5	1	
Percent of students alternatively assessed	0	1	1	0	
SUBGROUP SCORES					
1. Ethnicity					
Asian					
% “Meeting” plus “Exceeding” State Standards	84	100	100	100	97
% “Exceeding” State Standards	64	79	63	56	
Number of students tested	32	24	27	35	36
Black					
% “Meeting” plus “Exceeding” State Standards				67	92
% “Exceeding” State Standards					
Number of students tested				12	10
Hispanic					
% “Meeting” plus “Exceeding” State Standards					
% “Exceeding” State Standards					
Number of students tested					
Multiracial					
% “Meeting” plus “Exceeding” State Standards			90	91	
% “Exceeding” State Standards			20	18	
Number of students tested			10	11	
2. Socioeconomic Status					
Free/Reduced lunch					
% “Meeting” plus “Exceeding” State Standards	91	77	54	61	76
% “Exceeding” State Standards	40	9	7	18	
Number of students tested	11	13	13	33	29