

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 K-12 Charter

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

Official School Name Sand Creek Intermediate
(As it should appear in the official records)

School Mailing Address 11550 East 131st St.
(If address is P.O. Box, also include street address.)

Fishers IN 46038-6618
City State Zip Code+4 (9 digits total)

County Hamilton State School Code Number* 2479

Telephone (317) 915-4230 Fax (317) 915-4239

Web site/URL http://www.hse.k12.in.us/sci/ E-mail jbowman@hse.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. Concetta Raimondi
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hamilton Southeastern Schools Tel. (317) 594-4100

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. Bob Keck
(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) Date _____

**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.

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: 11 Elementary schools
 2 Middle schools
 2 Junior high schools
 2 High schools
 1 Other
 18 TOTAL
2. District Per Pupil Expenditure: \$5,555.00
 Average State Per Pupil Expenditure: \$6,183.11

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 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			
K				8			
1				9			
2				10			
3				11			
4				12			
5	233	255	488	Other			
6	269	254	523				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							1011

6. Racial/ethnic composition of the school: 76% White
13% Black or African American
5% Hispanic or Latino
7% Asian/Pacific Islander
0% American Indian/Alaskan Native
100% Total (101% due to rounding)

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: 5%

[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	27
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	27
(3)	Total of all transferred students [sum of rows (1) and (2)]	54
(4)	Total number of students in the school as of October 1	1011
(5)	Total transferred students in row (3) divided by total students in row (4)	.05
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: 6%
64 Total Number Limited English Proficient

Number of languages represented: 22

Specify languages: American Sign Language, Arabic, Bengali, Bosnian, Bulgarian, Cantonese, Hindi, Hungarian/Magyar, Indonesian, Japanese, Korean, Laotian, Mandarin, Marathi, Persian/Farsi, Punjabi, Russian, Spanish, Telugu, Ukrainian, Urdu, Vietnamese.

9. Students eligible for free/reduced-priced meals: 11%

Total number students who qualify: 112

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: 14 %
145 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>20</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>15</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>55</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>37</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>9</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>3</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>	<u>0</u>
Classroom teachers	<u>42</u>	<u>0</u>
Special resource teachers/specialists	<u>13</u>	<u>4</u>
Paraprofessionals	<u>9</u>	<u>1</u>
Support staff	<u>15</u>	<u>9</u>
Total number	<u>81</u>	<u>14</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 24:1

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%	97%
Daily teacher attendance	96%	96%	97%	94%	95%
Teacher turnover rate	4%	7%	7%	7%	5%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Our school, Sand Creek Intermediate, is part of the Hamilton Southeastern School Corporation in Fishers, Indiana. The Fishers community is located just northeast of Indianapolis. Our school is one of three intermediate schools in the district, which enrolls fifth and sixth grade students. The school opened in the fall of 1999 and presently services 490 fifth grade students and 533 sixth grade students. We are a growing school district gaining approximately 1000 new students a year and anticipating an equivalent growth for the next ten years.

The school community is mainly comprised of middle to upper income families. Most of the families are professionals with both parents working outside of the home. The 2000 census shows the town is approximately ninety-two percent white, three percent African American, three percent Asian and two percent Hispanic. The community has experienced an increase in Hispanic and bilingual families since the 2000 census. This trend, along with the influx of new families moving to Fishers from all over the country has brought the district a more varied blend of ideas and experiences. As a result, our school community is more diverse.

Sand Creek Intermediate promotes academic excellence through a flexible curriculum that meets all learners' needs and enhances exploration of thought and creativity. Traditional academic subjects of language arts, math, science, and social studies are taught in accordance with the Indiana Academic Standards. We balance the developmental needs of our students between a nurturing elementary environment and a structure that academically prepares students for junior high school. Students are placed on a grade level team consisting of three to five teachers who foster a community environment and teach the core curriculum. Classes are heterogeneously grouped with the exception of advanced programs in math and language arts or in accordance with students' needs based on their Individual Education Program (IEP). Students attend art, music, physical education, and library science classes on a rotating schedule. Sixth grade students have the opportunity each day to participate in band or orchestra, while other students use that same time period to receive tutorial help or enrichment in their core subjects. All students have the opportunity to study character education traits through the adopted FISH! Philosophy, a program that builds off the corporate values from the Pike Place Fish Market located in Seattle. The key lessons teach students to "play", "be there", "make their day", and "choose your attitude." All of these beliefs give students the opportunity to build character that will enhance their place in society.

Sand Creek Intermediate is devoted to sharing responsibility with the family and community to challenge each student, encourage excellence, promote character, and responsible citizenship. All teachers on a team act as liaisons for successful partnership between home and school. Teachers communicate in various forms with parents: phone calls, notes, emails, web pages, Parent Connect (an on-going electronic grade display system), conferences, school newsletters, and parent information nights. Our Parent/Teacher Organization monthly discusses school issues and ways they can be helpful to our students and staff. They operate successful fundraisers that benefit our students and staff throughout the year. For example, our parents coordinate a fund-raising event, magazine sales program, normally generating around \$30,000 per year. Parents are consistently visible and involved in numerous aspects of the school setting. Volunteers run a welcome desk, which greets visitors, and oversee helpful tasks. Our Public Law 221 committee, comprised of parents, teachers, community and board members, serve as beneficial advisory groups for the principal and staff at the intermediate level. At Sand Creek Intermediate our exceptional parent involvement leads to our success.

Sand Creek Intermediate School is dedicated to being a premier school community that equips all students to succeed in the continuing educational experiences which lie ahead as life-long scholars. The mission of Sand Creek Intermediate School is to challenge students through a nurturing educational environment and to reach their maximum potential as life-long learners who are contributing members of our diverse society. Sand Creek Intermediate School is a collaborative community, which provides a comprehensive education for students in fifth and sixth grades.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Students are tested on the Indiana Academic Standards through the ISTEP+ test administered in the fall of each year. The test is directly aligned with the academic standards all teachers are required to teach in the state of Indiana. The results of these tests in our building are particularly helpful to our 5th and 6th grade teachers in the areas of language arts and math. The 7th grade scores at the junior high level are truly indicators of the successes of our 6th grade program. The state testing evaluates the previous grade level and is an important indicator of areas students have mastered and areas still needing improvement. Our school's most recently published NCLB report card in 2005 shows that we made Annual Yearly Progress (AYP) in language arts and mathematics. In addition to our AYP success in 2005, preliminary information from the Indiana Department of Education reports SCI to have once again met AYP for 2006.

ISTEP+ test contains multiple choice questions and an applied skills portion requiring students to communicate their answers in writing for both mathematics and language arts. The ISTEP+ test results are broken down into three categories: Did Not Pass, Pass, and Pass+. Further information can be found by accessing <http://www.doe.state.in.us/> and clicking on the most recent ISTEP+ state results.

In mathematics, our percentage of students passing continues to remain above the state average. Fifth grade students have performed significantly higher than the state average by earning in 2004-05 86%, 2005-06 92%, and 2006-07 88% of students passing the mathematics portion. Similar success is found in our sixth grade students; they performed at 2004-05 92%, 2005-06 95%, and 2006-07 93% passing. Our success continues as students transition to seventh grade and have made gains from 91% to the current 93% in 2006-07. Exceptional students in the area of mathematics score in the Pass+ range; 32% of fifth grade students, 38% of sixth grade students, and 35% of seventh grade students received Pass+ status. This data proves that we are continually making gains towards improving student performance in mathematics.

Language arts test results offer us similar information concerning performance of our students. Fifth grade students have performed higher than the state average by earning in 2004-05 90%, 2005-06 91%, and 2006-07 90% of students passing the language arts portion. Comparable achievement is noted in our sixth grade students; they scored in 2004-05 91%, 2005-06 92%, 2006-07 89% passing. Seventh grade students have achieved higher than the state average by earning 2004-05 89%, 2005-06 85%, and 2006-07 87%. Outstanding language arts students attain scores in the Pass+ range; 21% in fifth grade, sixth grade 15%, and 14%. Although this number is lower than the Pass+ for mathematics the requirements for achieving at this level are quite stringent. Students are required to demonstrate their writing abilities through two writing prompt applications on the test. Sand Creek Intermediate maintains high performance in the language arts portion of the ISTEP+ testing.

School corporations in Indiana are able to further investigate ISTEP+ data by assessing the break down of subgroups. Sand Creek Intermediate studies the ethnicity; free and reduced lunch; limited English students; and Special Education results in order to meet the needs of a growing diverse school population. Our school is comprised of 4% Hispanic, 5% Asian, 5% Multiracial, 10% Black, and 76% White. The majority of our subgroups have met the state average or scored higher than the average. Presently, Sand Creek Intermediate has 8% free lunch and 4% reduced lunch to assist students with economic needs. The number of students that qualify for free lunch has increased from 5% in 2004 to 8% in 2006 and still our students in this category are passing near or above the state averages. Limited English students have a labeled deficiency in reading vocabulary and comprehension; writing process and applications; and language conventions according to English Second Language rating scales. However, seventh grade students in the Limited English subgroup score in the 91% in all five language arts standards tested. In addition to other subgroups, Special Education scores for fifth and sixth grades students confirm performance in mathematics and language arts above the state averages for Special Education students in each standard tested. Data and statistics can be further evaluated in the Data Display Tables provided in the application.

2. Using Assessment Results:

Sand Creek Intermediate uses ISTEP+ test data, Tetra Data System, and grade level benchmark assessments to evaluate and improve curriculum.

ISTEP+ testing is the state wide norm referenced test for Indiana schools. Individual Applied Skills booklets are used to evaluate performance of each student. Educators in our building share observations of data analyzing students' levels by using the Teacher's Scoring Guide, provided by the State. From model answer descriptions and studying the student work, teachers note indications of strengths and weaknesses in our instruction and student mastery. As a school we discuss when we teach standards tested, our modes of instruction, our variety of assessment tools, mastery, and where we can improve students' scores. After professional consideration we elicit the best practices of all teachers within our building to improve student performance in the areas of mathematics and language arts.

The Tetra Data System further assists in the analysis of individual student progress. The system allows for data retrieval on ISTEP+ scores, academic grades, and in the future benchmark assessment scores. Information can be desegregated by former teacher and school as students progress through the corporation. Continuation of data analysis is important as seventh graders are assessed by the state on sixth grade standards in the fall. Our goal is for each student to be successful at the next level of education.

Benchmark assessments are given at both grade levels to monitor mastery of the Indiana State standards in preparation for the ISTEP+ testing. These assessments are given on a continual basis, through the use of the Achievement Series Program, as curriculum units are taught in all subjects. This provides interschool data that offers teachers another evaluation of progress for individual students. Collaboration of grade level teachers occurs within subject areas at Professional Learning Community meetings. These groups dissect the curriculum further to better meet the needs of students before the ISTEP+ the following year.

3. Communicating Assessment Results:

Communication is a key tool used by Sand Creek Intermediate School to ensure that our parents, students, and community are kept informed on assessment results. The Indiana Department of Education shares results of our ISTEP+ assessments through our local media and state website. Sand Creek Intermediate forwards the results to the parents through the school newsletter, listserv, and district website. Individual results are mailed to each household along with a cover letter of explanation. In addition, teachers, who teach the same group of students, gather together with our school counselors to evaluate individual student's achievement performed on the ISTEP+ Applied Skills Booklet. Once each team has accumulated results, these findings are compiled into a comprehensive report that is shared amongst our school community.

Hamilton Southeastern School Corporation utilizes a school wide Advisory Council comprised of parents, teachers, administrators, school board, and community members focusing on continually enhancing our communication with the community. District wide this committee spotlights areas of improvement as to student performance and for staff development. Data from these meetings is discussed both building and district wide, and the options are implemented.

Sand Creek Intermediate conducts a parent-teacher or parent-teacher-student conference after the first nine-week grading period. At this gathering, teachers discuss the initial academic progress of the student and welcome feedback from the parents. Additional parent-teacher conferences take place all through the school year by request of the parents or teacher. Classroom teachers, as well as resource staff, conduct informal individual conferences to keep students posted on current academic status.

Communicating student progress continues to be a central goal for our staff. Throughout the course of the school year, teachers work with individual students and small groups to improve achievement. Teachers communicate academic growth through mid-term reports and report cards are distributed each nine weeks. Progress reports are generated per request or for students holding an Individual Education Plan. Through the district wide digital on-line grading system, ParentConnect,

parents can view student academic achievement within 24 hours of posting by the teacher. Striving to keep our students updated on their progress is a key component of insuring academic success.

4. Sharing Success:

Sand Creek Intermediate School shares its successful programs and curriculum both within and outside the district. Internally, we employ nine professional development days to share current topics and up-to-date research practices with our colleagues. Professional Learning Communities are established within our school to develop core subject matter and enhance instruction. The Professional Learning Communities convene with our two additional intermediate schools to further develop subject matter content. Our corporation houses an Intranet program which enables us to post successful lesson plans and curriculum ideas. Devices such as these can be utilized by all members of the corporation staff.

Additionally, Sand Creek Intermediate presents programs to other schools within the district and the neighboring communities that enrich and develop our students both academically and socially. Our school implements a character education program, FISH!, which focuses on creating harmony within our student community with the goal of students working effectively in the classroom. School leaders from outside the corporation have visited our school to view how FISH! is put into practice. Sand Creek Intermediate works closely with Sand Creek Elementary to offer a Book Buddy program. This program allows older students to mentor younger students and strives to build a healthy relationship. Several members of our staff participate in leadership roles on the Hamilton County Reading Council. This professional organization shares current reading strategies and offers nationally recognized authorities to present the latest research on reading success. Members of this committee return to Sand Creek Intermediate to share this information. Sand Creek Intermediate views sharing success as a way of extending our accomplishments to benefit others.

Outside our corporation, we are involved in the Central Indiana Educational Services Center which allows us the opportunity to have discussion with other school leaders. Through this program, our teachers are offered participation in the Teacher Leadership Academy where research-based skills are studied and successes are shared. Within Hamilton County our intermediate school principals meet regularly to share academic achievements. Through the aforementioned programs, Sand Creek Intermediate shares its successes with additional schools and community leaders.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Sand Creek Intermediate has a well-balanced curriculum that enhances learning to promote knowledgeable and culturally receptive students. Teachers provide opportunities for all students across the curriculum, and some programs are tailored to meet an individual's needs for remediation or enrichment. As students' academic levels differ, our curriculum gives students the chance to excel to their personal best. Through the use of Academic Cluster Classes (ACC) our exceptional learners are placed to achieve beyond their current grade level standards. Grade level curriculum also provides enrichment and investigative opportunities for all students from established academic areas as well as our related arts programs. The Functional Academic Program (FAP) and other Special Education Programs meet the needs of students with disabilities. Our school seeks to create academic rigor for all learners.

Sand Creek's Balanced Literacy curriculum includes instructional opportunities designed to remediate, instruct, and accelerate students' growth through standard based study. Teachers facilitate reading using a variety of literature, basal readers, and nonfiction texts to establish and enhance students' fundamental skills to create superior readers. All students are also required to participate in Reading Counts, an independent reading program promoting leveled and measurable practice. In addition, students are guided by the 6+1 Writing Traits to create and enhance effective compositions in all content areas.

Our Mathematics program implements Indiana State Standards and gives emphasis to key standards that spiral throughout the mathematical framework. Based on these standards, teachers instruct students on the subjects of algebraic methods, geometry skills, and general computation. Sixth grade teachers also have a computer program available to them, *Understanding Math*TM, that self-directs students in individualized topics to enrich or remediate when needed. Students have the opportunity to earn a position on the competitive Math Bowl team, which promotes a deep level of study in mathematics.

Sand Creek Intermediate's science curriculum builds scientific thinking and is paired with units that promote health awareness. Within the curriculum, students study scientific areas of biology, chemistry, physics, geology, health, and anatomy. All students employ teamwork while discovering the essentials of the scientific method through laboratory participation. Both grade levels are offered similar social health programs that teach them how to make healthy life choices with their developing bodies. In addition, D.A.R.E. (Drug/Alcohol Resistance Education) instruction is an integral part of our fifth grade curriculum. Students work through an eleven-week literature and activity based curriculum which promotes drug free lifestyle.

Our Social Studies curriculum encompasses history standards and character education. Students gain a glimpse into history, civics and governments, geography, economics, cultures, and societies. Focus is given to individuals' achievements and their contribution and development of civilizations. For instance, experiences are provided that allow for thinking, inquiry, and acceptance of cultural diversity. Equally important, our adopted FISH! philosophy program serves students by encouraging them to make conscientious decisions on daily living and personal attitude. Our goal for this weekly instructed program is to promote positive community relations.

Sand Creek Intermediate's Related Arts Program includes disciplines that work with core curriculum teachers to create an enriching school experience. Physical education instructs our students on how to live fit and healthy lives through cardiovascular activities and lessons. Students also participate in the Presidential Physical Fitness Program. Our media center allows students to be nurtured through information collaboration with subject area teachers. Additional resources are also available to further develop student literacy. The art curriculum supports students of varying artistic ability levels while allowing them to build art appreciation through a variety of mediums. Music classes provide an all encompassing curriculum that promotes the love of music and its many styles both vocally and instrumentally. A permanent keyboard lab has been established for musical development. Our school provides opportunities for band, orchestra, and choral involvement within its Related Arts Program. In addition to all the programs listed above, we also have a keyboarding class for students in 6th grade. This

class is designed to help teach basic keyboarding strategies so students have the opportunity to get a head start in their keyboarding skills.

2. Curriculum Area Reading:

Sand Creek Intermediate has adopted a balanced literacy approach to reading instruction. Balanced literacy is a framework for reading which engages children in a variety of literacy experiences. Value is placed on the following instructional tools: interactive read aloud, shared reading, guided reading, and independent reading.

Teachers shape readers by providing modeling in the classroom. Reading aloud to students demonstrates reading for a purpose, fluency, and how texts are structured. Students are able to hear new language syntax and increase formative vocabulary. Overall, this tool creates a community of readers through enjoyment and shared knowledge.

Shared reading experiences continue to build literacy in our students. This approach may be achieved through a basal text, novel studies, or literature circles. Activities are purposeful and demonstrate the process of reading extended text through whole group direction. Opportunities to participate and behave like a reader evolve with instruction on strategies that good readers use. Focus is given to inferring, predicting, summarizing, questioning, visualizing text, and comprehending what is read.

Language block teachers are working on building a guided reading experience into the classroom structure. Guided reading flexibly collaborates students with similar support needs. Lessons and book selection can be tailored to reinforce skills that will continue to shape and challenge readers to the next level. The smaller setting allows students to share ideas relating to text and receive meaningful feedback in response to the individuals' attempts at building meaning.

Sand Creek Intermediate's goal is to motivate students to become life long readers. Independent reading provides an opportunity to apply reading strategies at their own level. A Scholastic Reading Inventory (SRI) is given at the beginning of the school year to assess a student's current reading Lexile level. The current level is not only used for instructional guidance but is a tool that helps show students what books are a match for successful reading. Reading Counts, a Scholastic Inc. computer based reading program, allows students to self-select books and provides data for evaluating independent reading. Books are rated by Lexile level, grade level, number of words, and have a test bank of comprehension questions. Each student's independent reading can be monitored by the teacher, student, and parents. At the conclusion of a school year, teachers have data on what books children have read and their comprehension of self-selected reading materials. Most importantly, we are able to track growth by administering the SRI at the end of the school year which allows us to evaluate our reading program.

3. Additional Curriculum Area (Mathematics):

Sand Creek Intermediate offers an extensive math curriculum to meet the needs of our student population while structuring its content to both enrich and remediate. Our textbook is a central basis for our curriculum that exposes each student to state standard based curriculum material. Prior to textbook adoption, state standards were carefully matched with this book series. Highlighting our power standards was a collaborative effort amongst math teachers from our corporation. A textbook series was adopted in sixth grade that continues to be used in grades 7 and 8. Additionally, students are offered curriculum material at one year and two year above level increments based on ISTEP+ scores.

Sand Creek Intermediate implements different means to assist in diagnosing and remediating students who have not retained the basics reflected through testing. Benchmark tests are used four times per year to assess mastery of state standards and power standards. HAND on EQUATIONS is a program used by all teachers that offers using manipulatives to allow students to better visualize mathematical concepts. Furthermore, technology and Power Point presentations offer the resources to enhance and clarify lessons. Additional software is used for supplementary examples and self-checking. Continuing to assist students remains important as study sessions are available for students before and after school.

Outside of the classroom, Sand Creek Intermediate offers numerous opportunities for growth in mathematics. Math Bowl is a chance for Sand Creek students to compete against students across the state. Each year Math Bowl spotlights a different math concept challenging students to focus on diverse ideas. Fifth and sixth grade advanced students participate in The Indiana Math League contest. Logical thinking and problem solving skills are the focus of this challenge. All Sand Creek students are invited to participate in the St. Jude Children's Research Hospital Math-a-thon. During Math-a-thon, additional math practice is evident as students raise money for those less fortunate. Sand Creek Intermediate math teachers strive to make students independent learners, expecting them to consult answer keys, self-check, and rework missed problems. All students have access to the textbooks on-line to practice skills introduced in math class. Encouraging our students to partake in lessons, quizzes, as well as example problems for each lesson offers additional practice as well as instant feedback.

4. Instructional Methods:

Sand Creek Intermediate teachers design and implement lessons and accompanying assessments that reflect critical curricular components. We incorporate Best Practices in all subject areas to provide students with a well-rounded education.

Classrooms in Sand Creek Intermediate operate using Best Practices. Teachers choose a balance of direction styles including direct instruction, small group experiences, and one-on-one direction to teach Indiana State Standards. Whole group instruction offers demonstration of skill development and models acceptance of diverse thoughts and ideas. However, an assortment of instructional methods allows teachers to maximize diverse classroom learning styles. Instructors build concepts along the ladder of Bloom's Taxonomy with the goal of reaching higher levels of thinking. Marzano's 9 Research-Based Strategies are used to move knowledge from short term recalling to the long term memory needed in assessments. Utilizing these instructional methods assists in the development of knowledge in all areas of our curriculum.

Sand Creek Intermediate has placed emphasis on writing across the curriculum using 6+1 Writing Traits. All teachers evaluate the following traits of writing: organization, ideas, word choice, sentence fluency, conventions, voice, and presentation. The traits provide a clear rubric and focus to writing instruction for all teachers. Writer's Workshop is an added approach that teachers use to incorporate some of our various instructional techniques. Writing is an integral part of providing evidence of student knowledge and is established across our curriculum.

Technology is a modern tool used to build our instruction and promote learning in a technological world. A computer lab for each grade level offers our students the accessibility of up-to-date technology applications. Furthermore, every classroom includes technology that assists the teachers in providing the students with innovative methods. Our students have access to several software programs and are learning keyboarding in the sixth grade. Technology shapes our instruction to enhance learning.

Sand Creek Intermediate believes in assisting our students in the learning process. Homework Club, before and after school tutoring, and our Working Lunch Program are opportunities for students to receive additional assistance for academic success. National Honor Society members from our corporation's high schools are invited to work with individual students to build knowledge in areas of difficulty. Providing these opportunities allows us to individualize support to achieve success for every student.

5. Professional Development:

Sand Creek Intermediate considers professional development the most effective way to improve the academic achievement of our students. Hamilton Southeastern School district has established goals for becoming a world class school corporation. The following are the three major goals:

- Goal #1: The percentage of students receiving the Core 40 Diploma will increase by 2% each year and those receiving Core 40 with Academic Honors Diploma will increase by 1% each year.
- Goal #2: As compared to the total % of students passing ISTEP+ English/Language Arts and

Math, NCLB subgroup at least 10% below those marks will increase passing by 2% annually further closing the achievement gap.

- Goal #3: Beginning with the class of 2010 at least 80% of all high school students will take at least one advance placement course with an annual increase of 1% each year thereafter.

Sand Creek Intermediate is committed to helping the district achieve these goals. The professional development program is results-driven, research-based, and standards-based. Building goals are in conjunction with our corporation goals; our program focuses on increased teacher accountability for linking classroom activities to student results. Sand Creek Intermediate has implemented a professional development program based on the world class goals. Our teachers are highly qualified, collaborate, mentor one another, and are accountable for implementing the following strategies: Differentiated Instruction (Carol Tomlinson), Writing Development (6+1 Writing Traits), *Strategies That Work* (Stephanie Harvey and Anne Goudvis), *Best Practices* (Zemelman, Daniels, Hyde), *A Framework for Understanding Poverty* (Ruby Payne), Teaching with Technology, TESA (Teacher Expectation and Student Achievement), *Professional Learning Communities at Work* (Rick Dufour), and *FISH! For Schools* (Phillip Strand, John Christensen, and Andy Halper). Our most recent professional development time has been spent to develop Balanced Literacy by using ideas from *Teaching for Comprehension and Fluency* (Irene Fountas and Gay Pinnell). We have also used the latest professional development days to discuss Bloom's Taxonomy, Multiple Intelligences, and Marzano's Research-Based Strategies. We continue to find these methods of professional development to be successful as we maintain data that indicates growth in student achievement.

PART VII - ASSESSMENT RESULTS

Data Display Table

Grade 5 ISTEP

Data Display Table for Reading (language arts or English)

	2006	2005	2004
Testing month	Sept	Sept	Sept
SCHOOL MEDIAN SCORE			
% Total Passing	90	90	90
% Pass+	21	21	21
% Pass	69	69	69
Number of students tested	486	613	564
Percent of total students tested	99	97	99
Number of students alternatively tested	4	9	7
Percent of students alternatively tested	1	1	1
SUBGROUP SCORES			
1. SES			
Paid lunch- # of students	439	564	522
% Total passing	91	91	92
Free/Reduced lunch- # of students	47	49	42
% Total passing	83	82	71
2. Ethnicity (# of students/ % passing)			
Black	45/76	23/72	24/71
Asian or Pacific Islander	28/89	21/96	19/84
Hispanic	14/86	11/77	12/75
White	378/92	430/94	482/92
Multiracial	21/90	26/81	26/88
3. Limited English (# of students/% passing)	16/88	31/74	11/64
4. Special Education (# of students/% passing)	72/61	81/70	87/71
STATE SCORES			
State Mean Score	481.0/ 484.7	479.3/ 483.7	483/ 477.7
State Standard Deviation	60.0	60.6	62.5
% Total passing	75	73	72
% Pass+	10	9	9
% Pass	65	64	63

Data Display Table

Grade 5 ISTEP

Data Display Table for Mathematics

	2006	2005	2004
Testing month	Sept	Sept	Sept
SCHOOL MEDIAN SCORE			
% Total Passing	88	92	86
% Pass+	32	37	24
% Pass	57	55	62
Number of students tested	486	613	564
Percent of total students tested	99	97	99
Number of students alternatively tested	4	9	7
Percent of students alternatively tested	1	1	1
SUBGROUP SCORES			
1. SES			
Paid lunch- # of students	439	564	522
% Total passing	89	93	88
Free/Reduced lunch- # of students	47	49	42
% Total passing	81	80	71
2. Ethnicity (# of students/ % passing)			
Black	45/73	43/84	24/63
Asian or Pacific Islander	28/89	25/100	19/100
Hispanic	14/93	11/82	12/75
White	378/91	430/94	482/88
Multiracial	21/76	26/81	26/85
3. Limited English (# of students/% passing)	16/75	31/74	11/82
4. Special Education (# of students/% passing)	72/64	81/73	87/66
STATE SCORES			
State Mean Score	468.4/470.7	468.4/470.8	462/458
State Standard Deviation	63.6	64.7	63.3
% Total passing	76	76	72
% Pass+	18	18	12
% Pass	58	58	60

Data Display Table

Grade 6 ISTEP

Data Display Table for Reading (language arts or English)

	2006	2005	2004
Testing month	Sept	Sept	Sept
SCHOOL MEDIAN SCORE			
% Total Passing	89	92	91
% Pass+	15	25	22
% Pass	74	67	69
Number of students tested	519	512	557
Percent of total students tested	99	98	100
Number of students alternatively tested	5	10	2
Percent of students alternatively tested	1	2	0
SUBGROUP SCORES			
1. SES			
Paid lunch- # of students	456	471	513
% Total passing	92	93	92
Free/Reduced lunch- # of students	63	41	44
% Total passing	71	78	80
2. Ethnicity (# of students/ % passing)			
Black	45/76	23/74	33/70
Asian or Pacific Islander	28/89	21/95	22/91
Hispanic	14/86	11/75	18/89
White	378/92	430/94	458/92
Multiracial	21/90	26/81	21/90
3. Limited English (# of students/% passing)	21/57	14/71	20/75
4. Special Education (# of students/% passing)	69/64	61/75	67/63
STATE SCORES			
State Mean Score	496.3/ 499.2	498.6/ 500.3	497.6/ 500.2
State Standard Deviation	54.6	56.0	56.6
% Total passing	71	71	70
% Pass+	7	9	8
% Pass	64	62	62

Data Display Table

Grade 6 ISTEP

Data Display Table for Mathematics

	2006	2005	2004
Testing month	Sept	Sept	Sept
SCHOOL MEDIAN SCORE			
% Total Passing	93	95	92
% Pass+	38	42	42
% Pass	54	53	50
Number of students tested	519	512	557
Percent of total students tested	99	98	100
Number of students alternatively tested	5	10	2
Percent of students alternatively tested	1	2	0
SUBGROUP SCORES			
1. SES			
Paid lunch- # of students	456	471	513
% Total passing	95	96	93
Free/Reduced lunch- # of students	63	41	44
% Total passing	79	88	75
2. Ethnicity (# of students/ % passing)			
Black	53/81	23/87	33/73
Asian or Pacific Islander	23/96	21/100	22/95
Hispanic	23/78	11/91	18/83
White	386/95	430/95	458/93
Multiracial	34/91	26/96	21/100
3. Limited English (# of students/% passing)	21/71	14/93	20/75
4. Special Education (# of students/% passing)	69/70	61/77	67/70
STATE SCORES			
State Mean Score	512.5/ 515.5	506.6/ 509.8	501.0/ 503.7
State Standard Deviation	63.8	62.8	63.4
% Total passing	80	78	75
% Pass+	22	18	16
% Pass	58	60	58